

**Companion Volume**  
***User Guide:***  
**Farriery and Equine Hoof Care**

**ACM Animal Care and Management**  
**Training Package**

**Version 2.0**

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## Disclaimer

This work has been produced with the assistance of funding provided by the Commonwealth Government through the Department of Education and Training (DET).

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## **User Guide: Farriery and Equine Hoof Care modification history**

<b>Release number</b>	<b>Release date</b>	<b>Author</b>	<b>Comments</b>
1.0	December 2018	Skills Impact	<i>User Guide</i> created to accompany AMC Animal Care and Management Training Package V2.0

### **Acknowledgements**

Skills Impact wishes to thank the many RTOs, organisations and individuals who contributed advice and feedback.

# Introduction

## About this Guide

This Companion Volume *User Guide: Farriery and Equine Hoof Care (User Guide)* supports the delivery and assessment of the *Certificate IV in Farriery* and the *Certificate III in Equine Hoof Care* from the *Animal Care and Management Training Package*. It includes information about:

- interpreting the units of competency
- delivery advice
- work placement requirements that apply to some units of competency.

This *User Guide* has been developed to direct and support good practice implementation of the farriery and equine hoof care qualifications and units of competency. In time, it can provide opportunities to showcase best practice from RTOs and act as a forum for sharing information and resources. If you have any ideas, resources, case studies or feedback to contribute to this guide, please provide your feedback via the Skills Impact Continuous Improvement Feedback Register available at <http://www.skillsimpact.com.au/contact>.

This *User Guide* should be read in conjunction with the Companion Volume Implementation Guide (Implementation Guide) for the *ACM Animal Care and Management Training Package*. The Implementation Guide provides information about the entire Training Package, including a list of all units of competency, skills sets and qualifications. It also includes key implementation advice for use by RTOs, including:

- unit and qualification coding
- mapping between previous and current versions of the qualifications and units of competency
- key work, training and regulatory/licensing requirements in the industry
- legislation requirements for all animal care sectors
- resources and equipment requirements
- access and equity considerations
- training pathways
- occupational outcomes of qualifications
- entry requirements for qualifications.

The Implementation Guide is available at:  
[vetnet.education.gov.au/Pages/TrainingPackages.aspx](http://vetnet.education.gov.au/Pages/TrainingPackages.aspx)

## Structure of this Guide

This *User Guide* contains key information about:

- the *Certificate IV in Farriery* and the *Certificate III in Equine Hoof Care*
- working with units of competency and their assessment requirements
- delivery of farriery and equine hoof care units of competency
- work placements
- assessment of farriery and equine hoof care units of competency.

## Training Package developer's quality assurance process for Companion Volumes

Companion Volumes are developed in consultation with industry representatives, trainers and assessors, and representatives of Industry Reference Committees (IRCs) and

Subject Matter Experts (SMEs). These key stakeholder representatives provide and review content to ensure that information is relevant and useful.

The Companion Volumes undergo continuous improvement in response to feedback lodged on the Skills Impact website <http://www.skillsimpact.com.au/contact>.

## Certificate IV in Farriery

The *Certificate IV in Farriery* covers work activities undertaken by a farrier who is engaged or employed to provide day-to-day hoof care and shoeing services for equines.

Farriers perform a number of duties including:

- inspects equines to check for deviations in motion, interference, peculiarities in gait or abnormalities in size and shape of hooves
- removes worn or defective shoes
- trims and shapes hooves
- measures hooves and estimates metal requirements
- makes shoes by heating, shaping and hammering and fits them to horse's hooves
- may specialise in corrective or surgical shoeing
- refers cases to and works with registered veterinarians for work outside of their professional scope of practice.

## Certificate III in Equine Hoof Care

The *Certificate III in Equine Hoof Care* covers work activities undertaken by a hoof care practitioner who is engaged or employed to provide day-to-day equine hoof care and trimming services.

Equine hoof care practitioners perform a number of duties including:

- inspects equines to check for deviations in motion, interference, peculiarities in gait or abnormalities in size and shape of hooves
- trims and shapes hooves
- measures hooves and fits boots/non-metal hoof protection
- may assist with rehabilitation related to a range of pathologies
- refers cases to registered veterinarians for work outside of their professional scope of practice.

## Skill Set

*ACMSS00015 Equine Emergency Shoe Replacement Skill Set* was developed to provide basic hoof care and remove and replace an equine shoe as an emergency measure to address an immediate equine welfare requirement relating to hoof and/or shoe conditions.

## Licensing and scope of practice

There is no occupational licensing for farriers or equine hoof care providers.

The qualifications address issues relating to legislation and 'scope of practice' for farriers and equine hoof care practitioners. This includes:

- animal welfare
- work health and safety, particularly when interacting with horses
- biosecurity and infection control
- working with and referring issues outside of professional scope of practice to veterinarians (including restrictions on diagnosing equine conditions and administration of scheduled drugs).

## Qualification packaging rules

### Certificate IV in Farriery

To achieve the *Certificate IV in Farriery* an individual must demonstrate competency in:

- all 21 units of competency - there are no elective units in this qualification.

### Certificate III in Equine Hoof Care

To achieve the *Certificate III in Equine Hoof Care* an individual must demonstrate competency in:

- 17 units of competency:
  - 12 core units plus
  - 5 elective units.

This qualification includes units with prerequisites – refer to table below.

*ACMEQU202 Handle horses safely* has a prerequisite unit, *ACMEQU205 Apply knowledge of horse behaviour*. Both units are core units in this qualification.

Two units have *ACMEQU202 Handle horses safely* as a prerequisite which creates a chain of prerequisites. RTOs must consider prerequisites when developing their training and assessment strategies as prerequisites must be assessed before the main unit is assessed.

Unit of competency	Prerequisite requirement
ACMEQU202 Handle horses safely	ACMEQU205 Apply knowledge of horse behaviour
ACMHBR302 Carry out basic hoof care procedures	ACMEQU202 Handle horses safely*
ACMHBR305 Assess suitability of horses for specific uses	ACMEQU202 Handle horses safely*

*ACMEQU202* and *ACMEQU205* were introduced to the ACM Training Package to address safety issues involved with interacting with horses. Please refer to the Companion Volume *User Guide: Safety in Equine Training* for further information. The *User Guide: Safety in Equine Training* is available at [vetnet.education.gov.au/Pages/TrainingPackages.aspx](http://vetnet.education.gov.au/Pages/TrainingPackages.aspx).

RTOs may select five units from the bank of listed elective units, including up to two units from any currently endorsed Training Package or accredited course. Elective units selected must be relevant to:

- the work outcome
- local industry requirements, and
- the qualification level.

RTOs should note ASQA (or applicable regulator) requirements for selecting units from non-host training packages. Refer to the ASQA website:

<https://www.asqa.gov.au/news-publications/publications/fact-sheets/delivering-elective-units>.

## Working with the units of competency and assessment requirements

The units of competency in the ACM Animal Care and Management Training Package are presented in the template from the *Standards for Training Packages 2012*. The information is contained in two documents:

- unit of competency
- assessment requirements.

The following examples show an equine<sup>1</sup> hoof care unit of competency and its associated assessment requirements and explain the information in each part of the document.

### Units of competency

<b>ACMFAR313</b>	<b>Trim equine hooves</b>	
<b>Application</b>	<p>This unit of competency describes the skills and knowledge required to handle equines safely and trim hooves using appropriate techniques and tools.</p> <p>The unit applies to individuals who trim equine hooves for shoes and/or natural hooves. They take responsibility for their own work and apply knowledge and practical skills to trim equine hooves as part of the hoof care plan.</p> <p>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.</p> <p>No licensing or certification requirements apply to this unit at the time of publication.</p>	Identifies the work context and who the unit applies to.
<b>Prerequisite Unit</b>	Nil	Prerequisite units must be assessed before the main unit is assessed.
<b>Unit Sector</b>	FAR	A statement in the application field identifies important licensing/regulatory requirements.

<sup>1</sup> Please note that the term **equine** refers to a horse or horse-like animal, for example, mules, donkeys, ponies and zebras

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. Prepare to trim equine hooves	1.1 Carry out a basic risk assessment of equine behaviour and environmental hazards and take steps to control risks 1.2 Prepare and set up tools and equipment 1.3 Select a safe handling and control method suitable for the individual equine 1.4 Observe and assess equine physique, stance and gait prior to trimming
2. Assess hoof condition	2.1 Adopt a safe working position for self and equine balance and comfort 2.2 Lift, hold and clean equine feet to assess hoof condition 2.3 Remove shoes safely using appropriate tools and methods if equine is shod 2.4 Assess gait, balance of hoof and the wear patterns of the shoes and/or hooves to inform future hoof care plan 2.5 Examine the hoof thoroughly checking for damage, abnormalities, pathologies and foreign objects 2.6 Consider workload levels, environment and diet that impact on equine welfare as part of the hoof care plan
3. Trim equine hooves	3.1 Select appropriate trimming technique for individual equine 3.2 Use appropriate tools and technique to trim fore and hind hooves 3.3 Trim hooves within limits of safe trimming margins according to hoof care plan and industry standards 3.4 Apply hoof treatment medication or products, according to the hoof care plan or veterinarian instructions 3.5 Recognise conditions that require referral to a registered veterinarian
4. Carry out post-hoof trimming activities	4.1 Review finished work against hoof care plan 4.2 Review gait and discuss any changes to initial assessment with equine owner or carer 4.3 Ensure working area is tidy and free of hazards and tools are cleaned and stored safely 4.4 Finalise business transactions and discuss need for any future visits with client

Elements define the essential outcome of the job task covered in the unit.

Performance criteria specify the performance needed to demonstrate achievement of the element.

Foundation Skills	
<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 questioning and active listening techniques to participate in conversations with equine owners or carers providing clear and firm advice relating to equine hoof care plan, health and welfare</li> </ul>
Navigate the world of work	<ul style="list-style-type: none"> <li>Follow industry procedures and codes of practice, including safe animal welfare requirements, relating to own role and work area</li> <li>Demonstrate duty of care to self and others when interacting with equines</li> </ul>
Get the work done	<ul style="list-style-type: none"> <li>Plan, organise and sequence tasks, and assemble tools to carry out trimming taking safety and risk factors into consideration</li> <li>Assess equine hoof condition and deal with contingencies relating to trimming equine hooves</li> </ul>

Foundation skills highlight the skills that are **not** explicit in the performance criteria, but essential to the job task described in the unit

## Assessment requirements

The assessment requirements include:

- performance evidence – what individuals must do to show that they can competently perform the requirements of the unit of competency, including information about the frequency and/or volume of the tasks to be performed
- knowledge evidence – what individuals need to know to be able to perform the task effectively
- assessment conditions, that specify physical conditions, resources, specifications, and relationships that must be in place for the assessment to take place.

<b>TITLE</b>	<b>Assessment requirements for ACMFAR313 Trim equine hooves</b>
<b>Performance Evidence</b>	
An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit. There must be evidence that the individual has: <ul style="list-style-type: none"> <li>• trimmed and provided hoof care to the fore and hind limbs of at least four equines of different ages and work or discipline requirements</li> <li>• demonstrated safe handling techniques and position for trimming hooves of each equine.</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>• purpose of trimming equine hooves, including: <ul style="list-style-type: none"> <li>• importance of hoof balancing when trimming</li> <li>• effects of trimming on the stance and movement of the equine</li> <li>• limits of safe trimming and reasons why these must not be exceeded</li> </ul> </li> <li>• requirements and techniques for trimming barefoot hooves and trimming for shoes and other hoof protection</li> <li>• how to recognise irregularities in basic equine movement and gaits</li> <li>• tools and techniques for trimming equine hooves, including for: <ul style="list-style-type: none"> <li>• fore and hind limbs</li> <li>• shod and unshod/natural hoof</li> </ul> </li> <li>• importance of tool maintenance and techniques for sharpening tools</li> <li>• features and variables of hoof care plans, relating to: <ul style="list-style-type: none"> <li>• equine age</li> <li>• type of equine</li> <li>• work activity and load</li> <li>• performance discipline</li> <li>• environment and/or diet</li> </ul> </li> <li>• role and effect of products or devices designed to improve foot health</li> <li>• role of topical hoof care products, including: <ul style="list-style-type: none"> <li>• how to use or apply</li> <li>• their advantages and disadvantages</li> </ul> </li> <li>• restrictions on advice that can be given - avoiding perceptions of diagnostic or treatment advice which must be given by veterinarians</li> <li>• relevant regulations, codes of practice and workplace procedures relating to handling techniques for trimming, including: <ul style="list-style-type: none"> <li>• work health and safety and safe work practices</li> <li>• infection control and biosecurity</li> <li>• animal welfare principles, practices and ethics.</li> </ul> </li> </ul>	

Performance evidence describes the practical tasks that must be demonstrated for assessment.

Describes the volume of the assessment, i.e. 'four different equines'

Knowledge evidence is what individuals need to know to be able to perform the job task effectively.

Assessment Conditions
<p>Assessment of skills must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>physical conditions: <ul style="list-style-type: none"> <li>a workplace or an environment that accurately represents workplace conditions</li> </ul> </li> <li>resources, equipment and materials: <ul style="list-style-type: none"> <li>various live equines to trim hooves including equines of different ages, and work or discipline requirements</li> <li>tools and equipment for trimming.</li> </ul> </li> </ul> <p>Training and assessment strategies must show evidence of the use of guidance provided in the Companion Volume: User Guide: Safety in Equine Training.</p> <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p>

Assessment conditions specify the mandatory conditions under which the evidence must be gathered, and the mandatory assessor requirements

### Assessment methods

Units of competency and assessment requirements do not specify the method of assessment to be used to collect evidence – assessment methods are determined by the registered training organisation (RTO) and assessor when designing the assessment strategy.

RTOs must select the most appropriate method for collecting performance evidence, which may include direct observation, supplementary evidence from supervisors and/or challenge tests.

Knowledge evidence can be assessed in several ways, including through oral questioning (with an appropriate sheet to record the evidence provided), or through written assessment, which could be online or paper-based.

### Training and assessment strategies

All RTOs must have a training and assessment strategy documented for the *Certificate IV in Farriery* and/or *Certificate III in Equine Hoof Care*. As there are significant safety issues relating to interacting with horses and other equines, RTOs must show evidence of the use of guidance provided in the Companion Volume: *User Guide: Safety in Equine Training*.

### Assessment conditions

Assessment of all ACMFAR coded units of competency requires assessment to be carried out in a workplace, or an environment that actually reflects a real workplace, such as specialised facilities and stables or yards in an RTO. Many of the units require access to a range of real, live equines. This is to ensure that learners have real interactions throughout their training.

The workplace environment used for assessment must include resources, equipment and materials that would typically be available for farriery or equine hoof care service provision. These are specified in the assessment conditions.

### Resources and equipment

Please refer to *Appendix 2. Resources and equipment for ACMFAR units* for a summary of resource requirements.

## Quality and consistency of assessment

During the development of the Certificate IV in Farriery there were very strong views expressed by industry stakeholders to introduce approaches to ensure consistent national assessment. Many stakeholders were keen to see:

- independent assessors
- consistent assessment activities and tasks
- review of recognition of learning (RPL) / assessment-only practices
- final practical and knowledge assessments.

The Assessment Requirements section of each of the ACMFAR units has undergone significant review. The performance evidence includes clear references to the volume and frequency of evidence required for assessment. For example:

- the number of equines and/or the number of occasions for hooves to be trimmed
- the specific shoe type and number of equines to be fitted with shoes.

This level of detail will improve consistency in assessment.

Assessment methods cannot be specified in units of competency as they can hinder flexibility. It is the RTO's responsibility to determine the most appropriate assessment methods to be used for their learner group and circumstances.

As there are only a few RTOs delivering the farriery and equine hoof care qualifications the following approaches could be explored to meet industry expectations:

1. Establish a network to share and review assessment tools so as to develop consistent approaches between RTOs and states/territories. This could include involving the major industry associations and local employers in the validation of the assessment tools, including those used for RPL or assessment-only purposes. Refer to ASQA Fact Sheet<sup>2</sup> for more details.
2. Schedule moderation activities to ensure the consistency of assessment outcomes for learner groups across RTOs. (Note: ASQA states that moderation is a quality control process aimed at bringing assessment judgements into alignment. Moderation is generally conducted before the finalisation of student results as it ensures the same decisions are applied to all assessment results within the same unit of competency).
3. Rotate RTO assessors to undertake independent assessments as an assessment moderation and professional development activity.
4. Provide training for local employers to develop their instruction and assessment skills. The following skill sets or units of competency could be used:
  - TAESS00015 Enterprise Trainer and Assessor Skill Set
  - TAED301 Provide work skill instruction.

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<sup>2</sup> <https://www.asqa.gov.au/news-publications/publications/fact-sheets/conducting-validation>

## Delivery of ACMFAR units of competency

All RTOs must have a training and assessment strategy (TAS) documented for the *Certificate IV in Farriery* and/or the *Certificate III in Equine Hoof Care*.

When preparing the TAS for these qualifications it is recommended that RTOs note the following points.

### Ensure safety when interacting with equines

As there are significant safety issues relating to interacting with horses and other equines, RTOs must show evidence of the use of guidance provided in the *Companion Volume: User Guide: Safety in Equine Training*.

### Prerequisite units

For the *Certificate III in Equine Hoof Care* the following prerequisite units **must** be assessed before the unit in which they appear is assessed:

- ACMEQU205 Apply knowledge of horse behaviour
- ACMEQU202 Handle horses safely.

The units above address safety issues relevant to interacting with horses (and other equines). They are listed as prerequisites in units which include practical interactions with equines, namely:

- ACMHBR302 Carry out basic hoof care procedures (core unit)
- ACMHBR305 Assess suitability of horses for specific uses (elective unit).

**Note:** Assessment of the prerequisite unit **must** be completed before the assessment of the unit containing the prerequisites occurs. However, it is recommended that training in the prerequisite units is completed before commencing training of the unit containing the prerequisites.

### Specific knowledge covered in the ACMFAR units

Many ACMFAR units involve detailed knowledge requirements. Content, previously specified in the range statements of units of competency, has been included in *Appendix 3 Farriery and equine hoof care knowledge – ACMFAR units*. This information has been collated under key topic headings to provide additional information about topics covered in ACMFAR units. It may assist RTOs when reviewing the knowledge requirements across units of competency.

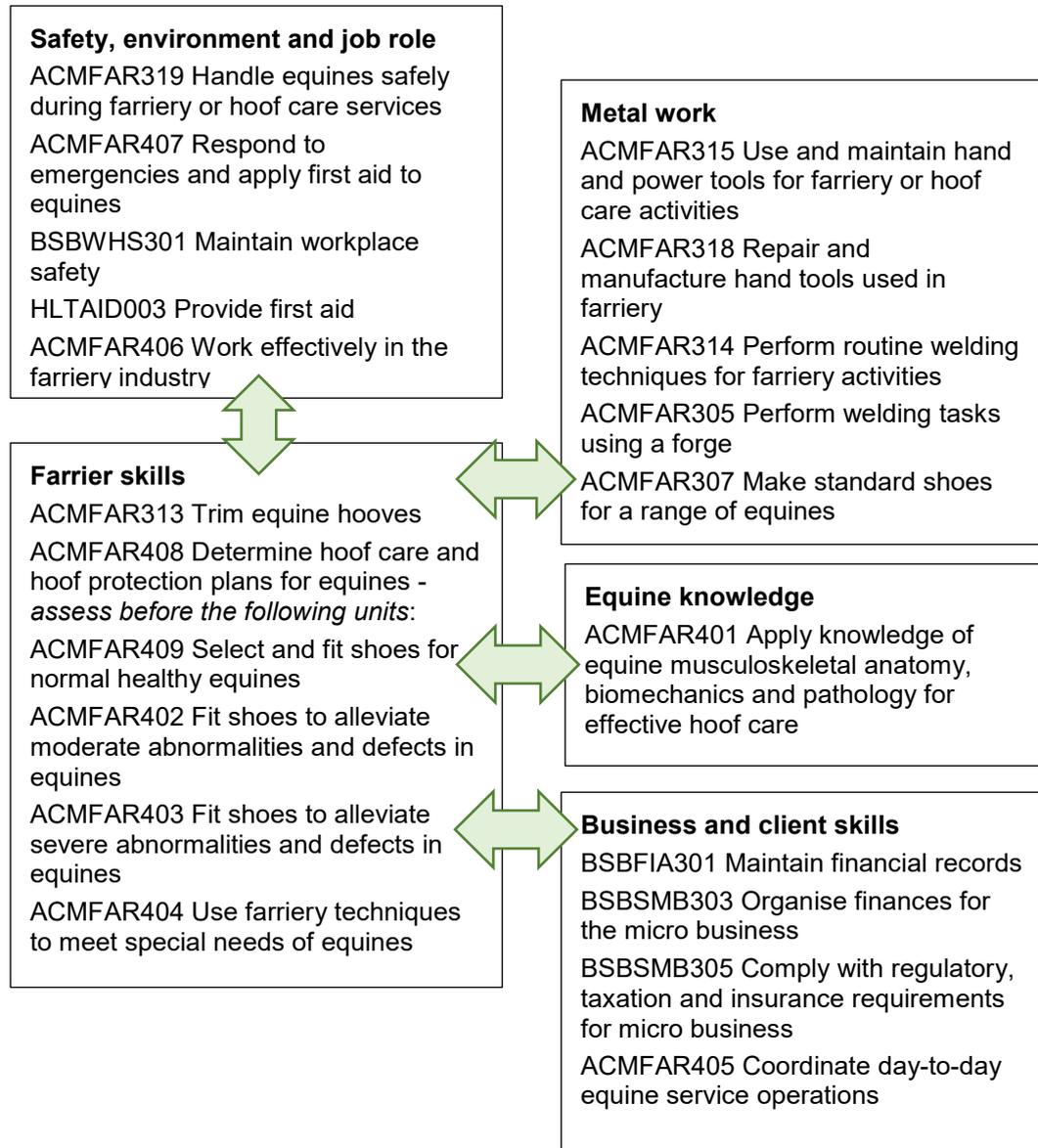
### Clustering units for delivery

The diagrams on the following pages provide some examples of how units could be clustered for delivery.

Industry trainers have also suggested that resource materials be accessed or developed for online or distance learning for some non-workplace/theory units. This would allow more time for practical training when learners attend an RTO for training.

## Suggested clusters for delivery of the Certificate IV in Farriery

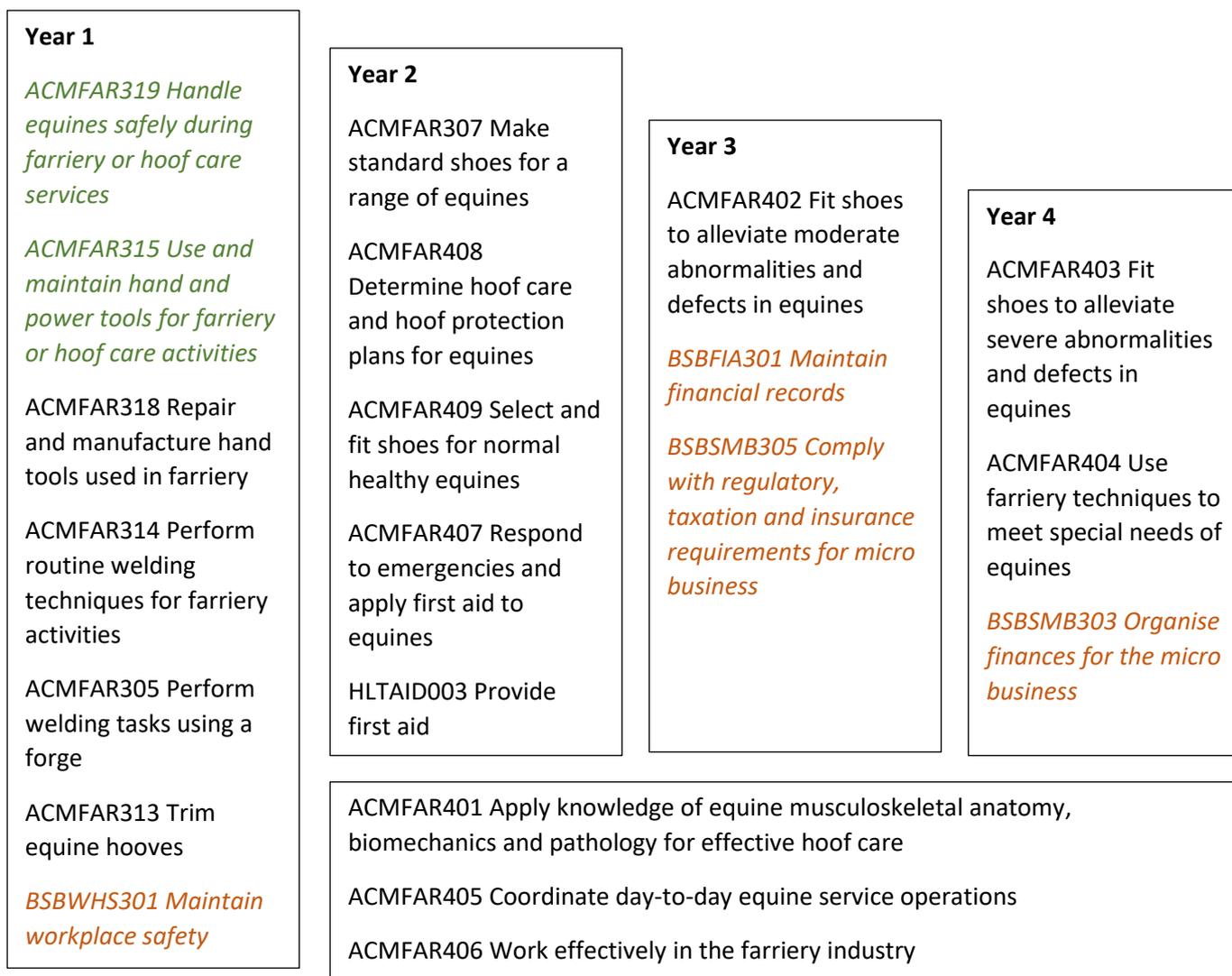
Possible approach to clustering units the 21 core units to achieve the Certificate IV in Farriery. Note: there are no prerequisites within this qualification. However, some units should be delivered and assessed prior to others.



If delivered as an apprenticeship the units can be clustered over the relevant time period to ensure a sequence of skill development. The high level overview below is one example of how units in a four year farriery apprenticeship could be clustered.

In Year One, Subject Matter Experts and farrier employers, indicated that employers could address the main requirements of ACMFAR319 and ACMFAR315 (depicted in green in the diagram below) on-the-job in the first few months of the apprenticeship. This would provide additional time for the RTO to focus on delivering other units.

### Sample clustering of units to ensure skill development over a 4 year farriery apprenticeship



Other units are suited to online or distance delivery. For example learner resources are available for some of the BSB units within this qualification (highlighted in orange above). The RTO would need to ensure that resources were contextualised to farriery (or equine hoof care) including any assessment activities. The use of online or distance learning could be a benefit to those learners where geography poses difficulties in accessing RTO facilities and where taking time off the job is restricted.

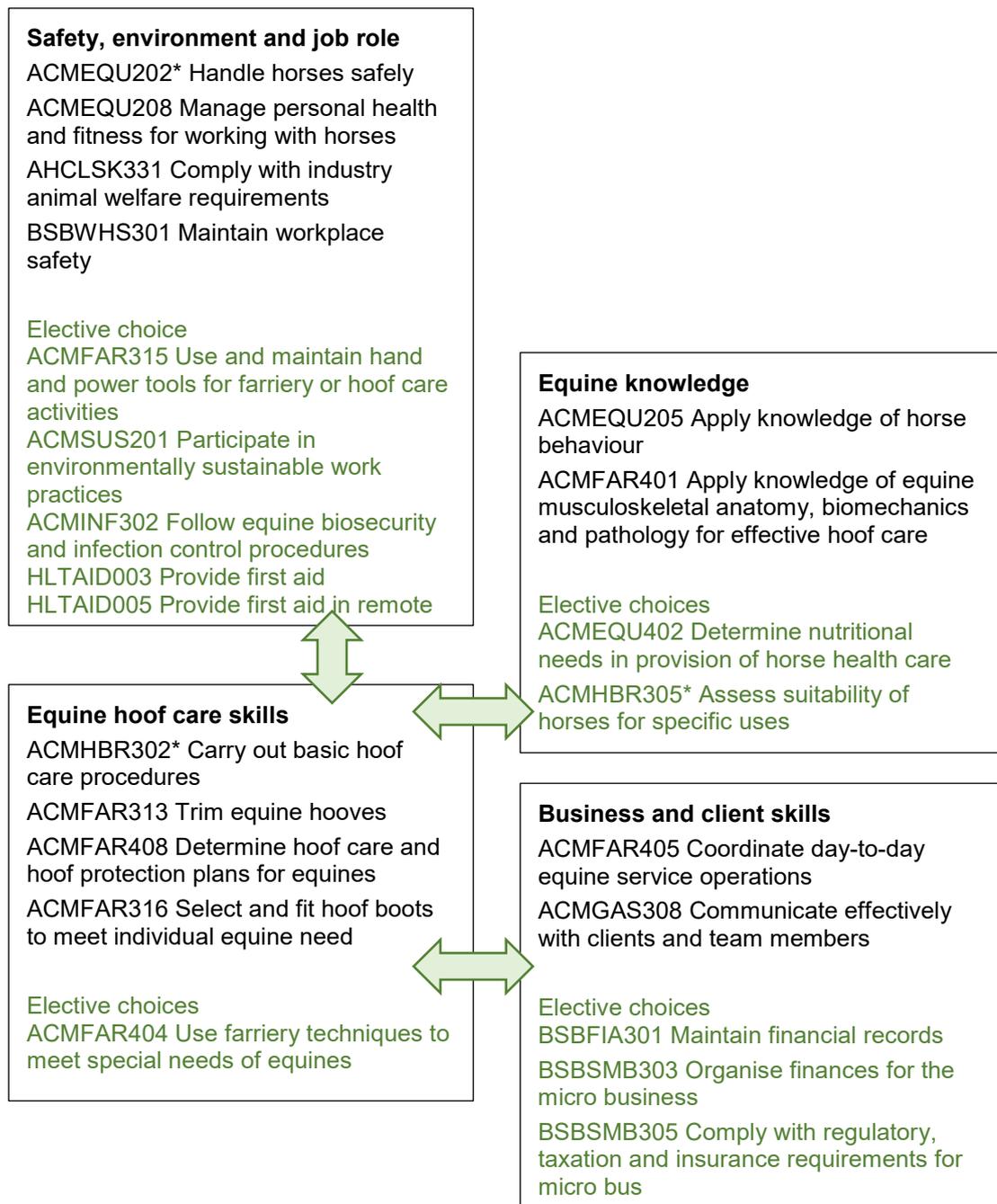
## Suggested clusters for delivery of the Certificate III in Equine Hoof Care

Possible approach to clustering units to achieve the Certificate III in Equine Hoof Care.  
The packaging rules are:

- 17 units of competency:
  - 12 core units plus
  - 5 elective units.

**Note:** there are prerequisites within this qualification for:

- core units -ACMEQU202 and ACMHBR302
- elective unit - ACMHBR305.



## Work placement

A mandatory work requirement is included in *ACMFAR405 Coordinate day-to-day equine service operations*. This unit is included in both the Certificate IV in Farriery and the Certificate III in Equine Hoof Care.

The initiative to include minimum hours of work placement during the completion of these qualifications, responds to industry concerns, including:

- the need for practical experience
- varying levels of workplace exposure provided by RTOs
- improving consistency in training and assessment methods and outcomes.

### What is work placement?

For the purpose of this guide, the term work placement is used to describe any type of placement or experience in the workplace that formally contributes to the assessment process. This includes the need to collect and use information from the work placement as part of the candidate's overall assessment.

### Work placement requirements in Training Packages

In the *ACM Animal Care and Management Training Package* requirements for specified hours of work have been documented in two places:

- in qualification descriptions
- in assessment requirements of units of competency.

### Qualification descriptions

The need to complete specified hours of work is noted in the qualification descriptions so that anyone accessing the qualification can be immediately aware of this requirement. However, strictly speaking, the requirement itself is part of the assessment requirements of individual units of competency. Below is the qualification description with the 'hours of work' requirement highlighted.

<b>ACM40818</b>	<b>Certificate IV in Farriery</b>
<b>Qualification Description</b>	
This qualification provides a trade outcome in farriery. It relates to the work activities undertaken by a farrier who is engaged or employed to provide equine hoof care and shoeing services. Farriers are generally self-employed, working autonomously and taking responsibility for their own functions and outputs in a range of varied contexts that may be complex and non-routine.	
Farriers require theoretical knowledge of equine anatomy, biomechanics and pathologies and the ability to apply knowledge to technical solutions for a range of predictable and unpredictable problems. The ability to interpret and accurately communicate information to owners/carers and veterinarians concerning equine hoof and shoe care and related health issues in a variety of circumstances is required.	
To achieve this qualification, the candidate must have completed at least 120 hours of work placement as detailed in the Assessment Requirements of <i>ACMFAR405 Coordinate day to day equine service operations</i> .	
No licensing, legislative or certification requirements apply to this qualification at the time of publication.	

ACM30918	Certificate III in Equine Hoof Care
<p><b>Qualification Description</b></p> <p>This qualification reflects the role of practitioners undertaking equine barefoot care. It covers hoof care, hoof trimming and the provision of services to assist in optimising environmental and nutritional requirements of equines in a range of varied contexts that may be complex and non-routine.</p> <p>The duties require discretion and judgement and the ability to communicate information accurately to owners or carers concerning equine health and hoof care in a variety of circumstances.</p> <p>To achieve this qualification, the candidate must have completed at least 120 hours of work placement as detailed in the Assessment Requirements of <i>ACMFAR405 Coordinate day to day equine service operations</i>.</p> <p>No licensing, legislative or certification requirements apply to this qualification at the time of publication.</p>	

## Work placement details in assessment requirements

The requirement to undertake a particular number of hours of work is specified in the assessment requirements of units of competency. Not every unit contains the requirement. In the *Certificate IV in Farriery* and the *Certificate III in Equine Hoof Care*, only the unit *ACMFAR405 Coordinate day-to-day equine service operations* includes the work placement requirement.

The wording of the assessment requirement for workplace evidence was carefully considered to emphasise that the performance evidence collected over the specified hours applies to whole qualification. The number of hours is just one of the pieces of performance evidence required in each unit.

The performance evidence begins with the following statement:

*An individual demonstrating competency must satisfy all of the elements and performance criteria of this unit. There must be evidence that ...*

This statement is followed by a list specific to the unit.

Where a work requirement is included, the following words appear:

*... performed the activities outlined in the performance criteria of this unit during, and contributing to, an overall period of at least 120 hours of work supervised by a qualified farrier or currently commercially active provider of farriery or hoof care services.*

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The 120 hours specified in the units is a **total** number of hours for the **qualification**. It is **not** 120 hours for the unit.

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An example of the wording in the performance evidence of assessment requirements is shown below.

<b>TITLE</b>	<b>Assessment requirements for ACMFAR405 Coordinate day to day equine service operations</b>
<b>Performance Evidence</b>	
<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</p> <p>There must be evidence that the individual performed routine day-to-day preparatory and administrative tasks for farriery or hoof care services and demonstrated consistent application of the following points on at least three separate work site visits:</p> <ul style="list-style-type: none"> <li>• obtained and provided information needed to conduct services</li> <li>• planned jobs and resources needed for worksite activities</li> <li>• completed required documentation and business records for work activities</li> <li>• performed the activities outlined in the performance criteria of this unit during, and contributing to, an overall period of at least 120 hours of work supervised by a qualified farrier or currently commercially active provider of farriery or hoof care services.</li> </ul>	

## Work placement - opportunities and challenges

### Opportunities

For learners, work placements (practical placements, placements) are an opportunity to:

- learn in a workplace relevant to their future career
- talk, listen and learn from experienced workers who will help learners put theoretical learning into practice, and answer questions about wider areas of work and future opportunities in the industry
- practise skills over a period of time in real life situations, in different contexts and with different individual clients
- have access to real work technologies, equipment, clients and procedures
- have exposure to both normal operating procedures and unplanned contingencies.

For RTOs, work placements enable individual trainers and assessors to:

- keep up to date and tailor training and assessments to current industry practices
- develop networks and professional relationships with industry staff which increases the value and quality of the education provided to learners
- engage industry and work with them to interpret and translate ACMFAR assessment requirements

For 'host employers' or individual organisations there are opportunities to:

- have more control over the quality of training and assessment outcomes
- provide the opportunity to make a positive contribution to the education and development of individuals
- improve consistency of learning outcome and skills of new entrants to the industry
- develop skills in management – supervision, mentoring, training and assessment
- create opportunities for building employer/RTO partnerships for training purposes
- promotion of the sector and influencing career choices – dispelling unwarranted stereotypical views
- support good training and development outcomes – increased completion rates and productivity improvements.

## Challenges

Partnership arrangements rely on a clear understanding of each party's role and responsibilities. The lack of a coordinated and planned approach between the employer and the RTO assessor may lead to learners having difficulty in being assessed as competent. Problems can emerge when:

Employers:

- do not understand that competency based assessment processes are evidence based and relate to the requirements of a unit of competency
- do not provide adequate time or opportunities for learners to practise their skills in the workplace
- are unclear about their role in the assessment process

RTOs:

- do not organise enough opportunities or time in work placement for employers to make confident reports about the skills of the learners
- do not have assessors with current vocational competency
- do not maintain the relationship with the employer to check and monitor the learner's progress
- do not sufficiently plan for on-site assessment and cause disruption to work procedures.

## Organising work placements

Depending on the size of the RTO, the number of learners who require placements and the number of available host organisations it may be advisable for the RTO to create a Placement Coordinator role within the RTO. Even if no one holds this role in a formal sense, someone needs to be delegated the following responsibilities:

- identifying potential employers and specific worksites for placements relevant to the requirements of the training package (this means going beyond just identifying an employer that is close to the RTO and willing to take learners – the employer must have the resources and equipment in place that will allow the learner the full range of opportunities to develop the skills outlined in the performance criteria in the specified units of competency)
- negotiating times, dates and outcomes for each placement with the host employer and match these with learners
- set up initial meetings between the host employer, learner and coordinator (or RTO trainer/assessor)
- providing initial and ongoing support to the host employer.

## Work placement agreements

Work placement agreements should be signed by the RTO, host employer and learner for each placement. There is a list of resources at the end of this guide that provide sample documents.

## **Health and safety requirements in the workplace**

Health and safety requirements in relation to work placements, and the agreements between training providers and work placement providers, vary across jurisdictions. The RTO will need to make sure that the workplace provides a safe environment for its learners, that relevant workplace health and safety training has taken place before the work placement and that the worksite provides a safety induction for the learner and appropriate supervision during the entire placement. RTOs should ensure they meet the insurance obligations of their registration against the RTO standards and seek advice from their RTO regulator and/or their work cover insurance provider.

## **Work placements and payment**

FairWork Australia has a factsheet available referring to 'Vocational Placement' which makes it clear that under the *Fair Work Act 2009* there are conditions which must be met for a person to be recognised as on a vocational placement. These conditions can be summarised as:

- must be a placement, arranged by the training provider or learner as a course requirement
- must be no entitlement to pay
- placement must be done as a requirement of an education or training course
- placement must be approved (all RTOs that are implementing the requirements of units of competency will meet this as they are 'approved' by their regulator to deliver the program).

See [www.fairwork.gov.au/about-us/policies-and-guides/fact-sheets/unpaid-work/student-placements](http://www.fairwork.gov.au/about-us/policies-and-guides/fact-sheets/unpaid-work/student-placements) for more information.

## **Insurances**

Legal and insurance requirements vary between organisations, states and territories. RTOs must undertake their own research to ensure local requirements are met. Typical roles and responsibilities in work placement include:

### **Work Placement Coordinator at the RTO**

- Organises placement with learners and employers
- Works with the employer to plan a work program for the learner
- Keeps in contact with learners and employers during the placement
- De-briefs learner and employer at the end of the placement
- Takes responsibility for documentation required by the training organisation including signed work placement agreement with an employer and learner
- Follows the procedural requirements of the training organisation in relation to insurance and legal considerations
- Ensure all necessary learner work placement checks have been obtained by learners and workplace employers have confirmed the learner will be allowed admission into the workplace

### **Employer/Workplace Supervisor**

- Gives the learner an introduction and induction on workplace policies and procedures
- Takes responsibility for the direction of the learner during the placement
- Provides a safe workplace, free from bullying and verbal, physical, racial and sexual abuse
- Provides opportunities to develop knowledge and skills
- Fills in relevant sections of the learner's workbook, including a learner evaluation
- De-briefs the learner at the end of the placement
- Follows legal and insurance requirements during the placement

### **Learner**

- Obtains consent for work placement from a parent or guardian, if under 18 years of age
- Acts in a professional and courteous way and respects the rights of other people in the workplace
- Follows the policies and procedures of the host workplace
- Keeps information about the host business confidential unless agreed to by the employer
- Pro-actively seeks to develop skills and knowledge during the placement to ensure readiness for workplace assessments
- Completes learner workbook or other documentation required by the RTO
- Participates in a de-brief with the employer and work placement coordinator

## RTO responsibilities

A robust placement program is one mark of a quality training organisation. Good work placement can be used as a very effective marketing tool both with industry and prospective learners.

### Establishing the program

A first step in establishing and maintaining a successful work placement program is to develop clear systems, procedures and documentation to support it. Each RTO needs to consider:

- program objectives and priorities
- roles and responsibilities in the RTO
- step-by-step process of managing work placement
- documentation and recording systems to support the program.

For more detailed advice, see *Appendix 4.1 Sample Checklist: Developing a Work Placement Program*.

### Organising placements

Once systems and procedures are in place, organising placements can begin. Probably, the most important factor that will impact your success in finding learner placements is the quality of your industry networks. RTOs build these networks in many ways – some are personal, others are more systematic. Relationships with industry across all areas of the RTO operation will affect industry willingness to host your learners. For more information, see *Appendix 4.2 Sample Checklist: Building and Maintaining Industry Networks*.

### Getting the timing right

To make sure your learners are providing the best possible value to employers, it makes sense for practical placements to happen towards the end of a course rather than at the beginning. At a minimum, you should be confident that learners going on work placement are able to:

- interact positively with others, both colleagues and clients
- work safely
- show an understanding of the sector of work
- behave in a professional manner.

Timing also needs to be considered from the employer perspective. It is important to be aware of the seasonal factors that impact host organisations. And it cuts two ways – busy periods may mean it is impossible for some organisations to host learners, but for some businesses peak times may mean they have lots of work that learners can assist with.

### Matching workplaces and learners

Not all learners are suited to all workplaces. Here are a few things to consider when placing individual learners:

- What does the employer need?
- What are the employer's expectations?
- What is the level of risk involved in the proposed work activities?
- How ready is the individual learner to undertake the activities?
- How much preparation is needed for the learner and the employer prior to the placement?

- What are the practical issues to consider, for example, travelling times and hours of work?

### Planning learner work programs

It is the RTO's job to work with the employer to agree what the learner will do. The closer the work activities mirror the competencies being developed in the learner's course the better. But of course, this is not always possible and will vary from sector to sector. Knowing the skills profile of individual learners will allow you to confidently work with employers to tailor programs to meet specific needs.

Each learner should have a workbook where they can record the types of work they've done, where the employer is able to make comments and complete an evaluation at the end of the placement.

### Communicating with learners and employers

It is the RTO's role to manage all communication with learners and employers. In essence, this involves specific activities before, during and at the end of the placement. Some key activities are outlined below.

Before	During	At the end
<ul style="list-style-type: none"> <li>▪ Find the placement</li> <li>▪ Prepare learners and employers for what to expect</li> <li>▪ Provide any necessary paperwork</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visit the workplace (may not always be possible), but use email or phone to keep in contact</li> <li>▪ Keep lines of communication open</li> <li>▪ Provide support and advice, as required</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organise a de-briefing with the learner and the employer</li> <li>▪ Maintain required records</li> </ul>

## Assessment of ACMFAR units of competency

### Assessment requirements

All units covered by this *User Guide* are in the template required to meet the *Standards for Training Packages 2012*. The template clearly specifies required **performance evidence** and **knowledge evidence**. Typical wording to specify volume and/or frequency requirements in the performance evidence for EQD units is:

- ... undertaking (x activity) on at least six different equines
- performed the activities outlined in the performance criteria of this unit during, and contributing to, an overall period of at least 120 hours of work supervised by a qualified farrier or currently commercially active provider of farriery or hoof care services.

As stated previously the work placement hours specified in the performance evidence are only one form of evidence required for the assessment. Where the number of horses/equines and/or occasions is clearly specified, RTO assessors must ensure they have the required documented evidence for each.

In all units the horse or other equine used for assessment purposes **must** be assessed as suitable for the experience and skills of the candidate and the relevant activity (refer to ***User Guide: Safety in Equine Training***). This requirement is clearly stated in the assessment conditions of relevant ACMFAR coded units.

The **assessment conditions** section of the unit specifies the conditions under which the assessment must take place and generally covers:

- physical conditions
- resources, equipment and materials
- specifications
- relationships (internal/external)
- timeframes.

### Assessment in the workplace

Trainers and assessors in this sector often need to be very flexible in response to workplace demands and the day-to-day demands of a busy work environment can make it hard for employers to find time to contribute to supervising learners on placement, or by contributing to assessment processes. However, trainers and assessors should involve employers by:

- making sure that they are clear about their role
- explaining the assessment process, the assessment tasks and the timeframes in the assessment plan, including when the assessor will be at the workplace to carry out any direct observations
- requesting feedback in the form of written or oral third party reports and/or contributions to logbooks.

## Partnership arrangements

Assessment arrangements in this sector may involve a partnership arrangement. For example:

- the employer might take responsibility for skill development through learning on the job, and the RTO might provide assessment-only services
- employers might enter into agreements with RTOs to provide coordinated approaches to assessment
- there might be an auspicing arrangement, where the employer delivers training and assessment and the RTO signs off and awards the qualifications and statements of attainment (see <[www.asqa.gov.au/news/2080/partnering-and-auspicing-arrangements-reminder.html](http://www.asqa.gov.au/news/2080/partnering-and-auspicing-arrangements-reminder.html)> for further details)
- learners might be enrolled in full-time study programs with work placements that require the employer to provide third party reports.

A project conducted by the National Quality Council (NQC) in 2008, *Investigation into industry expectations of VET assessment*<sup>3</sup> identified a growing requirement from industry for training providers to reflect a closer client focused approach in the design and contextualisation of training programs and assessment to reflect enterprise needs. Tools which can assist the collaboration between RTOs and industry can be found in the resource *Industry Enterprise and RTO Partnership: A guide for RTOs, enterprises and industry groups*<sup>4</sup>.

The project report highlighted that satisfaction with assessment processes and outcomes were highest when there was a strong partnership between the enterprise and the RTO, and when training and assessment was directly linked to the workplace.

## Gathering evidence

An RTO trainer or assessor cannot be present the whole time a learner is on a work placement. They need to know what the learner has learned, as well as what they have done. This will contribute to better learning outcomes for the learner and also provide evidence for formal assessment. They must rely on the evidence gathered by those in the workplace. One way to do this is through the use of a placement log book.

Essential features of a log book should include:

- details of the learner, their supervisor, the location, time and length of practical placement
- ability to record day to day activities on specific days
- work activities broken into specific steps
- space for sign off and comments/feedback from the supervisor or employer observing the workplace activities.

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<sup>3</sup> National Quality Council (NQC), 2008, Investigation into industry expectations of VET assessment is available at: <http://www.voced.edu.au/content/ngv%3A49630>.

<sup>4</sup> National Quality Council (NQC), 2010, Industry Enterprise and RTO Partnership: A guide for RTOs, enterprises and industry groups is available at <http://www.voced.edu.au/content/ngv%3A42306>.

## Workplace assessors

The practical log book can be used to capture three types of evidence: direct, indirect and supplementary.

- **Direct evidence** refers to the activities (demonstration of skills and knowledge) the assessor witnesses the learner completing e.g. the assessor visits the workplace and directly observes the candidate undertaking the tasks.
- **Indirect evidence** refers to the activities completed by the learner that are witnessed by a third-party e.g. the log book is completed by the learner's direct supervisor or employer, describes the actions learners have undertaken in the workplace and the competencies they have been able to demonstrate under changing circumstances.
- **Supplementary evidence** refers to the evidence of competency found in written assessments, audio/video recordings, questioning and documented past performances e.g. the log book may have room for the candidate to reflect their specific feelings and experiences of the workplace and activities they've completed – what do they feel confident about; what do they think they could improve; what interests them?

**A log book is not by itself an assessment tool.** It may contribute to the collection of evidence for assessment but the RTO will need to develop assessment tools for single units and/or clusters of units of competency. As the hours requirement is written in the form of:

*performed the activities outlined in the performance criteria of this unit during, and contributing to, an overall period of at least 120 hours of work supervised by a qualified farrier or currently commercially active provider of farriery or hoof care services.*

It will be necessary to document the performance criteria for this unit of competency and relate it to the hours of work.

## Recognition of Prior Learning (RPL)

Where an individual has the required skills and experience to undertake an RPL assessment the RTO must ensure that the candidate provides sufficient, valid, current and authentic evidence to address requirements specified in the performance and knowledge evidence.

For most EQD coded units this means that individuals will need to provide evidence of:

- work experience/placement for the required number of hours
- demonstration of skills performed on the required number of equines and/or occasions.

RTOs will need to undertake verification processes to ensure the evidence provided by the candidate is authentic and current. Challenge tests and knowledge assessments are recommended to support and confirm evidence supplied by the candidate.

## Useful information

### Other companion volumes

- Implementation Guide: ACM Animal Care and Management Training Package, Version 2.0
- *User Guide*: Safety in Equine Training

Both of these companion volumes are available from VETNet

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103>

### Work placements

Vocational Placements – A guide to vocational placements for Queensland RTOs

<http://education.qld.gov.au/students/placement/work/vocation.html>

Student Placements – Fair Work Ombudsman

[www.fairwork.gov.au/pay/unpaid-work/student-placements](http://www.fairwork.gov.au/pay/unpaid-work/student-placements)

Student Work Placements – A health and safety guide

[www.safeworkaustralia.gov.au/doc/student-work-placement-guide](http://www.safeworkaustralia.gov.au/doc/student-work-placement-guide)

## Appendix 1: Legislation relevant to veterinary practice

State or Territory	Primary governing legislation	Current version & when last amended	Regulations	Current version & when last amended	Website
ACT	Veterinary Surgeons Act 2015	Version: R3 15th June 2016	Veterinary Surgeons Regulation 2015	Version: R2 from 27th April 2016	<a href="http://www.legislation.act.gov.au">http://www.legislation.act.gov.au</a>
NSW	Veterinary Practice Act 2003	Current version from 15th July 2015	Veterinary Practice Regulation 2013	Current version from 8th January 2015	<a href="https://www.legislation.nsw.gov.au">https://www.legislation.nsw.gov.au</a>
NT	Veterinarians Act	As in force at 1 May 2016	Veterinarians Regulations	As in force at 1 May 2016	<a href="https://legislation.nt.gov.au">https://legislation.nt.gov.au</a>
QLD	Veterinary Surgeons Act 1936	Current as at 23 September 2013	Veterinary Surgeons Regulation 2002	Current as at 1 July 2015	<a href="http://www.legislation.qld.gov.au">http://www.legislation.qld.gov.au</a>
SA	Veterinary Practice Act 2003	Version: 1.1.2015	Veterinary Practice Regulations 2005	Version: 1.1.2015	<a href="http://www.legislation.sa.gov.au">http://www.legislation.sa.gov.au</a>
TAS	Veterinary Surgeons Act 1987	Consolidated as at 11 Feb 2015	Veterinary Surgeons Regulations 2012	Consolidated as at 11 Feb 2015	<a href="https://www.legislation.tas.gov.au">https://www.legislation.tas.gov.au</a>
VIC	Veterinary Practice Act 1997	Version: No 040 incorporating amendments as at 1 August 2015	Veterinary Practice Regulations 2008	Version: 002 as at 1 May 2013	<a href="http://www.legislation.vic.gov.au">http://www.legislation.vic.gov.au</a>
WA	Veterinary Surgeons Act 1960	Effective 10th December 2010	Veterinary Surgeons Regulations 1979	Effective 30th May 2012	<a href="https://www.slp.wa.gov.au/legislation/statutes.nsf/default.html">https://www.slp.wa.gov.au/legislation/statutes.nsf/default.html</a>

Source: Dr D Neutze, *Veterinary Practice Act Review, 2016 Edition II*, prepared for the Australian Veterinary Association

Note: Information provided was accurate on 1 July 2017. Users of this Guide are advised to check the applicable website for changes to legislation before using any of the above information.

## Appendix 2: Resources and equipment for ACMFAR units

The workplace environment used for assessment must include resources, equipment and materials that would typically be available for farriery and/or equine hoof care service provision. These may include:

### Tools for making or modifying shoes:

- anvil
- welding equipment
  - gas metal arc (GMAW)
  - manual metal arc (MMAW)
- forge (coke or gas)
- forge tongs and fire tools (ash/fire rake, fire poker)
- vice
- quenching agents (lime, oil, salt, water)
- hammers
- materials (steel, aluminium, rubber, plastics and other synthetics)
- pre-made shoes

### Tools for removing and fitting shoes:

- anvil
- buffer
- clenching tongs
- nail pullers
- pincers
- pritchel
- rasp
- shoes and nails
- shoe shaper
- shoeing hammer
- hot shoe tools (hot fit tongs; water bucket and water)

### Tools for trimming hooves:

- hoof nippers or cutters
- rasp
- paring knife
- toe knife

### Other equipment and tools

- electric powered hand tools
- linisher
- measuring devices (ruler and angle gauges)
- antiseptics and disinfectants
- lead rope and appropriate tack
- suitable restraints – note: if a restraint is required it must be the minimum necessary and should always be determined through consultation with the owner or responsible person. Chemical sedatives must be prescribed by and administered under the supervision of a veterinarian.

### Safety and personal protective equipment

- eye and ear protection
- gloves (wrist guards)
- protective clothing / apron

- work boots / leg protection
- sun / weather protection
- hair tied back
- no jewellery.

## Appendix 3: Farriery and equine hoof care knowledge

Many ACMFAR units involve detailed knowledge requirements. Content, previously specified in the range statements of units of competency, has been collated under key topic headings to provide additional information about knowledge covered in the ACMFAR units. It may assist RTOs when developing resources and reviewing the knowledge requirements across units of competency.

### Safe handling of equines

Topic	Description
Risks to equine or handlers may include:	<ul style="list-style-type: none"> <li>▪ completing farriery/hoof care tasks:               <ul style="list-style-type: none"> <li>○ applying fillers and other treatments</li> <li>○ cleaning and sharpening tools</li> <li>○ exposure to noise, dust, skin and eye irritants</li> <li>○ handling horses</li> <li>○ manual handling associated with working with tools and metal</li> <li>○ removing, replacing and fitting shoes</li> <li>○ trimming feet</li> <li>○ working with fire to shape shoes, shoe horses and weld</li> <li>○ working with hazardous items (e.g. electricity, heat, gas and other flammables)</li> </ul> </li> <li>▪ outside distractions:               <ul style="list-style-type: none"> <li>○ noise</li> <li>○ movement</li> <li>○ other animals</li> <li>○ vehicles</li> <li>○ uneducated, stressed or difficult horses.</li> </ul> </li> </ul>
<b>Senses</b> of the equine may include:	<ul style="list-style-type: none"> <li>▪ physical senses:               <ul style="list-style-type: none"> <li>○ eyesight</li> <li>○ hearing</li> <li>○ smell</li> <li>○ taste</li> <li>○ touch</li> </ul> </li> <li>▪ sensitivity to changes in:               <ul style="list-style-type: none"> <li>○ weather</li> <li>○ behaviour of other horses, animals or humans</li> <li>○ layout of equipment, property or surrounds.</li> </ul> </li> </ul>
<b>Methods</b> used by equines to communicate may include:	<ul style="list-style-type: none"> <li>▪ verbal</li> <li>▪ non-verbal means:               <ul style="list-style-type: none"> <li>○ mouth and face</li> <li>○ body postures, which might include ears back or kicking.</li> </ul> </li> </ul>
Indication of the <b>level of education of the equine</b> may include:	<ul style="list-style-type: none"> <li>▪ equine can be lead into position where farrier/trimmer needs to work</li> <li>▪ equine will accept being restrained by head collar and lead</li> <li>▪ equine will accept having its hooves handled and positioned for hoof care/shoeing procedures</li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>▪ equine will accept having its legs handled</li> <li>▪ equine will accept standing in position for required period of time with consideration of:               <ul style="list-style-type: none"> <li>○ age</li> <li>○ breed</li> <li>○ equine's usual activity or purpose</li> <li>○ size</li> </ul> </li> </ul>
<p><b>Nervous behaviours and equine behavioural problems</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ nervous or defensive behaviours:               <ul style="list-style-type: none"> <li>○ striking</li> <li>○ kicking</li> <li>○ biting</li> <li>○ holding body in tension</li> <li>○ shaking</li> <li>○ pawing</li> <li>○ pushing or barging</li> <li>○ sweating</li> <li>○ wanting to run away</li> </ul> </li> <li>▪ behavioural problems:               <ul style="list-style-type: none"> <li>○ weaving</li> <li>○ attempting to sit down or lean on farrier/trimmer</li> <li>○ refusing to allow legs to be handled</li> <li>○ refusing to hold legs off the ground</li> <li>○ behaviour may vary to reflect:                   <ul style="list-style-type: none"> <li>○ eating disorders</li> <li>○ inability to maintain concentration or lack of physical stamina to hold positions for required time</li> </ul> </li> <li>○ pain, discomfort or fear</li> <li>○ temperament.</li> </ul> </li> </ul>
<p><b>External factors</b> that could influence equine behaviour may include:</p>	<ul style="list-style-type: none"> <li>▪ external factors:               <ul style="list-style-type: none"> <li>○ contact with particular individuals</li> <li>○ distractions, such as dogs or other animals, unusual noises or items</li> <li>○ herd hierarchy and presence or absence of other equines</li> <li>○ weather, season or environment</li> </ul> </li> <li>▪ the atmosphere and other activities occurring:               <ul style="list-style-type: none"> <li>○ because of illness or injury</li> <li>○ during competition or racing events</li> <li>○ during sales preparation</li> <li>○ in preparation for and during transport.</li> </ul> </li> </ul>
<p><b>Features used to identify an equine</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ breed</li> <li>▪ age or category (e.g. foal or broodmare)</li> <li>▪ brands or tattoos</li> <li>▪ colour</li> <li>▪ head, leg and body markings</li> <li>▪ height</li> <li>▪ sex</li> <li>▪ wounds or permanent scars.</li> </ul>

Topic	Description
<p><b>Gear required for catching, handling and controlling</b> equines may include:</p>	<ul style="list-style-type: none"> <li>▪ catching: <ul style="list-style-type: none"> <li>○ head collar or halter and lead</li> <li>○ catching yard</li> <li>○ handling:</li> <li>○ bagging down cloth</li> <li>○ muzzles</li> </ul> </li> <li>▪ controlled: <ul style="list-style-type: none"> <li>○ anti-rearing bit</li> <li>○ chemical sedatives must be prescribed by and administered under the supervision of a veterinarian</li> <li>○ hobbles / leg ropes</li> </ul> </li> <li>▪ personal protective equipment to be used by the farrier/hoof care practitioner.</li> </ul> <p>Note: Where restraint is required it must be the minimum necessary and should always be determined through consultation with the owner or responsible person.</p>
<p><b>Steps to shape behaviour and ensure a calm and reassuring climate</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ minimising factors that may make the equine nervous or fearful, such as loud noises</li> <li>▪ maintaining a situation/routine actions that is perceived to be hazard or threat-free by the horse</li> <li>▪ proceeding calmly and slowly</li> <li>▪ using a quiet and calm voice tone</li> <li>▪ reinforcing positive/cooperative behaviour.</li> </ul>
<p>Appropriate manner need for horse to be caught, handled and controlled may include:</p>	<ul style="list-style-type: none"> <li>▪ horse catching, handling and controlling methods must: <ul style="list-style-type: none"> <li>○ comply with industry codes of practice</li> <li>○ comply with relevant legislation and regulations related to animal welfare and prevention of cruelty to animals</li> </ul> </li> <li>▪ handling techniques will be selected with consideration of: <ul style="list-style-type: none"> <li>○ location of other persons and animals</li> </ul> </li> <li>▪ variables that apply to the range of working environments where equines may be controlled, such as: <ul style="list-style-type: none"> <li>○ stables</li> <li>○ tracks and event venues</li> <li>○ yards</li> <li>○ age and education of horse</li> <li>○ location of vehicles, fences and equipment</li> <li>○ variables that influence the behaviour of horses (e.g. wind and noise)</li> </ul> </li> <li>▪ handling, control and restraint of horses: <ul style="list-style-type: none"> <li>○ feet are picked up using industry approved methods</li> <li>○ head collars and leads are used for tying up equines safely</li> <li>○ equines are released correctly into paddocks and yards</li> <li>○ restraints are fitted <b>only</b> when required and for the shortest time period</li> <li>○ monitoring and interpreting the equine's behaviour and traits</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ awareness of the equine's placement in relation to handler, other equines and hazards.</li> </ul>
<b>Support team</b> may include:	<ul style="list-style-type: none"> <li>▪ owner/person to hold horse</li> <li>▪ additional assistance with younger, less experienced equines or equines with an identified problem.</li> </ul>
<b>Changes in equine behaviour</b> may include:	<ul style="list-style-type: none"> <li>▪ equine may become nervous, frightened or agitated</li> <li>▪ equine may panic either because of external factors, such as noise, or because of pain and discomfort</li> <li>▪ equine may become tired and unable to maintain position.</li> </ul>

### Assessing condition of equine hooves and determining hoof care plans

Topic	Description
<b>Functions of hooves</b> may include:	<ul style="list-style-type: none"> <li>▪ circulatory regulating</li> <li>▪ biomechanical: <ul style="list-style-type: none"> <li>○ anti-concussion</li> <li>○ arc of flight and break over patterns</li> <li>○ supportive</li> </ul> </li> <li>▪ non-slipping functions</li> <li>▪ protective.</li> </ul>
<b>Features of ideal and undesirable hooves</b> may include:	<ul style="list-style-type: none"> <li>▪ ideal hooves:</li> <li>▪ general healthy range of hoof angles depending on: <ul style="list-style-type: none"> <li>○ age of horse or pony or other equine</li> <li>○ breed</li> <li>○ conformation</li> <li>○ front and back hoof variations</li> <li>○ quality of hoof wall and horn</li> <li>○ shape of hooves</li> <li>○ shape and location of frog</li> <li>○ shape and quality of sole</li> </ul> </li> <li>▪ undesirable hooves: <ul style="list-style-type: none"> <li>○ abnormally sloping or oblique hooves</li> <li>○ brittle hooves /shelly walled</li> <li>○ club hooves</li> <li>○ mule hooves</li> <li>○ dropped sole</li> <li>○ excess flares</li> <li>○ flat feet</li> <li>○ thin or double sole</li> <li>○ upright hooves.</li> </ul> </li> </ul>
<b>Symptoms of malformation, injury and disease</b> may include:	<ul style="list-style-type: none"> <li>▪ abscess/gravel</li> <li>▪ bone/hoof developmental abnormalities</li> <li>▪ corns</li> <li>▪ coronary band injuries</li> <li>▪ false quarter</li> <li>▪ hoof deformities such as flared hooves</li> <li>▪ joint ailments: <ul style="list-style-type: none"> <li>○ curb</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ degenerative joint disease</li> <li>○ joint injuries</li> <li>○ navicular disease</li> <li>○ sesamoditis</li> <li>○ side bone/ring bone</li> <li>○ spavin</li> <li>▪ lacerations and abrasions</li> <li>▪ lameness/heel pain</li> <li>▪ laminitis</li> <li>▪ limb deformities</li> <li>▪ puncture wounds</li> <li>▪ sand crack/grass cracks</li> <li>▪ seedy toe</li> <li>▪ thin soles</li> <li>▪ thrush</li> <li>▪ white line disease</li> <li>▪ tendon and ligament injuries and disease.</li> </ul>
Features of <b>gait and conformation</b> may include:	<ul style="list-style-type: none"> <li>▪ gaits: <ul style="list-style-type: none"> <li>○ walk</li> <li>○ trot</li> <li>○ pace</li> <li>○ canter</li> <li>○ gallop</li> <li>○ jump action</li> </ul> </li> <li>▪ characteristic actions of various breeds and types of horses/equines</li> <li>▪ common faults of the musculoskeletal system, stance and their effects on gait</li> <li>▪ common injuries of the muscular system and their effects on gait</li> <li>▪ ideal action and alignment</li> <li>▪ the role of the growth plates and their sensitivity to damage</li> <li>▪ relationship of the conformation of the hoof and limb to the way of going.</li> </ul>
Relevant factors when <b>assessing hooves</b> may include:	<ul style="list-style-type: none"> <li>▪ condition of the existing shoe (if equine is shod)</li> <li>▪ condition of the hooves</li> <li>▪ general condition of the equine</li> <li>▪ temperament of the equine</li> <li>▪ the approximate age of the equine</li> <li>▪ the work that the equine will perform</li> <li>▪ type of surface the equine will work on.</li> </ul>
<b>Shoe wear patterns</b> may include:	<ul style="list-style-type: none"> <li>▪ wear patterns may be either uneven or excessive in specific areas:</li> <li>▪ unevenness of wear may be the result of: <ul style="list-style-type: none"> <li>○ faulty preparation of the hoof</li> <li>○ fitting the wrong type of shoe</li> <li>○ equine gait</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ undesirable conformation of limb or pastern foot axis</li> <li>▪ excessive wear in the toe may be caused by: <ul style="list-style-type: none"> <li>○ the equine goes on its toe to alleviate pain, such as in navicular disease, ligament or tendon injuries</li> <li>○ the shoe has excessively high caulkins</li> </ul> </li> <li>▪ excessive wear in the quarters may be due to: <ul style="list-style-type: none"> <li>○ an undesirable pastern foot axis</li> <li>○ an uneven bearing surface</li> </ul> </li> <li>▪ excessive wear in the heels may be due to: <ul style="list-style-type: none"> <li>○ chronic laminitis or low ringbone disease.</li> </ul> </li> </ul>
<p><b>Implications of wear pattern</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ indicators of uneven weight bearing: <ul style="list-style-type: none"> <li>○ variations in shoe thickness on ground contact surface</li> <li>○ uneven hoof wear</li> <li>○ shoe movement on foot</li> <li>○ indicators of stumbling or other forms of interference</li> </ul> </li> <li>▪ indicators of poor fit: <ul style="list-style-type: none"> <li>○ presence of bruising or corns</li> <li>○ shoe is pressing on sensitive structures</li> <li>○ clenches have risen.</li> </ul> </li> </ul>
<p><b>Assessment of condition of hooves</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ assessing the special needs of the young horse</li> <li>▪ identification of: <ul style="list-style-type: none"> <li>○ ailments and injuries that may affect hoof and foot growth</li> <li>○ unusual deformities of the feet and legs</li> </ul> </li> <li>▪ observation of the horse at rest and in motion to identify lameness and faults of gait: <ul style="list-style-type: none"> <li>○ identification of the position of the foot axis when the horse is standing squarely which will identify whether the feet are balanced</li> </ul> </li> <li>▪ assessing feet with the shoe on and off</li> <li>▪ determining need for either new shoes or resetting existing shoes</li> <li>▪ picking up and cleaning each foot to check for injuries or foreign objects</li> <li>▪ evaluation, if not straight, of possible causes: <ul style="list-style-type: none"> <li>○ uneven wear or growth of the hoof</li> <li>○ conformation faults</li> <li>○ injuries</li> <li>○ poorly fitting tack</li> </ul> </li> <li>▪ observation of the horse's conformation to identify faults of gait or unsoundness</li> <li>▪ abnormalities of gait including: <ul style="list-style-type: none"> <li>○ brushing/speedy cutting</li> <li>○ cross firing</li> <li>○ forging</li> <li>○ knee hitting</li> <li>○ over-reaching</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ paddling, winging, and plaiting</li> <li>○ scalping</li> <li>▪ seeking information from the owner: <ul style="list-style-type: none"> <li>○ any bad habits</li> <li>○ history of lameness or prior injury</li> <li>○ history of shoeing, type of work or training, preference for style.</li> </ul> </li> </ul>
<p><b>Hoof care plan</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ details of the service to be provided: <ul style="list-style-type: none"> <li>○ removal of shoes/hoof protection</li> <li>○ trimming</li> <li>○ fitting new shoes/hoof protection or refitting old shoes/hoof protection</li> </ul> </li> <li>▪ adding accessories to shoes to correct problems, improve equine comfort or performance: <ul style="list-style-type: none"> <li>○ bars</li> <li>○ caulks or trailers</li> <li>○ other orthopaedic treatments</li> <li>○ stud holes</li> <li>○ hoof boots</li> <li>○ shells</li> </ul> </li> <li>▪ explaining routine hoof care that can be undertaken by the owner or person responsible</li> <li>▪ planning a schedule that indicates when hoof care, trimming and/or shoeing is likely to be required: <ul style="list-style-type: none"> <li>○ as a result of changes to the equine's work or other changes</li> <li>○ as part of a regular maintenance plan</li> <li>○ in order to review or adjust current treatment</li> <li>○ referring client to veterinarian or other specialist for further investigation or treatment.</li> </ul> </li> </ul>

### Preventative hoof care and trimming

Topic	Description
<p><b>Routine and preventative hoof care</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ cleaning hooves</li> <li>▪ checking for injuries</li> <li>▪ checking for foreign objects</li> <li>▪ ensuring tetanus vaccination is current</li> <li>▪ applying moisturising or water proofing agents</li> <li>▪ feeding nutritional supplements</li> <li>▪ observing equine movement and checking for lameness or irregular gait</li> <li>▪ planning hoof trimming and shoeing according to: <ul style="list-style-type: none"> <li>○ conformation</li> <li>○ environmental conditions</li> <li>○ hoof quality and growth</li> <li>○ equine age</li> <li>○ work load.</li> </ul> </li> </ul>

Topic	Description
<p>Considerations required to <b>safely trim and prepare feet</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ growth rate of the shod versus the unshod hoof</li> <li>▪ trimming aims achieve a level bearing surface and a normal pastern foot axis, it involves: <ul style="list-style-type: none"> <li>○ study of the shape and proportions of the foot</li> <li>○ identification and correction of any defects</li> <li>○ balance of the foot in relation to the length of toe and height of heel</li> <li>○ adjusting any irregularities or unevenness in the bearing surface</li> <li>○ checking the balance of the foot in relation to the pastern foot axis</li> </ul> </li> <li>▪ determining how much hoof needs to be removed in relation to a range of conditions: <ul style="list-style-type: none"> <li>○ achieving normal weight bearing in weak heels</li> <li>○ broken hoof and pastern angle</li> <li>○ correctly dressing the upright foot</li> <li>○ heels too high</li> <li>○ heels too low</li> <li>○ hoof wall reduction</li> <li>○ medial or lateral growth</li> <li>○ paring down the discoloured horn where there is a corn</li> <li>○ reducing the side of the wall that is too high until a level bearing surface is obtained in the case of a twisted foot</li> <li>○ toe too long</li> </ul> </li> <li>▪ any problems noticed by owner in relation to break over of hoof or interference.</li> </ul>
<p><b>Hoof trim</b> considerations in relation to injury to an equine hoof may include:</p>	<ul style="list-style-type: none"> <li>▪ a badly dressed foot is not only altered in shape but also in position relative to the leg, which in turn influences the action of the limb</li> <li>▪ injury may occur through the following faults in dressing the foot: <ul style="list-style-type: none"> <li>○ inadequate removal of excess hoof</li> <li>○ over paring the frog</li> <li>○ over paring the sole</li> <li>○ over-lowering the toe</li> <li>○ over-lowering the heels</li> <li>○ over-lowering the bearing surface</li> <li>○ uneven bearing surface</li> <li>○ opening up the heels</li> <li>○ rasping the wall and dumping the toe.</li> </ul> </li> </ul>
<p><b>Hoof reconstruction</b> may be undertaken:</p>	<ul style="list-style-type: none"> <li>▪ overtime and may include: <ul style="list-style-type: none"> <li>○ reducing the side of the wall that is too high until a level bearing surface is obtained</li> <li>○ achieving normal weight bearing in weak heels</li> <li>○ removal of damaged hoof wall</li> <li>○ cleaning and debraiding the hoof wall</li> </ul> </li> <li>▪ applying acrylic or polyurethane composites using appropriate personal protective equipment including: <ul style="list-style-type: none"> <li>○ face mask</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ gloves.</li> </ul>
<b>Quality outcomes of hoof preparation</b> may include:	<ul style="list-style-type: none"> <li>▪ achieve optimal conformational relationships between angles of leading wall of hoof line, long axis of pastern and angle of shoulder</li> <li>▪ avoidance of reaching sensitive tissue</li> <li>▪ checking angles and shape of hoof</li> <li>▪ the weight is evenly distributed over the hoof</li> <li>▪ toe clip is cut in balance with hoof shape if clip is required</li> <li>▪ when viewed from behind, both heels are the same height and the base of the frog just touches the ground</li> <li>▪ when viewed from the side, the toe, quarters and heels are proportionate and the pastern foot axis is in a straight line.</li> </ul>

### Common equine ailments

Topic	Description
<b>Common ailments</b> may include:	<ul style="list-style-type: none"> <li>▪ colic</li> <li>▪ eye injuries</li> <li>▪ feed and related disorders: <ul style="list-style-type: none"> <li>○ condition score</li> <li>○ feed allergies</li> <li>○ the role of feedstuffs in hoof health</li> <li>○ malnutrition</li> </ul> </li> <li>▪ infectious and non-infectious skin disorders</li> <li>▪ infectious respiratory diseases</li> <li>▪ internal and external parasites</li> <li>▪ lacerations and abrasions</li> <li>▪ metabolic ailments: <ul style="list-style-type: none"> <li>○ azoturia/tying up</li> </ul> </li> <li>▪ soft tissue: <ul style="list-style-type: none"> <li>○ heat</li> <li>○ soreness</li> <li>○ swelling</li> <li>○ teeth disorders.</li> </ul> </li> </ul>
<b>Non-veterinarian treatments</b> may include:	<ul style="list-style-type: none"> <li>▪</li> </ul>

### Accommodating special needs of equines

Topic	Description
<b>Particular needs of individual equines</b> may include:	<ul style="list-style-type: none"> <li>▪ equines used for special unusual or specific purposes: <ul style="list-style-type: none"> <li>○ donkeys</li> <li>○ draught horses or carriage horses</li> <li>○ endurance</li> <li>○ hack and breed classes</li> <li>○ harness and thoroughbred racing horses</li> <li>○ Olympic disciplines</li> <li>○ polo and polocrosse</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ specific breeds of horses (e.g. Shetland ponies)</li> <li>○ sporting events</li> <li>○ stage performances</li> <li>○ steeple chase events</li> <li>○ western events</li> <li>○ working horses</li> <li>▪ needs of chronically lame or injured equines where hoof reconstruction may be required</li> <li>▪ particular needs of the equines may be determined through consultation with: <ul style="list-style-type: none"> <li>○ allied health service providers</li> <li>○ equine veterinarians</li> <li>○ owners, trainers, riders, drivers or grooms</li> <li>○ others</li> </ul> </li> <li>▪ condition of the hooves should be assessed with the shoe on and off.</li> </ul>
Particular needs of <b>foals and young equines</b> may include:	<ul style="list-style-type: none"> <li>▪ appropriate approach by the farrier/hoof care practitioner to avoid the development of bad habits in the equine</li> <li>▪ regular review to reflect growth and development</li> <li>▪ foals having their hooves attended should be halter-broken and have received some preliminary training, including experience in having their legs manipulated and picked up, standing on three legs and having their hooves tapped with a hammer</li> <li>▪ foals and young equines are not recommended to be shod although sometimes shoes may be glued to assist in conformational or injury problems</li> <li>▪ hoof care plan or service is developed which may include corrective trimming.</li> </ul>

### Equine hoof abnormalities and defects

Topic	Description
<b>Moderate abnormalities and defects</b> in an equine hoof may include:	<ul style="list-style-type: none"> <li>▪ interferences to movement of the foot in flight: <ul style="list-style-type: none"> <li>○ brushing/speed cutting</li> <li>○ cross-firing</li> <li>○ forging</li> <li>○ over-reaching</li> <li>○ scalping</li> <li>○ stumbling</li> <li>○ treads</li> </ul> </li> <li>▪ minor ailments: <ul style="list-style-type: none"> <li>○ puncture wounds</li> <li>○ thin soles</li> <li>○ corns</li> <li>○ false quarter</li> <li>○ thrush</li> <li>○ seedy toe</li> <li>○ white line disease</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ sand crack/grass cracks</li> <li>○ hoof deformities such as flared hooves</li> <li>▪ the condition of the foot should be assessed with the shoe on and off.</li> </ul>
<p><b>Severe faults and defects</b> in an equine hoof may include:</p>	<ul style="list-style-type: none"> <li>▪ injuries caused by the shoe: <ul style="list-style-type: none"> <li>○ capped elbow</li> <li>○ overreach</li> </ul> </li> <li>▪ defective feet: <ul style="list-style-type: none"> <li>○ flat foot</li> <li>○ twisted foot</li> <li>○ weak or low heels</li> </ul> </li> <li>▪ injuries caused by abnormalities of gait: <ul style="list-style-type: none"> <li>○ brushing/speedy cutting</li> <li>○ cross-firing</li> <li>○ forging</li> <li>○ knee hitting</li> <li>○ over-reaching</li> <li>○ scalping</li> <li>○ stumbling</li> </ul> </li> <li>▪ diseases and injuries of the limb and foot which require protection and relief of pressure through the provision of specialist techniques or surgical shoes: <ul style="list-style-type: none"> <li>○ bone spavin</li> <li>○ corns</li> <li>○ curb</li> <li>○ false quarter</li> <li>○ fractured pedal bone</li> <li>○ keratoma</li> <li>○ laminitis</li> <li>○ navicular disease</li> <li>○ pedal osteitis</li> <li>○ ring bone</li> <li>○ seedy toe</li> <li>○ sidebone</li> <li>○ splints</li> <li>○ sprained joint</li> <li>○ sprained ligament</li> <li>○ strained or ruptured tendon</li> </ul> </li> <li>▪ the condition of the foot should be assessed with the shoe on and off.</li> </ul>

### Shoeing and types of shoes

Topic	Description
<p><b>Shoe selection</b> considerations may include:</p>	<ul style="list-style-type: none"> <li>▪ characteristics of the equine: <ul style="list-style-type: none"> <li>○ assessment of equine action</li> <li>○ conformation</li> <li>○ shape of its hooves</li> <li>○ size and weight</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ wear patterns of existing shoes</li> <li>○ work it performs</li> <li>▪ shoe types in various sizes and weights fitted hot or cold: <ul style="list-style-type: none"> <li>○ bar shoe</li> <li>○ diamond toed shoe</li> <li>○ egg bar shoe</li> <li>○ feather edged shoe</li> <li>○ graduated shoe</li> <li>○ heart bar shoe</li> <li>○ raised heels</li> <li>○ rocker bar shoe</li> <li>○ seated out shoe</li> <li>○ shoe with quarter clips, heel clips and/or side clips</li> <li>○ shoe with set heel</li> <li>○ side weights</li> <li>○ square toe</li> <li>○ three quarter bar shoe</li> <li>○ three quarter shoe</li> </ul> </li> <li>▪ other considerations in shoe selection: <ul style="list-style-type: none"> <li>○ Rules of Racing shoe requirements</li> </ul> </li> <li>▪ other sport and working horse requirements: <ul style="list-style-type: none"> <li>○ breed requirements</li> <li>○ carriage and draught horse shoes</li> <li>○ endurance</li> <li>○ hacking and dressage</li> <li>○ mule or donkey shoes</li> <li>○ polo and polocrosse</li> <li>○ show jumping, eventing and hunting</li> <li>○ working stock horse and western events.</li> </ul> </li> </ul>
<p><b>Remedial or surgical shoes</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ feather edged shoe</li> <li>▪ shoe with pads</li> <li>▪ three quarter bar shoe</li> <li>▪ bar shoe</li> <li>▪ bonded extension</li> <li>▪ diamond toed shoe</li> <li>▪ glue-on shoes</li> <li>▪ heart bar shoe</li> <li>▪ hospital plate</li> <li>▪ lateral extension</li> <li>▪ pattern rest</li> <li>▪ remedial or surgical shoes</li> <li>▪ rocker shoe</li> <li>▪ seated out shoe</li> <li>▪ shoe with set heel</li> <li>▪ three quarter shoe.</li> </ul>
<p><b>Ancillary features</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ bar</li> <li>▪ extra clip</li> <li>▪ extra nail holes</li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>▪ pads</li> <li>▪ seating out</li> <li>▪ shortening or lengthening heel</li> <li>▪ stud holes.</li> </ul>
<p><b>Final shoeing adjustments</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ hot or cold shoes may be fitted: <ul style="list-style-type: none"> <li>○ surface fitting, where the foot surface has to be adapted exactly to the bearing surface of the hoof</li> <li>○ outline fitting, which means adaptation of the shoe to the length and breadth of the hoof with the outer border of the shoe corresponding to the outline of the bearing surface</li> </ul> </li> <li>▪ checking and adjusting shoe to reduce the risk of: <ul style="list-style-type: none"> <li>○ close fitting</li> <li>○ wide fitting</li> </ul> </li> <li>▪ checking length of shoe to assess if: <ul style="list-style-type: none"> <li>○ heels are too long</li> <li>○ heels are too short.</li> </ul> </li> </ul>
<p><b>Factors to consider during shoeing</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ nailing on a shoe should avoid: <ul style="list-style-type: none"> <li>○ nail bind</li> <li>○ pricks</li> <li>○ sole pressure</li> </ul> </li> <li>▪ holding equine leg at a comfortable angle during nailing to: <ul style="list-style-type: none"> <li>○ discourage equine from moving away during nailing</li> <li>○ enable equine to stand in a balanced position</li> <li>○ prevent injury to farrier due to poor manual handling techniques.</li> </ul> </li> </ul>
<p><b>Factors to consider in assessing finished shoeing</b> job may include:</p>	<ul style="list-style-type: none"> <li>▪ securing shoe to foot: <ul style="list-style-type: none"> <li>○ using an appropriate number of nails to secure shoe</li> <li>○ selecting nails of appropriate size and length for hoof quality and shoe type</li> <li>○ setting nails in appropriate position around hoof</li> <li>○ nailing on the shoe in sequence</li> <li>○ clenches even, flat and broad, nails driven to standard height</li> <li>○ nails driven home, with heads fitting the countersinks</li> </ul> </li> <li>▪ with foot on the ground assess: <ul style="list-style-type: none"> <li>○ front and hind feet are pairs, the same size and shape and the same pastern foot axis</li> <li>○ no excessive rasping of the wall</li> <li>○ no dumping of the wall (making the foot fit the shoe)</li> <li>○ clips low and broad and the toe clip centred with correct angle to the hoof wall</li> <li>○ shoe fits the outline of the foot and heels are of correct length</li> </ul> </li> <li>▪ with foot off the ground assess: <ul style="list-style-type: none"> <li>○ no unnecessary paring of the frog and sole</li> </ul> </li> </ul>

Topic	Description
	<ul style="list-style-type: none"> <li>○ heels not opened up</li> <li>○ toe clip centred and in line with the point of the frog</li> <li>○ sole eased at the seat of corn</li> <li>○ no daylight between the foot and the shoe</li> <li>○ shoe fits the foot and the heels do not interfere with the function of the frog</li> <li>○ shoe is properly finished off</li> </ul> <ul style="list-style-type: none"> <li>▪ equine shows no sign of lameness when trotted up.</li> </ul>

## Making shoes

Topic	Description
<b>Work methods</b> may include:	<ul style="list-style-type: none"> <li>▪ forging techniques</li> <li>▪ use of gas and other forges</li> <li>▪ use of grinding equipment</li> <li>▪ use of specific parts of the anvil to shape and forge metal</li> <li>▪ use of welding equipment.</li> </ul>
<b>Materials</b> may include:	<ul style="list-style-type: none"> <li>▪ materials:</li> <li>▪ steel</li> <li>▪ aluminium</li> <li>▪ rubber</li> <li>▪ plastic and other synthetics</li> <li>▪ other metals:</li> <li>▪ copper</li> <li>▪ magnesium</li> <li>▪ titanium</li> </ul>
<b>Steel types</b> may include:	<ul style="list-style-type: none"> <li>▪ concave</li> <li>▪ flat</li> <li>▪ fullered</li> <li>▪ round.</li> </ul>
<b>Dimensions used in shoe manufacture</b> may include:	<ul style="list-style-type: none"> <li>▪ size and shape of hooves</li> <li>▪ work equine is doing</li> <li>▪ surface equine is working on.</li> </ul>
<b>Variants in shoe size and shape</b> may include:	<ul style="list-style-type: none"> <li>▪ toe clip</li> <li>▪ side clip</li> <li>▪ block heels</li> <li>▪ tapered heels</li> <li>▪ trailers</li> <li>▪ stud holes</li> <li>▪ rolled toe</li> <li>▪ set toe.</li> </ul>
<b>Specifications to produce required shoes</b> may include:	<ul style="list-style-type: none"> <li>▪ a copy of an existing item</li> <li>▪ drawings</li> <li>▪ oral instructions</li> <li>▪ written instructions.</li> </ul>

Topic	Description
<p><b>Considerations to ensure materials are accurately cut</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ impact of accuracy on the fit and comfort of the final product</li> <li>▪ impact on final product dimensions if calculations are not correct</li> <li>▪ tools used are sharp</li> <li>▪ tools are appropriate for the material being cut and the type of cut required.</li> </ul>
<p><b>Welding tasks</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ bending</li> <li>▪ drawing down</li> <li>▪ forge brazing</li> <li>▪ forge welding:</li> <li>▪ straight scarf weld</li> <li>▪ diagonal scarf weld</li> <li>▪ punching and drifting</li> <li>▪ upsetting or jumping up.</li> </ul>
<p><b>Indicators of malleable working temperature</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ temperature of heat source</li> <li>▪ colour or other features to indicate temperature: <ul style="list-style-type: none"> <li>○ warm heat</li> <li>○ black heat</li> <li>○ dull red or blood red heat</li> <li>○ bright red heat</li> <li>○ bright yellow or near welding heat</li> <li>○ light welding, sweating or slippery heat</li> <li>○ full welding heat</li> <li>○ white or snowball heat</li> </ul> </li> <li>▪ time in heat.</li> </ul>
<p><b>Standard steps</b> in making shoes may include:</p>	<ul style="list-style-type: none"> <li>▪ marking the length</li> <li>▪ cutting the bar stock</li> <li>▪ marking the centre bar stock and the heels</li> <li>▪ creating the toe bend</li> <li>▪ marking and punching the nail holes</li> <li>▪ forming heels</li> <li>▪ turning the branches</li> <li>▪ drawing the clips</li> <li>▪ levelling the shoe</li> <li>▪ finishing the heels.</li> </ul>
<p><b>Quality standards in fitting shoes</b> may include:</p>	<ul style="list-style-type: none"> <li>▪ the shoe is shaped to fit the hoof with allowance for expansion at the heels and outline fit</li> <li>▪ the heels of the shoe cover the buttresses</li> <li>▪ the hoof surface of the shoe and wall of the hoof fit tightly against each other and the shoe will not 'rock' from side to side</li> <li>▪ the heels of the shoe fit flat against the heels of the hoof</li> <li>▪ the shoe has sole relief</li> <li>▪ the nail holes on the shoe are opened sufficiently for the correct size nail to be used</li> <li>▪ nail holes are positioned to allow for maximum security and safety when nailing</li> <li>▪ there are no burrs or sharp edges.</li> </ul>

## Work practices

Topic	Description
<b>Worksite protocols</b> may include:	<ul style="list-style-type: none"> <li>▪ confirming services to be provided to which animals</li> <li>▪ following worksite safety and equine handling instructions</li> <li>▪ reporting to worksite supervisor prior to starting work</li> <li>▪ verifying when worksite staff are to assist.</li> </ul>
<b>Records</b> (electronic and/or manual) may include:	<ul style="list-style-type: none"> <li>▪ diary entries</li> <li>▪ equine health records</li> <li>▪ equine treatment records</li> <li>▪ invoices.</li> </ul>
<b>Work health and safety</b> considerations may include:	<ul style="list-style-type: none"> <li>▪ alertness of the farrier/trimmer and adoption of a position that is comfortable and balanced for the farrier</li> <li>▪ appropriate clothing, applicable to all members of the team</li> <li>▪ manual handling skills - carrying, lifting, shifting</li> <li>▪ use of relevant personal protective equipment and other safety devices:               <ul style="list-style-type: none"> <li>○ hair tied back</li> <li>○ jewellery removed</li> <li>○ leather apron</li> <li>○ sun cream and head covering</li> <li>○ work boots</li> </ul> </li> <li>▪ wrist guards.</li> </ul>
<b>Considerations for providing farriery/hoof care/trimming services humanely and ethically</b> may include:	<ul style="list-style-type: none"> <li>▪ complying with relevant:               <ul style="list-style-type: none"> <li>○ industry codes of practice</li> <li>○ legislation and regulations concerned with:</li> <li>○ animal welfare</li> <li>○ the prevention of cruelty to animals.</li> </ul> </li> <li>▪ ethical responses under legislation protecting animals from cruelty require the farrier/hoof care practitioner to report incidents or circumstances where the horse is in need of protection</li> <li>▪ farrier/hoof care practitioner may advise the owner or responsible person that veterinary advice may be appropriate.</li> </ul>
<b>Biosecurity principles and procedures</b> may include:	<ul style="list-style-type: none"> <li>▪ the separation/isolation of injured equines to prevent further damage</li> <li>▪ isolation and quarantine protocols to limit the spread of infectious diseases</li> <li>▪ isolation of equines and protective measures while in transit to events and stopovers on route</li> <li>▪ notifying veterinarians or specified authorities in the case of suspected notifiable diseases</li> <li>▪ standards of hygienic practices required of the farrier/hoof care practitioner to avoid transmission of diseases between individual equines and between properties and locations</li> <li>▪ complying with worksite specific quarantine and security protocols situation.</li> </ul>

## Appendix 4: Sample work placement checklists and documentation

This section includes a number of sample checklists and other documentation that may be used and tailored by an RTO to support work placement.

- Sample checklist: developing a work placement program
- Sample checklist: building and maintaining industry networks
- Sample checklist: pre-placement
- Sample information sheet for employers
- Sample employer checklist: introducing a learner to the workplace

## Appendix 4.1: Sample checklist: Developing a work placement program

The checklist below is presented as a possible table of contents for work placement policy and procedures manual.

Key areas	Action required
Vision and objectives: <ul style="list-style-type: none"> <li>• Overall goals</li> <li>• Which courses?</li> <li>• Which sectors?</li> <li>• Which skills?</li> <li>• Duration of placements?</li> </ul>	
Roles and responsibilities: <ul style="list-style-type: none"> <li>• Work placement coordinator</li> <li>• Individual trainers</li> <li>• RTO administration</li> <li>• Marketing staff</li> </ul>	
Step-by step process: <ul style="list-style-type: none"> <li>• Organising placements</li> <li>• Preparing learners:               <ul style="list-style-type: none"> <li>• developing work programs</li> <li>• managing expectations</li> </ul> </li> <li>• Preparing employers:               <ul style="list-style-type: none"> <li>• developing work programs</li> <li>• managing expectations</li> </ul> </li> <li>• Coordinating documentation</li> <li>• Ongoing contact during placement with:               <ul style="list-style-type: none"> <li>• learners</li> <li>• employers</li> </ul> </li> <li>• De-briefing processes:               <ul style="list-style-type: none"> <li>• learners</li> <li>• employers</li> </ul> </li> <li>• Management of learner workbooks:               <ul style="list-style-type: none"> <li>• evaluation and competency mapping</li> <li>• integration into overall course assessments</li> </ul> </li> <li>• Contingency measures:               <ul style="list-style-type: none"> <li>• learner illness</li> <li>• cancellation by employers</li> </ul> </li> <li>• Continuous improvement actions</li> </ul>	

## Appendix 4.2: Sample checklist: Building and maintaining industry networks

Does my RTO/Do I....?	Yes/No	Action
Use industry people to help guide our course development and operations?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Make regular contact with my industry networks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Let my industry networks know about the way we train our learners?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have industry people as guest speakers in our courses?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have ongoing conversations with industry as a matter of course?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Ask industry what they need?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have trainers and assessors with current industry experience?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Have trainers and assessors that actively participate in industry networks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Keep contact with graduates once they are out there working in industry?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Use our graduate pool as a source of work placements?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Promote the benefits of work placement to our industry networks?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Appendix 4.3: Sample checklist: Pre-placement

Have we (the RTO):		Action required
<ul style="list-style-type: none"> <li>• Prepared the employer:               <ul style="list-style-type: none"> <li>• Provided customised employer information</li> <li>• Developed the work program</li> <li>• Managed expectations</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>• Prepared the learner:               <ul style="list-style-type: none"> <li>• Provided customised learner workbook</li> <li>• Developed the work program</li> <li>• Managed expectations</li> <li>• Obtained required mandatory checks</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>• Completed and checked relevant documentation               <ul style="list-style-type: none"> <li>• Agreement to be signed by employer, RTO &amp; learner</li> <li>• Confirmed insurance details</li> <li>• Confirmed and acted on any legal requirements</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<ul style="list-style-type: none"> <li>• Put in place procedures or schedule for:               <ul style="list-style-type: none"> <li>• Monitoring and contact during placement</li> <li>• De-briefing at end with learner and employer</li> <li>• Collecting and integrating information from placement into overall learner assessment</li> </ul> </li> </ul>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Appendix 4.4: Sample: Information sheet for employers

Thank you for becoming involved in our Work Placement Program. Your involvement will provide learners with great exposure to the real world of industry and help them develop the practical skills that industry needs – by putting theory into practice.

For host employers, work placement:

- provides access, without obligation, to potential trained employees
- enhances productivity in your industry by making training programs more relevant
- positions your organisation as one which cares about the industry's future by helping learners improve their skills and increase their employment opportunities.

### How does it work?

Usually a registered training organisation has a work placement coordinator whose job it is to match learners and employers in terms of skills to be acquired and opportunities for learning in the workplace.

The coordinator will contact you to discuss details of the proposed placement, including:

- any special requirements you have before the learners starts at your workplace
- the timing of the placement, including starting and finishing times
- the type of work the learner will be doing while at your workplace
- who will act as the learner's workplace supervisor

You may also wish to interview the learner before the placement starts to make sure that he/she is appropriate for your organisation.

### What sort of work can the learner do?

This varies greatly depending on the industry sector and your business. What the learner does in your organisation really depends on how your business works and what you need. The RTO work placement coordinator will work with you to come up with a work program. Each learner will also have a workbook, where they can record the types of work they've done. The learner will ask you to confirm these activities by completing relevant sections of their workbook.

By the time the learner begins a work placement, he or she should be able to:

- *[insert information according to placement]*
- *[insert information according to placement]*
- *[insert information according to placement]*

Of course, they may have only used these skills in a simulated environment, and not in the workplace, so they will need some supervision in the workplace.

## Appendix 4.5: Sample employer checklist: Introducing a learner to the workplace

Treat a learner in your workplace as you would a new employee. An induction session will be of great benefit to both you and the learner. You may need to point out things that you and/or other staff members take for granted. Take some time to think about this before the learner arrives in your workplace.

### Learner Induction Checklist

Times for starting, finishing and breaks		
Names and roles of key personnel		
Location of facilities		
Work health and safety practices used in your workplace: <ul style="list-style-type: none"> <li>• Any risks or hazards</li> <li>• Emergency procedures</li> </ul>		
Knowledge of equine behaviour and safe handling skills		
Treatment of confidential information		
Other information about the organisation		
Overview of what the learner will be doing		

## Appendix 4.6: Sample work placement log

Learner Name: _____ Learner No: _____							
Qualification: _____							
Total hours required: _____ Work Placement Location: _____							
Date	Start time	End time	Hours worked	Details of work tasks	Linked to which unit/element	Workplace signature	Learner signature
Total hours worked							

This is a layout for a very simple work placement log. It allows the learner to keep the hours, and requires a signature from the workplace and the learner to agree that the work was done and the hours were as indicated. In this example, the learner is cross referencing what they do to particular elements and related performance criteria within the unit of competency. This could only happen if there was a plan at the start of the placement that the learner and the workplace supervisor were going to concentrate on the areas covered by specific units of competency.

Alternative approaches include:

- a more detailed mapping of all units of competency, elements and performance criteria provided so the learner can log those covered in the workplace
- typical workplace tasks described and mapped to relevant units and performance criteria so the learner can record the types of activities completed in the workplace.