

BILLANOOK COLLEGE

A School of the Uniting Church in Australia



21327VIC CERTIFICATE II IN EQUINE INDUSTRY
conducted at



Equestrian Centre

205 Victoria Rd Wandin North 3139

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Scored assessment - VCE Units 3 and 4

Billanook College Equine Industry Assessment Plan 2009

Student Number:

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| | | Assigned to: | | |
|-------------------------------------|---|------------------------|---------------|-------------------------|
| | | Work Proj. (1st) | Prod (1st) | Port- folio (1st) |
| VASS data entry no: | | 03 | 05 | 07 |
| VBM659 | Monitor horse health 30 | | | 30 |
| VBM662 | Care for horses in the equine industry 50 | 50 | | |
| RGRH311A | Apply principles of basic anatomy and physiology to horses 40 | | | 40 |
| RGRH318A | Determine nutritional requirements for standardbreds or thoroughbreds 30 | 30 | | |
| RTE2104A | Carry out regular horse observation 40 | | | 40 |
| <i>VBM664</i> | <i>Assist in the conduct of an event in the equine industry 40</i> | | <i>40</i> | |
| <i>Allocation of nominal hours:</i> | | 80 | 40 | 110 |

The italicised unit of competence is the elective.

| Code | Module title and learning outcomes | Nominal hours |
|---------------|---|----------------------|
| Task 1 | Work project | 80 |
| VBM662 | Care for horses in the equine industry <ul style="list-style-type: none"> • Perform stable maintenance duties • Identify the nutritional requirements of horses and their sources • Provide feed for horses • Water horses • Check paddocked horses • Select, catch and tie up a horse | 50 |
| RGRH318A | Determine nutritional requirements for standardbreds or thoroughbreds <ul style="list-style-type: none"> • Interpret the nutritional requirements of standardbreds or thoroughbreds • Assess the range of food, additives and supplements for standardbreds or thoroughbreds • Establish and monitor individual feeding regimes for standardbreds or thoroughbreds | 30 |
| Task 2 | Product | 40 |
| VBM664 | Assist in the conduct of an event in the equine industry <ul style="list-style-type: none"> • Identify range of events that may occur within different sectors of the equine industry • Identify ways in which events may be promoted, advertised and financially supported • Assist in the conduct of events • Assist in the wind up of events | 40 |
| Task 3 | Portfolio | 110 |
| VBM659 | Monitor Horse Health <ul style="list-style-type: none"> • Identify and report signs of common illnesses and injuries of horses and carry out treatments as directed • Recognise dental disease and identify the requirements of routine dental treatment • Identify and report vital signs within a horse • Identify potential warning signs in an ill horse • Provide dietary additives in the case of common ailments as required • Identify stable and other routines which may minimize the occurrence and spread of common illness and injury • Assist horse professionals as required • Monitor health and welfare of horses | 30 |
| RTE2104A | Carry out regular horse observations <ul style="list-style-type: none"> • Prepare to work with horses • Carry out horse checks • Deal with horse emergencies • Provide veterinary procedure support | 40 |
| RGRH311A | Apply principles of basic anatomy and physiology to horses <ul style="list-style-type: none"> • Apply basic anatomy and physiology to horses | 40 |

| Code | Module title and learning outcomes | Nominal hours |
|---------------|--|---------------|
| Task 1 | Work project | 80 |
| VBM662 | Care for horses in the equine industry <ul style="list-style-type: none"> • Perform stable maintenance duties • Identify the nutritional requirements of horses and their sources • Provide feed for horses • Water horses • Check paddocked horses • Select, catch and tie up a horse | 50 |
| RGRH318A | Determine nutritional requirements for standardbreds or thoroughbreds <ul style="list-style-type: none"> • Interpret the nutritional requirements of standardbreds or thoroughbreds • Assess the range of food, additives and supplements for standardbreds or thoroughbreds • Establish and monitor individual feeding regimes for standardbreds or thoroughbreds | 30 |

Task 1a: Completion of practical tasks and written tasks associated with EFA Introductory Horse Management (S / N only)

Task 1b: Preparation of a written instruction for a Procedures Manual setting out instructions for:

Performing stable maintenance duties
Watering horses
Checking paddocked horses
Selecting, catching and tying up a horse.
Providing feed for horses

In the 'providing feed for horses section' perform the following for a horse allocated and described earlier:

Estimate the weight of the horse
Determine an appropriate ration composed of oats and chaff, taking into consideration pasture, weight and workload
Explain how this ration will provide for the horse's energy and protein requirements within the limits of its appetite and physical eating capacity.
Evaluate the calcium / phosphorous ratio for the diet
Describe other additives and supplements which might be necessary
Discuss the consequences of replacing the oats with a manufactured feed including consideration of energy, protein, calcium / phosphorous balance, other minerals and vitamins.

This is a graded task.

| Code | Module title and learning outcomes | Nominal hours |
|---------------|--|---------------|
| Task 2 | Work product | 40 |
| VBM664 | Assist in the conduct of an event in the equine industry <ul style="list-style-type: none"> • Identify range of events that may occur within different sectors of the equine industry • Identify ways in which events may be promoted, advertised and financially supported • Assist in the conduct of events • Assist in the wind up of events | 40 |

Task 2a: Contribute to the planning of a horse event by participating in formal meetings and carrying out a specific allocated organizational role.

Task 2b: Assist with the management of the Glenbrae Interschool events including preparation, conduct and wind up and assist as a cross-country judge (or an approved equivalent judging activity).

Task 2c: Submit a written report on your activities and demonstrate knowledge of the range of events in the equine industry by providing written responses to a series of evaluative questions.

| Code | Module title and learning outcomes | Nominal hours |
|---------------|---|---------------|
| Task 3 | Portfolio | 110 |
| VBM659 | Monitor Horse Health <ul style="list-style-type: none"> • Identify and report signs of common illnesses and injuries of horses and carry out treatments as directed • Recognise dental disease and identify the requirements of routine dental treatment • Identify and report vital signs within a horse • Identify potential warning signs in an ill horse • Provide dietary additives in the case of common ailments as required • Identify stable and other routines which may minimize the occurrence and spread of common illness and injury • Assist horse professionals as required • Monitor health and welfare of horses | 30 |
| RTE2104A | Carry out regular horse observations <ul style="list-style-type: none"> • Prepare to work with horses • Carry out horse checks • Deal with horse emergencies • Provide veterinary procedure support | 40 |
| RGRH311A | Apply principles of basic anatomy and physiology to horses <ul style="list-style-type: none"> • Apply basic anatomy and physiology to horses | 40 |

Task 3a: Oral presentation on a particular horse illness supported by a poster, student notes and lesson plan.

Task 3b: Completed identification chart and medical record for an allocated horse, demonstrating ability to apply knowledge and skills associated with monitoring horse health and considering treatment.
Response to generic evaluative questions.

Task 3c: Written test on dental care and horse health

Task 3d: Produce a written report 4 to 10 pages in length supported by an oral presentation on an allocated system. The written report must include:

A description of the overall function of the system

A diagram of the component parts

A description of the function of each component

A list of six questions which could be asked about your system

Comprehensive answers to these questions

A set of three multiple choice and three short answer questions about your system.

The oral presentation will run for between 10 and 15 minutes

Task 3e: Written reports on incursions (saddle fitter, chiropractor, masseur) and excursion (autopsy)

Task 3f: Written test on anatomy and physiology

Task 3g: Naming muscles, bones and points of a horse

Students **must** select **at least five** of these subtasks to make up their submitted portfolio. **All** tasks **may** be submitted

Certificate II in Equine Industry

Stable Maintenance Procedures Manual

Work Project Task 1b (Part 1)

Your task is to prepare a stables maintenance procedures manual to be used by a new employee.

Your manual must include instructions for:

- Performing stable duties
- Providing feed for horses
- Checking paddocked horses
- Selecting, catching and tying up a horse
- Receiving a new horse onto the property
- Preparing a horse for transport

You need to include:

- A step by step summary in dot point form of the procedure
- Additional detailed information if necessary
- A summary of important OH&S issues
- Photographs or videos to support the text. Suggested photographs or a script for videos may be included.

Your report must be submitted by not later than 13 May 2009.

| Criteria | Performance level |
|--|-------------------|
| Application of underpinning knowledge | |
| Expressing ideas and information | |
| Planning, organisation and implementation | |
| Collecting and analysing ideas and information | |
| Coherence and coverage | |

For more information on these criteria see the VCE VET Scoring Criteria sheets.

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Feeding Assignment – Task 1b (Part 2)

For a horse allocated and described earlier and for which you have completed a Horse Identification card:

1.
 - (a) Estimate the weight of the horse describing three alternative strategies.
 - (b) Discuss how you dealt with any variations.
 - (c) Weigh the horse.
 - (d) Which estimation method do you think would be most reliable. Justify your choice

2.
 - (a) Determine an appropriate ration composed of oats and chaff, taking into consideration pasture, weight and at least two quite different workloads.
 - (b) Explain how this ration will provide for the horses energy and protein requirements within the limits of its appetite and physical eating capacity.
 - (c) Evaluate the calcium / phosphorous ratio for the diet
 - (d) Describe other additives and supplements which might be necessary
 - (e) Discuss the consequences of replacing the oats with a manufactured feed including consideration of energy, protein, calcium / phosphorous balance, other minerals and vitamins.

3. Describe how the nutritional needs of a mare vary from the time she is born, through being trained as a racehorse (2 – 4), pregnant with her first foal (6), competing as a dressage horse (7 – 16), working as a school horse (17 – 22) and retired (23 on)

| Criteria | Performance level |
|--|-------------------|
| Application of underpinning knowledge | |
| Expressing ideas and information | |
| Planning, organisation and implementation | |
| Collecting and analysing ideas and information | |
| Coherence and coverage | |

For more information on these criteria see the VCE VET Scoring Criteria sheets. Your total work on Task 1b should be between 1200 and 1500 words and should be between 6 and 10 pages. Due date: 9 September 2009.

VBN664 Assist in Conducting an Event Work Product Written Report – Task 2c

Due: 16 September 2009

Your written submission should contain:

1. Copy of entry form and rules for the event at Glenbrae.
2. A list of the duties you actually carried at Glenbrae, Wandin Park or at other events.
3. List the strengths you displayed in assisting to conduct the event.
4. List any aspects of your performance about which you may be critical.
5. Next year's students are to be allocated either an ongoing year long role or a specific event to manage.
 - (a) List what you consider would be the year-long tasks.
 - (b) Explain briefly why you have identified each task as year-long.
6. You have to plan a dressage only competition
 - (a) List the equipment needed
 - (b) What documentation or forms are required?
 - (c) Identify the people needed in order to conduct the event and briefly describe their role.
 - (d) Identify the safety hazards associated with a dressage competition. Explain how each hazard can be minimized.
7. You have to plan a showjumping only competition
 - (a) List the equipment needed
 - (b) What documentation or forms are required?
 - (c) Identify the people needed in order to conduct the event and briefly describe their role.
 - (d) Identify the safety hazards associated with a dressage competition. Explain how each hazard can be minimized.
8.
 - (a) What aspects of this year's competitions presented a safety problem. How could the safety problem be removed or minimized?
 - (b) What safety arrangements have been built into the events to increase safety?

9. You need to demonstrate knowledge of the range of events available in the equine industry. Prepare a detailed calendar for September aiming to show the variety of equine events in Victoria. Some useful web sites are:

www.glenbrae.net
<http://www.cyberhorse.net.au/tve/>
<http://www.efavic.com.au/>
<http://ponyclubvic.org/>
<http://www.hrcav.com.au/>
<http://www.aqha.com.au/>
<http://www.vicagshows.com.au/>
<http://www.equestrianeventscalendar.com.au/>

These are not the only resources available to you so be creative. Reference all the resources you have used.

10. Obtain a list of the officials at a horse trials event. List the duties of each official.
11. The Glenbrae competitions are based on PCAV rules. These rules are available on the PCAV website at
<http://ponyclubvic.org/default.asp?MenuID=Publications/10854/0/,%20Rules%20and%20Regulations%20and%20Guides/10917/0/>

Visit this website and answer the following questions.

- (a) In what dressage grades are spurs
 (i) Allowed (ii) Compulsory
- (b) What is the maximum length of a whip for showjumping?
- (c) What range of heights are permitted in PCAV E grade showjumping?
- (d) List the circumstances when a refusal is penalised in the cross-country phase of PCAV Horse Trials
- (e) What is the recommended distance between two straight fences in a two stride showjumping double.
12. Prepare a checklist for a PCAV Horse Trials Grade 4 dressage gear check.
13. Prepare a detailed description of the course building requirements, speed and set of penalties for the showjumping phase of a PCAV Grade 5 Horse Trial.
14. Prepare a budget of income and expenditure for a Glenbrae dressage competition.

| Criteria | Performance level |
|---|-------------------|
| Application of underpinning knowledge | |
| Planning, organisation and implementation | |
| Problem solving | |
| Evaluation of competition against plans and intended outcomes | |
| Techniques and processes | |

See VCE VET Scoring criteria sheet for elaboration of these criteria.

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Illness Assignment – Task 3a

Due date: 25 March (Written material), 29 April Oral Presentations

Produce a written report 2 to 6 pages in length supported by a poster and an oral presentation on an allocated disease. The written report must include:

- A description of the disease including signs and symptoms, cause, treatment and prevention.
- A list of the six principal questions which could be asked about your disease
- Your presentation should provide comprehensive answers to these questions
- A set of three multiple choice and three short answer questions about your system which could be used as part of a written test.
- Answers to these questions
- Detailed references including any web sites used.

The written report must be in the form of an electronic document such as Microsoft Word. It will be made available to all students via the internet.

The poster should not include detail. It must be designed to communicate the major content related to your disease in about a 10 second view.

The oral presentation will run for between 4 and 6 minutes and should be supported by a Powerpoint or equivalent presentation. The Powerpoint presentation should provide key points of your presentation and should not include detailed text.

The table below illustrates the topics and how the poster and oral presentation will be assessed.

| First | Last | Disease | Poster | | Oral presentation | | | | |
|-------|------|---------------------|-----------|--------|-------------------|------|----------|-----------|--------|
| | | | Technique | Impact | Content | Aids | Delivery | Questions | Impact |
| | | Proud flesh | | | | | | | |
| | | Windgall | | | | | | | |
| | | Thrush | | | | | | | |
| | | Foot abscess | | | | | | | |
| | | Bots | | | | | | | |
| | | Mud fever | | | | | | | |
| | | Bog and bone spaven | | | | | | | |
| | | Strangles | | | | | | | |
| | | Bowed tendon | | | | | | | |
| | | Splints | | | | | | | |
| | | Ringworm | | | | | | | |
| | | Laceration | | | | | | | |

| | | | | | | | | |
|--|-----------------------|--|--|--|--|--|--|--|
| | Sarcoid | | | | | | | |
| | Conjunctivitis | | | | | | | |
| | Salmonella | | | | | | | |
| | Anhydrosis | | | | | | | |
| | Optic ulcers | | | | | | | |
| | Seedy toe | | | | | | | |
| | Australian stringhalt | | | | | | | |
| | Mange | | | | | | | |
| | Tetanus | | | | | | | |
| | Navicular disease | | | | | | | |
| | Rain scald | | | | | | | |
| | Dental problems | | | | | | | |
| | Upper respiratory | | | | | | | |
| | Colic | | | | | | | |
| | Sidebone | | | | | | | |
| | Gastric Ulcers | | | | | | | |
| | Snake bite | | | | | | | |
| | Founder | | | | | | | |
| | Shock | | | | | | | |
| | Azoturia | | | | | | | |

Overall assessment will be based on this table:

| Criteria | Performance level |
|---------------------------------------|-------------------|
| Application of underpinning knowledge | |
| Planning and organisation | |
| Expressing ideas and information | |
| Content | |
| Independence | |

For more information on these criteria see the VCE VET Scoring Criteria sheets.

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Systems Assignment – Task 3d

Due date: 3 June (Written materials), 15 July (Oral presentations)

Produce a written report 4 to 10 pages in length supported by an oral presentation on an allocated system. The written report must include:

- A description of the overall function of the system. If dealing with part of a system you must show how your part relates to the whole.
- A diagram of the component parts
- A description of the function of each component
- A list of the six principal questions which could be asked about your system
- Your presentation should provide comprehensive answers to these questions
- A set of three multiple choice and three short answer questions about your system which could be used as part of a written test.
- Answers to these questions
- Detailed references including any web sites used.

The written report must be in the form of an electronic document such as Microsoft Word. It will be made available to all students via the internet

The oral presentation will run for between 10 and 15 minutes and should be supported by a Powerpoint or equivalent presentation. The Powerpoint presentation should provide key points of your presentation and should not include detailed text.

The table below illustrates the topics and how the oral presentation will be assessed.

| Disease | Oral presentation | | | | | | Total |
|---------------------------------------|-------------------|---------|------|----------|-----------|--------|-------|
| | Plan | Content | Aids | Delivery | Questions | Impact | |
| The heart, blood and circulation | | | | | | | |
| The systemic circulatory system | | | | | | | |
| The pulmonary circulatory system | | | | | | | |
| The endocrine system | | | | | | | |
| Digestion - Mouth to small intestines | | | | | | | |
| Digestion - Caecum to anus | | | | | | | |
| The lymphatic system | | | | | | | |
| Muscles | | | | | | | |
| Tendons and ligaments | | | | | | | |
| The central nervous system | | | | | | | |
| The peripheral nervous system | | | | | | | |
| The male reproductive system | | | | | | | |
| The female reproductive system | | | | | | | |
| The upper respiratory tract | | | | | | | |
| The lungs | | | | | | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| The axial skeleton | | | | | | | |
| The appendicular skeleton | | | | | | | |
| The integumentary system (skin) | | | | | | | |
| The urinary system | | | | | | | |
| The ancillary organs (spleen, liver, pancreas) | | | | | | | |

Overall assessment will be based on this table:

| Criteria | Performance level |
|---------------------------------------|-------------------|
| Application of underpinning knowledge | |
| Planning and organisation | |
| Expressing ideas and information | |
| Content | |
| Independence | |

For more information on these criteria see the VCE VET Scoring Criteria sheets.

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Incursions and excursions – Task 3e

Due date: 9 September 2009. Completed progressively.

Task 3e: Written reports on incursions (eg saddle fitter, chiropractor, masseur) and excursion (eg racing excursion, autopsy)

These incursions and excursions have been organized to illustrate how knowledge (especially of anatomy and physiology) enables you to understand how horses behave and perform and how they can be treated.

You are required to:

1. Summarize the knowledge provided in each case. Text can be supplemented by photographs, video or diagrams and any handouts provided can be included as appendices.
2. Carry out additional research perhaps on the internet to find out more about the content of each incursion and excursion.

Overall assessment will be based on this table:

| Criteria | Performance level |
|---------------------------------------|-------------------|
| Application of underpinning knowledge | |
| Planning and organisation | |
| Expressing ideas and information | |
| Content | |
| Independence | |

For more information on these criteria see the VCE VET Scoring Criteria sheets.