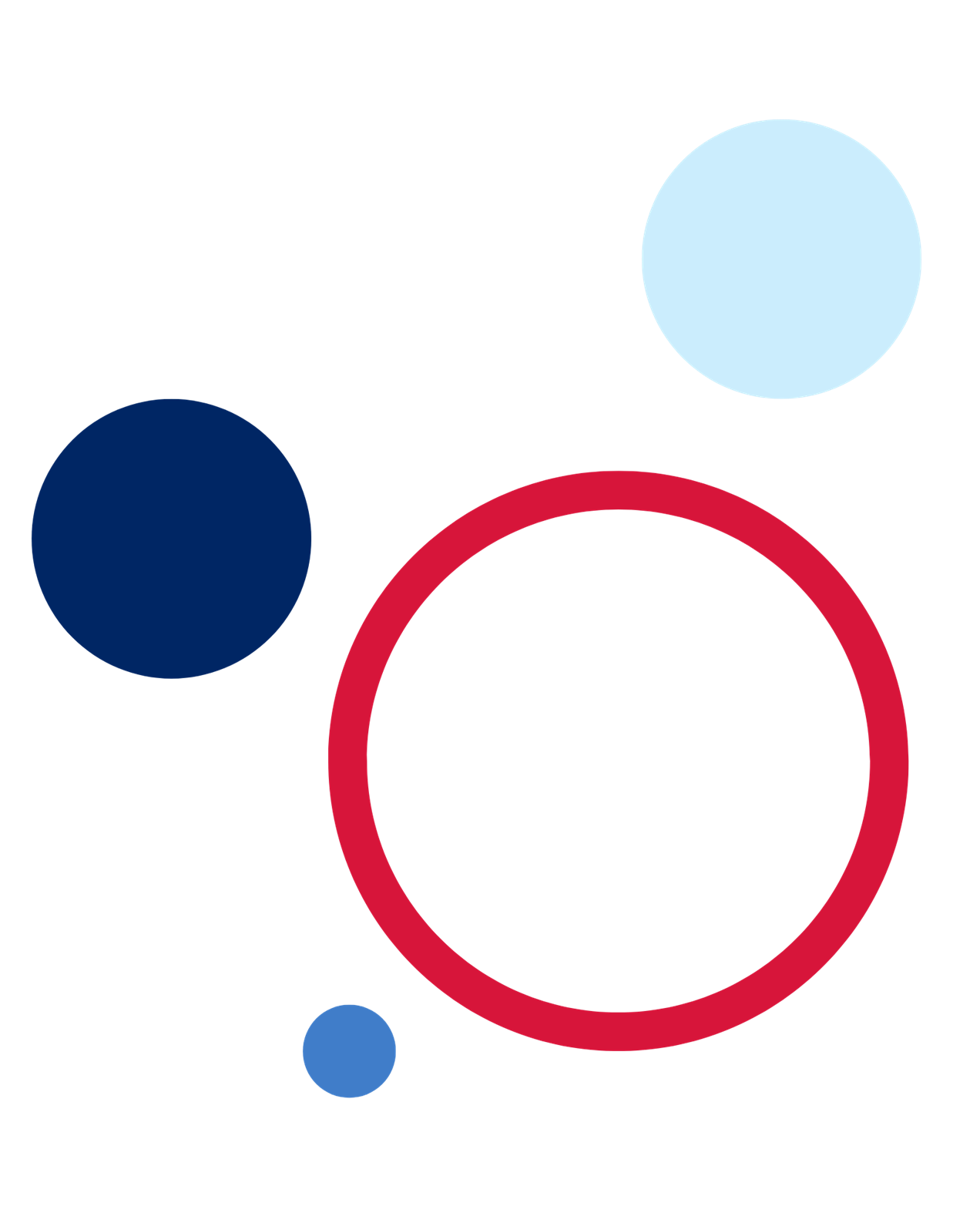
# Animal studies



Contents

[Introduction 3](#_Toc143250285)

[Rationale 4](#_Toc143250286)

[Aim 5](#_Toc143250287)

[Course structure and requirements 6](#_Toc143250288)

[Core topics 7](#_Toc143250289)

[Option topics 7](#_Toc143250290)

[Outcomes 9](#_Toc143250291)

[Core 9](#_Toc143250292)

[Focus area 1 – Sheep and wool science 9](#_Toc143250293)

[Focus area 2 – Equine studies 9](#_Toc143250294)

[Core 1 – The industry 11](#_Toc143250295)

[Outcomes 11](#_Toc143250296)

[Content 11](#_Toc143250297)

[Core 2 – Nutrition 13](#_Toc143250298)

[Outcomes 13](#_Toc143250299)

[Content 13](#_Toc143250300)

[Core 3 – Animal health and disease 15](#_Toc143250301)

[Outcomes 15](#_Toc143250302)

[Content 15](#_Toc143250303)

[Option S1 – Sheep genetics and reproduction 17](#_Toc143250304)

[Outcomes 17](#_Toc143250305)

[Content 17](#_Toc143250306)

[Option S2 – Sheep and wool presentation 19](#_Toc143250307)

[Outcomes 19](#_Toc143250308)

[Content 19](#_Toc143250309)

[Option S3 – Wool biology and testing 20](#_Toc143250310)

[Outcomes 20](#_Toc143250311)

[Content 20](#_Toc143250312)

[Option S4 – Wool harvesting 21](#_Toc143250313)

[Outcomes 21](#_Toc143250314)

[Content 21](#_Toc143250315)

[Option S5 – Wool marketing and processing 23](#_Toc143250316)

[Outcomes 23](#_Toc143250317)

[Content 23](#_Toc143250318)

[Option S6 – Market investigation 24](#_Toc143250319)

[Outcomes 24](#_Toc143250320)

[Content 24](#_Toc143250321)

[Option E1 – Horse behaviour 26](#_Toc143250322)

[Outcomes 26](#_Toc143250323)

[Content 26](#_Toc143250324)

[Option E2 – Horse handling and grooming 28](#_Toc143250325)

[Outcomes 28](#_Toc143250326)

[Content 28](#_Toc143250327)

[Option E3 – Introduction to riding 30](#_Toc143250328)

[Outcomes 30](#_Toc143250329)

[Content 30](#_Toc143250330)

[Option E4 – Horse conformation and selection 32](#_Toc143250331)

[Outcomes 32](#_Toc143250332)

[Content 32](#_Toc143250333)

[Option E5 – Horse training 34](#_Toc143250334)

[Outcomes 34](#_Toc143250335)

[Content 34](#_Toc143250336)

[Option E6 – Management of horse facilities 36](#_Toc143250337)

[Outcomes 36](#_Toc143250338)

[Content 36](#_Toc143250339)

## Introduction

Animal studies is a Stage 5 NSW Department of Education approved elective course.

The [Curriculum planning and programming, assessing and reporting to parents K-12 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) and the associated policy standards set out the requirements for schools regarding the mandatory hours for additional studies (electives) in Stage 5. NSW Department of Education approved elective courses can make up a maximum of 200 hours of the mandatory 400 hours of electives.

If a school chooses to deliver a NSW Department of Education approved elective course, students and parents and/or carers need to be consulted and understand that the course will not be listed on the [Record of School Achievement](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement) (RoSA).

Animal studies was initially developed as a school-developed, board-endorsed course by teachers at Yanco Agricultural High School and Farrer Memorial Agricultural High School.

## Rationale

This course is intended for students seeking to further their knowledge and skills in particular animal industries that are relevant to their local context or interest.

The Animal studies course provides the opportunity to extend and develop students’ skills, knowledge and understanding outside the scope of NSW Education Standards Authority (NESA) syllabuses.

This specialisation will promote the safe participation of students in the industry, add deep knowledge and understanding and develop advanced skills in the management and handling of the selected species.

Provision of courses for Stage 5 must meet the needs of a diverse range of student needs, including students with disability, high performing and gifted students, and students from diverse cultural backgrounds.

## Aim

The course aims to develop:

* an understanding and knowledge of the specific animal industry
* skills and knowledge in the management of a species to meet industry goals
* an appreciation and awareness of safe work practices and management when using animals
* develop empathy and appreciation for animals’ wellbeing.

## Course structure and requirements

Please refer to the [course-specific requirements](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/animal-studies) before planning to offer this course.

Schools teaching Animal studies must ensure that teachers have appropriate experience and training, and that the school has the right equipment and animals to complete the course safely. Schools teaching this course must have a Property Identification Code (PIC) issued by the Local Land Services (LLS). All movements of livestock must be documented on the farm records and appropriate documentation maintained. This must include a Travelling Stock Statement (TSS) for Horses, and National Vendor Declaration (NVD) and movement recorded in the National Livestock Identification System (NLIS) database for sheep. It is highly recommended that the school has and follows a biosecurity plan.

Schools teaching the Equine studies stream must ensure that staff teaching the [Introduction to riding](#_Option_E3_–) option topic have a minimum of the Equestrian Australia Introductory coaching qualification, or a recognised tertiary qualification in an equine course, such as a Bachelor of Equine Science or Diploma of Equine Management. All horses being handled by students must undergo a horse suitability assessment conducted by a person with one of the qualifications listed above. A [horse suitability assessment tool](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/animal-studies) is available to assist with this task. Facilities available to the school must also include a round yard, fenced riding arena, stables or covered yards, specifically designed tie up and wash bays, and automatic drinking troughs in yards and paddocks.

The [Sheep and wool science](#_Focus_area_1) stream will require schools to have enough sheep to ensure they are not being overused and have access to Australian Breeding Values (ABVs) for the flock. The school must also have suitable yards and race with a handler, draft and electronic weighing capability.

It would also be desirable for the students to observe artificial insemination (AI) and embryo transfer (ET) programs, have access to a tissue sampling unit (TSU) for genomic testing, an electronic identification (EID) reader, and worm egg count (WEC) microscope and accessories.

Students may undertake either 100 or 200 hours of study in Animal studies in Stage 5. The courses are structured in the following ways:

**100-hour course:**

* Complete at least one core topic
* Additional study of option topics within one animal focus area selected to meet the 100-hour requirement
* Core and options topics may be taught concurrently or consecutively.

**Note:** up to 2 topics may be taught partially if seasonal and administrative limitations exist. Schools must ensure they meet the outcomes of all topics delivered as part of the 100-hour requirement.

**200-hour course:**

* All 3 core topics
* All option topics within one of the animal focus areas
* Core and options topics can be taught concurrently or consecutively.

### Core topics

Core topics are common to the animal focus areas and taught within the context of the species being studied:

* Core 1 – The industry (20 hours)
* Core 2 – Nutrition (20 hours)
* Core 3 – Animal health and disease (15 hours).

### Option topics

#### Focus area 1 – Sheep and wool science

* Option S1 – Sheep genetics and reproduction (30 hours)
* Option S2 – Sheep and wool presentation (25 hours)
* Option S3 – Wool biology and testing (20 hours)
* Option S4 – Wool harvesting (20 hours)
* Option S5 – Wool marketing and processing (20 hours)
* Option S6 – Market investigation (30 hours).

#### Focus area 2 – Equine studies

* Option E1 – Horse behaviour (20 hours)
* Option E2 – Horse handling and grooming (20 hours)
* Option E3 – Introduction to riding (40 hours)
* Option E4 – Horse conformation and selection (20 hours)
* Option E5 – Horse training (25 hours)
* Option E6 – Management of horse facilities (20 hours).

## Outcomes

### Core

A student:

* **AS-1** identifies the range of industry goals and products
* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-3** develops appropriate feeding and nutrition programs to meet industry requirements
* **AS-4** explains and applies methods of managing health requirements
* **AS-5** describes market specifications for the industry
* **AS-6** effectively communicates using a variety of techniques
* **AS-7** selects and demonstrates safe work practices
* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-9** appreciates the importance of working collaboratively to achieve selected goals

### Focus area 1 – Sheep and wool science

A student:

* **AS-S-10** applies genetic principles to select and manage a ewe breeding flock
* **AS-S-11** evaluates sheep and/or wool to meet competition requirements
* **AS-S-12** applies a program for preparing sheep and wool
* **AS-S-13** outlines an understanding of wool biology and how wool is objectively measured
* **AS-S-14** explains and engages in the harvesting of wool
* **AS-S-15** researches the different methods of marketing and steps involved in wool processing

### Focus area 2 – Equine studies

A student:

* **AS-E-10** demonstrates the ability to prepare a horse for work
* **AS-E-11** evaluates the behaviour of a horse
* **AS-E-12** develops, refines and performs a holistic management program with the correct equipment
* **AS-E-13** describes the basic anatomy and movement of a horse

Schools must ensure that the options chosen enable all the outcomes to be assessed by the completion of the course.

## Core 1 – The industry

This module develops the students’ understanding of the animal industry, its history, contemporary organisation and how it contributes to the Australian economy. Students learn about the different stakeholders, and the rules and legislation specific to the animal species selected.

Students gain an appreciation of the different parts of the industry and develop skills in the application of the associated standards and expectations.

### Outcomes

A student:

* **AS-1** identifies the range of industry goals and products
* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-5** describes market specifications for the industry

### Content

Students:

* describe the objectives of the selected animal industry, for example
* market requirements for the sheep industry, including meat and wool specifications
* the different breeds or strains of the species linked to different industry goals
* the range of enterprises or activities in the selected industry.
* outline the history and significance of the industry, including
* significant historical factors that have shaped the industry
* how animal specifications have changed over time
* the importance of the industry to the Australian culture and economy.
* understand the industry and its organisation, including
* how the industry operates
* knowing the stakeholders and the role each plays in the industry
* the role of the government and legislation in the industry
* overview of compliance and how it impacts each stakeholder
* contribution of the industry to Australia’s economy.

## **Core 2 – Nutrition**

Students develop an understanding of digestion and good nutrition for the selected species and gain practical skills in the management of feeding, monitoring and maintaining good health in the animals. They develop knowledge of different feed sources as well as the advantages and associated risks of each.

### Outcomes

A student:

* **AS-3** develops appropriate feeding and nutrition programs to meet industry requirements
* **AS-4** explains and applies methods of managing health requirements
* **AS-6** effectively communicates using a variety of techniques
* **AS-7** selects and demonstrates safe work practices
* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-9** appreciates the importance of working collaboratively to achieve selected goals

### Content

Students:

* understand the digestive system for the species studied, including
* describing the parts of the digestive system and their function
* identifying system disorders that can impact the animal.
* demonstrate an understanding of the nutritional requirements of the studied species, including
* recognising the importance of balanced rations
* identifying differences in nutritional requirements for different ages, stages of development and use
* identifying and naming various feeds and additives that meet nutritional requirements
* analysing the use of additives and feedstuffs in a diet.
* assess types and methods of feeding, including
* grazing, pasture management and intake of roughage material
* sustainability of various feed methods
* health problems associated with feed and water
* preparation and planning of feed rations for an individual animal, herd or flock
* identification, management and awareness of poisonous vegetation, toxins, and pollutants in feedstuffs and pastures.

## Core 3 – Animal health and disease

Students learn to prevent disease through good management practices. They will understand the importance of undertaking an integrated approach to prevention and control for selected diseases.

### Outcomes

A student:

* **AS-3** develops appropriate feeding and nutrition programs to meet industry requirements
* **AS-4** explains and applies methods of managing health requirements
* **AS-6** effectively communicates using a variety of techniques
* **AS-7** selects and demonstrates safe work practices
* **AS-8** demonstrates appropriate care and empathy for animals

### Content

Students:

* adopt management methods that reduce incidence of disease, including
* identifying signs of disease, injury or poor health
* knowledge of diseases prevalent in the local area
* understanding the importance of whole management in the controlling of disease
* understanding and following biosecurity procedures including notifications, quarantining and treatment
* understanding risks associated with animal relocation and observing all recording requirements.
* appreciate and engage in routine procedures that prevent disease, including
* following and participating in procedures for the control of internal and external parasites, pathogens and metabolic diseases
* safely following animal husbandry procedures
* generating and maintaining accurate records of treatments that meet legislative and industry requirements.
* select appropriate management techniques to control parasites and pests, for example, integrated management to control fly strike in sheep.

## Option S1 – Sheep genetics and reproduction

Students learn to apply genetic principles and undertake the management of a ewe breeding flock. They will select the breeding stock, undertake a pre-joining check, join ewes and manage them till weaning.

### Outcomes

A student:

* **AS-3** develops appropriate feeding and nutrition programs to meet industry requirements
* **AS-4** explains and applies methods of managing health requirements
* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-9** appreciates the importance of working collaboratively to achieve selected goals
* **AS-S-10** applies genetic principles to select and manage a ewe breeding flock

### Content

Students:

* explain the function of ewe and ram reproductive systems, including identifying the various parts of the male and female reproductive systems
* objectively select breeding stock, including
* identifying the value of performance figures
* assessing rams and ewes for breeding purposes
* justifying the selection of breeding stock.
* understand and conduct the joining of selected sheep, including
* demonstrating pre-joining health and fertility inspection of breeding stock
* establishing and maintaining records.
* undertake management of lambing ewes, including
* explaining the value of good nutrition and health programs for lambing ewes
* conducting postnatal care of lambs
* demonstrating appropriate care for lambs till weaning.

## Option S2 – Sheep and wool presentation

Students learn to assess sheep and/or wool to meet competition standards and implement a program to prepare them for competitions. Students utilise appropriate terminology when participating in junior judging competitions.

### Outcomes

A student:

* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-9** appreciates the importance of working collaboratively to achieve selected goals
* **AS-S-11** evaluates sheep and/or wool to meet competition requirements
* **AS-S-12** applies a program for preparing sheep and wool

### Content

Students:

* demonstrate understanding of selecting sheep and fleeces for competitions, including recognising the characteristics necessary to comply and compete in sheep or wool competitions.
* demonstrate understanding of exhibiting sheep and fleeces to their potential, including
* preparing fleeces for competitions
* identifying the steps involved in preparing sheep for competitions
* participating in competitions.
* demonstrate understanding of judging sheep and fleeces, including using appropriate industry terminology to compare sheep or fleeces.

## Option S3 – Wool biology and testing

Students learn about the chronological development of the various wool follicles in the fleece, the problems associated with medullated fibres in the fleece, the management factors affecting wool growth, and how wool is commercially tested prior to sale.

### Outcomes

A student:

* **AS-S-13** outlines an understanding of wool biology and how wool is objectively measured
* **AS-S-14** explains and engages in the harvesting of wool
* **AS-S-15** researches the different methods of marketing and steps involved in wool processing

### Content

Students:

* demonstrate understanding of chronological development of various wool follicles in the fleece, including recognising and distinguishing the different wool follicles in sheep skin
* identify medullated fibres in the fleece of a sheep
* explain the importance of nutrition to wool follicle development and the effect of stress on wool growth
* demonstrate understanding of sampling techniques for testing wool, including the differences between core and grab sampling
* outline the importance of various wool tests prior to marketing.

## Option S4 – Wool harvesting

Students crutch a sheep, participate in shearing, and identify ways to avoid contamination of the wool clip, the importance of correctly picking up and throwing a fleece, and how to skirt a fleece and present it to a wool classer. Students will learn to identify a wide range of wool faults that can occur in a sheep fleece.

### Outcomes

A student:

* **AS-4** explains and applies methods of managing health requirements
* **AS-7** selects and demonstrates safe work practices
* **AS-9** appreciates the importance of working collaboratively to achieve selected goals
* **AS-S-14** explains and engages in the harvesting of wool
* **AS-S-15** researches the different methods of marketing and steps involved in wool processing

### Content

Students:

* consider contamination in yards and shearing sheds, including
* identifying contamination
* ways to avoid contamination.
* demonstrate correct technique for picking up and throwing a fleece onto a wool table
* identify parts of a fleece and correctly skirt a fleece to improve its market value
* correctly press wool into bales, including
* identifying risks
* applying safe work methods.
* recognise wool faults and how they impact wool processing
* safely crutch a sheep to minimise the stress on the animal
* work collaboratively to participate in shearing using safe work practices.

## Option S5 – Wool marketing and processing

Students evaluate the various methods available to market a wool clip and understand the value of being able to interpret the information in a sale catalogue. Students gain a general overview of the woollen and worsted system of wool processing and are able to recognise the different types of fabric manufacturing systems.

### Outcomes

A student:

* **AS-1** identifies the range of industry goals and products
* **AS-5 describes market specifications for the industry**
* **AS-6 effectively communicates using a variety of techniques**
* **AS-S-15** researches the different methods of marketing and steps involved in wool processing

### Content

Students:

* outline the different methods of marketing a wool clip
* explain the importance of a sale catalogue to wool buyers
* research the woollen and worsted wool processing systems, including the steps involved in the processing of wool
* describe the various types of fabric manufacturing methods, including
* weaving
* knitting.

## Option S6 – Market investigation

Students select a target market for a sheep product and manipulate the production cycle (genetics, breeding, nutrition, health and disease) to achieve the specified product. They research and adapt previously learnt knowledge and skills to achieve the target market specifications. They identify the most appropriate marketing options for the product and market the product.

Options could include prime lamb production, stud sheep, sheep dairying, carpet wool, ultra-fine Merinos, feedlot lambs or organic lamb production.

### Outcomes

A student:

* **AS-1** identifies the range of industry goals and products
* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-6** effectively communicates using a variety of techniques
* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-9** appreciates the importance of working collaboratively to achieve selected goals
* **AS-S-15** researches the different methods of marketing and steps involved in wool processing

### Content

Students:

* determine the market specification for the chosen product
* manage the production cycle of the chosen sheep enterprise, including managing the production cycle to achieve market specifications, for example
* the time of lambing for the pasture system.
* research and select appropriate market options available for the product
* implement a marketing strategy for the chosen product, including
* product
* price
* place
* promotion.

## Option E1 – Horse behaviour

This module introduces students to the natural behaviour of horses. Students investigate horse behaviour within a herd, relating to breeding and general human interaction. Students identify the difference in horse behaviour when the horse is placed in different situations.

### Outcomes

A student:

* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-6** effectively communicates using a variety of techniques
* **AS-7** selects and demonstrates safe work practices
* **AS-E-11** evaluates the behaviour of a horse

### Content

Students:

* demonstrate understanding of the natural development of horse behaviour through evolution
* describe the dynamics of natural horse behaviour within a herd, including
* hierarchical structure of a herd
* body language used by horses in their social structure
* individual behaviour of stallions, mares and foals in certain situations
* the role of the fright and flight mechanism in regard to the evolution of the horse.
* demonstrate understanding and respond to the impact of humans on the behaviour of a horse, including
* use of a horse’s sensory system to aid in their response to stimuli
* identify changes to a horse’s normal behaviour when placed in different and extreme conditions, such as those causing stress.
* describe and explain sexual behaviour in different categories of horses
* apply work health and safety (WHS) procedures to safely handle horses in various situations.

## Option E2 – Horse handling and grooming

Students become familiar with different equipment and tack relevant to the management of a horse in various situations. They appropriately select and demonstrate the correct usage, storage and care for the equipment.

### Outcomes

A student:

* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-4** explains and applies methods of managing health requirements
* **AS-7** selects and demonstrates safe work practices
* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-E-10** demonstrates the ability to prepare a horse for work
* **AS-E-11** evaluates the behaviour of a horse
* **AS-E-12** develops, refines and performs a holistic management program with the correct equipment

### Content

Students:

* select and demonstrate safe procedures when handling horses, including
* selecting and using appropriate personal protective equipment (PPE) for the situation
* using appropriate procedures that consider possible horse behaviours.
* demonstrate knowledge of the tack and equipment used in different situations in the horse industry, including
* selecting and recommending the appropriate equipment and tack for different tasks
* demonstrating the appropriate procedure for fitting, removing, adjusting and use of tack
* maintaining horse tack and equipment
* identifying worn and unsafe working tack and equipment.
* assess and manage the impact of horse behaviour when handling them, including demonstrating safe handling procedures of horses in different situations
* demonstrate horse grooming procedures and articulate the reasons for grooming
* prepare horses for competition.

## Option E3 – Introduction to riding

This module will provide a structured program to introduce students to the skills and knowledge needed for safely riding horses. Students will develop confidence and balance with their riding. At the completion of the module, students should possess and demonstrate understanding of safe horse riding.

**Staff teaching this topic must have a minimum of the Equestrian Australia Introductory coaching qualification or a recognised tertiary qualification in an equine course, and all horses must undergo a horse suitability assessment. See** [Course structure and requirements](#_Course_structure_and) **for more information.**

### Outcomes

A student:

* **AS-7** selects and demonstrates safe work practices
* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-E-10** demonstrates the ability to prepare a horse for work
* **AS-E-13** describes the basic anatomy and movement of a horse

### Content

Students:

* demonstrate an understanding of, and apply the relevant regulations for, personal safety for a rider and use of appropriate equipment, including
* identifying and demonstrating the use of personal protective equipment (PPE) for horse and rider and justify the reasons for their use
* identifying and demonstrating the safe use and fitting of the appropriate tack required for preparing a horse for riding and assess the purpose of specific riding equipment.
* demonstrate the correct procedure to safely mount, sit on and dismount a horse, and basic control of a horse whilst riding in a variety of situations, including
* demonstrate the control of a horse's direction, movement and gait in a variety of situations
* demonstrate the various seat positions for different types of riding and identify common faults, for example, 3-point seat for dressage and 2-point seat for jumping.
* identify and evaluate appropriate natural and artificial riding aids
* apply natural and artificial riding aids to control the motion and gait of the horse
* understand the various movements and gaits of a horse
* demonstrate the control of a horse during various movements and gaits
* identify and apply the basic rules when riding on a shared area to ensure safe procedures are followed
* assess risks and hazards and show understanding of how to respond when working with horses in a variety of situations, including
* identifying potential injuries
* recognising signs of injury
* taking appropriate action for the treatment of injuries.

## Option E4 – Horse conformation and selection

Students develop skills and knowledge needed to assess the conformation of horses. Students will be able to identify desirable traits in selecting horses. An objective assessment of a horse’s conformation, identifying unsoundness and blemishes as well as undesirable vices and habits, will allow students to make an informed decision of the suitability of a horse for a selected performance discipline.

### Outcomes

A student:

* **AS-2** evaluates breeds and individual animals in relation to meeting industry requirements
* **AS-6** effectively communicates using a variety of techniques
* **AS-E-11** evaluates the behaviour of a horse
* **AS-E-12** develops, refines and performs a holistic management program with the correct equipment
* **AS-E-13** describes the basic anatomy and movement of a horse

### Content

Students:

* recognise desirable traits when selecting a horse, including
* identifying important selection characteristics
* prioritising and analysing criteria for a particular use
* identifying and describing unsoundness and blemishes of a horse’s body and their causes.
* objectively assess a horse's conformation and describe it using the correct terminology
* identify the essential elements of a horse’s gait and movement, including
* describing the natural gait of a horse
* describing defects of the movement of a horse.
* identify and describe vices and habits of a horse, for example
* windsucking
* biting
* weaving
* fence walking.
* identify performance selection characteristics for breeds and types of horses for different disciplines.

## Option E5 – Horse training

Students will develop skills and knowledge of a horse’s behavioural process and understand how this can be applied to educate a horse for domestication, work and sport. The success of different techniques will be analysed and evaluated. On completion of this module, the students will have the ability to make an informed decision on how best to educate horses in certain situations.

### Outcomes

A student:

* **AS-6** effectively communicates using a variety of techniques
* **AS-7** selects and demonstrates safe work practices
* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-E-10** demonstrates the ability to prepare a horse for work
* **AS-E-11** evaluates the behaviour of a horse
* **AS-E-12** develops, refines and performs a holistic management program with the correct equipment

### Content

Students:

* assess the basic instincts of a horse in regard to environmental stimulus and learning, including
* evaluating the principles of behavioural learning as it relates to stimulus and response
* determining the ability of a horse to learn.
* demonstrate the principles of training and management, including
* evaluating the importance of imprint learning in a horse’s education
* explaining the use of stimulus and response in the desensitisation process, and identifying why it is used in the education of a horse
* determining horse interaction and evaluating stress-stressor relationships
* identifying natural horsemanship training practices
* outlining the use of different methods of training in relation to a horse’s speed of learning and memory retention
* utilising knowledge and skills to train a horse.
* evaluate the fitness of a horse, including
* using objective measures to determine the fitness of individual horses
* developing an individual fitness program for a horse.

## Option E6 – Management of horse facilities

Stable complexes are one of the major work sites in the horse industry. This option introduces students to management processes that occur within horse facilities. Students will become proficient in carrying out required activities and understand why they are necessary.

### Outcomes

A student:

* **AS-1** identifies the range of industry goals and products
* **AS-3** develops appropriate feeding and nutrition programs to meet industry requirements
* **AS-4** explains and applies methods of managing health requirements
* **AS-6** effectively communicates using a variety of techniques
* **AS-7** selects and demonstrates safe work practices
* **AS-8** demonstrates appropriate care and empathy for animals
* **AS-9** appreciates the importance of working collaboratively to achieve selected goals
* **AS-E-12** develops, refines and performs a holistic management program with the correct equipment

### Content

Students:

* describe features of horse facilities, including
* identifying the facilities and equipment used to train horses
* planning the layout and main features of a range of stables.
* demonstrate understanding of the day-to-day operations of a stable complex, including
* explaining the purpose and operation of the facilities and equipment
* demonstrating appropriate work procedures of a stablehand
* working effectively in a team conducting daily operation of a facility
* describing the daily routine of a horse in training.
* maintain and manage yards and a stable complex, including
* understanding and selecting various types of bedding
* engaging in procedures for bedding down a horse
* cleaning of stable facilities.
* explain the function of the items of equipment used in cleaning out boxes, yards and stable areas
* justifies and applies the procedures for maintaining the stable in a safe and hygienic condition, including following procedures for stable and yard cleaning and bedding down a horse
* demonstrate understanding of management of health programs in horse complexes, including
* identifying signs and symptoms of infectious diseases
* quarantine procedures to control infectious diseases when managing horse facilities
* demonstrating procedures to conduct quarantine of horses in a stable facility.
* demonstrate understanding by applying safe work procedures in horse complexes, including
* following appropriate procedures for handling horses
* legislative requirements for storage of chemicals and medication
* preventing zoonosis
* evacuation procedures.

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