Demonstrate knowledge of the structure of the horse’s foot, the horse shoeing process and remedial shoeing

Level 3
Credits 4

Purpose
People credited with this unit standard are able to demonstrate knowledge of:
the external and internal structures of the horse's foot, and hoof balance;
horse shoes and the shoeing process; and remedial shoeing.

Subfield Equine
Domain Equine Care
Status Registered
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Entry information Open.
Accreditation Evaluation of documentation and visit by NZQA and industry.

Standard setting body (SSB) Primary Industry Training Organisation

Accreditation and Moderation Action Plan (AMAP) reference 0018
This AMAP can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

Special notes
1 Legislation relevant to this unit standard includes but is not limited to the Health and Safety in Employment Act 1992, and its subsequent amendments.

2 For this unit standard the practical assessment evidence must be provided in the context of a commercial business operation under normal working conditions.

Elements and performance criteria

Element 1

Demonstrate knowledge of the external and internal structures of the horse's foot, and hoof balance.

Performance criteria

1.1 External structures of the horse's foot are described in terms of location and function.
   Range coronary band, wall, sole, white line, bars, frog.

1.2 Internal structures of the horse's lower leg and foot are described in terms of location and function.
   Range bones, joints, cartilages, tendons, ligaments.

1.3 Description identifies a balanced hoof and its associated benefits.
   Range hoof/pastern axis, dorso-palmar balance, medio-lateral foot balance, pair symmetry, ground symmetry, soundness, minimising risk of injury, maximising performance.

Element 2

Demonstrate knowledge of horse shoes and the shoeing process.

Performance criteria

2.1 Horse shoe components are identified and their suitability for the individual horse and activity are described.
   Range may include but is not limited to – clips, heels, bearing surface, front shoe shape, hind shoe shape, concave, fullered, bevelled, non-bevelled, galloping plates, harness racing shoes, hunting shoes, eventing shoes.

2.2 Description identifies requirements in terms of providing a suitable environment for farrier and horse.
   Range may include but is not limited to – sheltered, flat, clean, dry.

2.3 Position of the handler in relation to the horse's leg when lifted is described in terms of comfort and safety for the horse and handler.

2.4 Communication and obligations of the owner to the farrier are described in relation to the shoeing process.
   Range punctuality, individual horse problems and requirements, providing horse restraint while shoeing, record keeping.
Element 3

Demonstrate knowledge of remedial shoeing.

Performance criteria

3.1 Description identifies issues that may be alleviated by remedial shoeing.

Range hoof turned out/in, brushing, flat feet, flared foot, stone bruise, over reach, incorrect trimming, navicular syndrome, laminitis, club foot, sandcrack, forging, ringbone, sidebone.

3.2 Remedial shoeing is described in terms of effects on and benefits for particular foot conditions.

Range may include but is not limited to – feather-edged shoes, soles, quarter clips, bar shoes, rolled toes.

3.3 The benefits to the horse of a team of professionals collectively diagnosing and treating foot conditions is explained in terms of remedial shoeing.

Range farrier, veterinarian.

Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.
Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Primary Industry Training Organisation standards@primaryito.ac.nz if you wish to suggest changes to the content of this unit standard.