



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ACMFAR303A Perform routine day-to-day farriery activities**

**Revision Number: 1**

## ACMFAR303A Perform routine day-to-day farriery activities

### Modification History

Not applicable.

### Unit Descriptor

|                        |                                                                                                                                                                                                                                                                                                   |
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| <b>Unit descriptor</b> | <p>This unit of competency covers the process of participating in workplace communication and the process of planning, coordinating and recording routine farrier work activities under supervision.</p> <p>This unit forms part of the requirements of the trade qualification for farriery.</p> |
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### Application of the Unit

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| <b>Application of the unit</b> | <p>The unit is applicable to those working in a range of equine industries where farriery services are provided. Responsibility may be for the basic direction of a task remote from the main enterprise, small projects or parts of projects where work is conducted under supervision.</p> <p>In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.</p> |
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

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| <b>Prerequisite units</b> |  |  |
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## Employability Skills Information

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| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

|                                                                   |                                                                                                                                                                                                                                                                                                                  |
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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
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## Elements and Performance Criteria

| ELEMENT                                                                 | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1. Follow routine spoken messages or written <b>notices</b>             | <p>1.1. Required information is gathered and interpreted, with clarification sought when procedure or instruction is not understood.</p> <p>1.2. Instructions or procedures for all tasks are followed in accordance with information received.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 2. Obtain and provide information in response to workplace requirements | <p>2.1. Specific, relevant information is obtained and interpreted.</p> <p>2.2. Information is recorded in full, accurately and legibly.</p> <p>2.3. <b>Sources of required information</b> are identified, and appropriate contact established.</p> <p>2.4. Use courtesy when <b>interacting with others</b>, and ensure enquiries are carried out clearly and concisely.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Participate in workplace meetings and discussions                    | <p>3.1. Own opinion is provided clearly, and views of others listened to without interruption.</p> <p>3.2. Meeting inputs are provided, consistent with the meeting purpose and established <b>meeting protocols</b>.</p> <p>3.3. Questions about simple routine procedures and matters concerning conditions of employment are asked and responded to.</p> <p>3.4. Meeting outcomes are interpreted and implemented.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. Prepare for worksite activities                                      | <p>4.1. <b>Personal presentation</b> standards applicable to the industry are adhered to.</p> <p>4.2. <b>Worksite protocols</b> for entry to the worksite are identified and followed as necessary.</p> <p>4.3. Work requirements are clarified with the supervisor.</p> <p>4.4. The order of activities and time allocation are identified, after which verification is obtained from supervisor.</p> <p>4.5. Personnel, <b>equipment and material resource</b> requirements are identified according to the scope of work and supervisor's instructions.</p> <p>4.6. Hazards are identified, risks assessed and subsequently reported to supervisor.</p> <p>4.7. <b>Occupational health and safety (OHS) requirements</b> are followed and personal protective equipment is selected, used, maintained and stored according to the type of worksite activities to be undertaken.</p> |

| ELEMENT                            | PERFORMANCE CRITERIA                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                                    | <p>4.8. Tools and equipment are selected, used, cleaned, maintained and stored according to enterprise processes and manufacturers' guidelines.</p> <p>4.9. All safety equipment is checked on a routine basis, consistent with enterprise processes and manufacturers' guidelines.</p>                                                                                                                                                                                           |
| 5. Complete required documentation | <p>5.1. A range of <b>forms</b> relating to conditions of employment are completed.</p> <p>5.2. Basic <b>mathematical processes</b> are used for routine calculations.</p> <p>5.3. Personnel, activities, timelines and resource usage in relation to a given task, are <b>documented</b> according to enterprise procedures.</p> <p>5.4. <b>Contingency situations</b> are recognised and reported, followed by <b>corrective action</b> according to enterprise guidelines.</p> |

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- complete relevant work related documents
- estimate, calculate and record materials and resource requirements
- follow instructions to perform routine workplace duties
- gather and provide information in response to workplace requirements
- perform OHS risk assessment
- literacy skills to read and follow organisational policies and procedures, including OHS, waste management and hygiene standards; follow sequenced written instructions; and record the information accurately and legibly
- oral communication skills/language to fulfil the job role as specified, including questioning, active listening, asking for clarification and seeking advice when required
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- numeracy skills to estimate, calculate and record routine workplace measures
- problem-solving skills to select required materials and equipment and prioritise tasks
- work as part of a team.

#### Required knowledge

- communication procedures and systems, and technology relevant to enterprise and individual work responsibilities
- OHS legislative requirements and farriery industry codes of practice
- personal presentation standards applicable to farriery
- protocols for entry to a horse establishment
- range, use and availability of materials and equipment.

## Evidence Guide

| <b>EVIDENCE GUIDE</b>                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Overview of assessment</b>                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>                                                                                                                    | <p>The evidence required to demonstrate competence in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can:</p> <ul style="list-style-type: none"> <li>• communicate and work within a team, including following simple written notices and spoken messages</li> <li>• undertake routine tasks at a range of farriery worksites in accordance with OHS requirements and record outcomes</li> <li>• estimate, calculate and record materials and resource requirements</li> <li>• complete employment and work-related forms required in routine activities of the farriery business</li> </ul> <p>The skills and knowledge required to perform routine day-to-day farriery activities must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.</p> |
| <b>Context of and specific resources for assessment</b>                                                                                                                                                                | <p>Assessment of this unit is to be practical in nature and will be most appropriately assessed in worksites, where routine farriery tasks are performed, or in a situation that reproduces normal work conditions.</p> <p>There must be access to the appropriate equipment and/or resources to enable one to demonstrate competence.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Method of assessment</b>                                                                                                                                                                                            | To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| <b>EVIDENCE GUIDE</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                                            | <p>The assessment strategy must include practical skills assessment. Suggested strategies for this unit are:</p> <ul style="list-style-type: none"><li>• written and/or oral assessment of candidate's required knowledge</li><li>• observed, documented and first-hand testimonial evidence of candidate's application of practical tasks</li><li>• simulation exercises that reproduce normal work conditions</li><li>• third-party evidence</li><li>• workplace documentation</li><li>• portfolio.</li></ul> <p>This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.</p> |
| <b>Guidance information for assessment</b> | <p>Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).</p>                                                                                                                                                                                                                                                                                                                 |

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

|                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>Notices</b> may include:                         | <ul style="list-style-type: none"> <li>• enterprise-specific data or industry notices</li> <li>• instructions, labels, symbols and rosters</li> <li>• messages</li> <li>• range of personnel forms, including contact details, taxation and insurance, and association membership</li> <li>• receipt and docket books</li> <li>• safety instructions and reports.</li> </ul>                                           |
| <b>Sources of required information</b> may include: | <ul style="list-style-type: none"> <li>• animal health authorities</li> <li>• industry bodies</li> <li>• local government</li> <li>• materials and equipment suppliers</li> <li>• other professionals, such as veterinarians.</li> </ul>                                                                                                                                                                               |
| <b>Interacting</b> with others should be:           | <ul style="list-style-type: none"> <li>• courteous and supportive</li> <li>• efficient, effective and responsible</li> <li>• presenting the enterprise in a positive way</li> <li>• using correct forms of greeting, identification and address as require.</li> </ul>                                                                                                                                                 |
| <b>Meeting protocols</b> include:                   | <ul style="list-style-type: none"> <li>• compliance with meeting decisions</li> <li>• following meeting convention</li> <li>• obeying meeting instructions.</li> </ul>                                                                                                                                                                                                                                                 |
| <b>Personal presentation</b> may include:           | <ul style="list-style-type: none"> <li>• clothing is clean, in good repair, suitably durable for physical work performed primarily outdoors and presents a professional impression to clients and others</li> <li>• hair is tied back or able to be kept out of eyes and away from heat sources</li> <li>• language and manner is courteous to others</li> <li>• no jewellery</li> <li>• no loose clothing.</li> </ul> |
| <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 horse handling</li> </ul>                                                                                                                                                                                                                                                        |

| <b>RANGE STATEMENT</b>                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                                      | <p>instructions</p> <ul style="list-style-type: none"> <li>• reporting to worksite supervisor prior to starting work</li> <li>• verifying when worksite staff are to assist.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Equipment and material resources</b> may include: | <ul style="list-style-type: none"> <li>• diary, invoice and account books and maps</li> <li>• first aid equipment for humans and horses</li> <li>• mobile farriers' workshop: <ul style="list-style-type: none"> <li>• anvil</li> <li>• forge</li> <li>• glue and fillers</li> <li>• horse shoes</li> <li>• nails</li> </ul> </li> <li>• other items used to treat special hoof problems (e.g. hoof pads)</li> <li>• phone</li> <li>• tools to: <ul style="list-style-type: none"> <li>• apply glues and fillers</li> <li>• clean shoes</li> <li>• clean and sharpen farrier's tools</li> <li>• operate forge</li> <li>• remove and fit shoes</li> <li>• shape pre-made shoes</li> <li>• trim feet.</li> </ul> </li> </ul>                                                            |
| <b>OHS requirements</b> may include:                 | <ul style="list-style-type: none"> <li>• being prepared to say no to handling an uneducated, stressed or difficult horse</li> <li>• following safe work method statements for: <ul style="list-style-type: none"> <li>• cleaning and sharpening tools</li> <li>• completing farriery tasks: <ul style="list-style-type: none"> <li>• removing, replacing and fitting shoes</li> <li>• trimming feet</li> <li>• applying fillers and other treatments</li> </ul> </li> <li>• handling horses</li> <li>• using bottled gas</li> <li>• using personal protective equipment: <ul style="list-style-type: none"> <li>• eye and ear protection</li> <li>• gloves for some tasks</li> <li>• farrier's apron</li> <li>• items for sun and other protection</li> </ul> </li> </ul> </li> </ul> |

| <b>RANGE STATEMENT</b>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                            | <ul style="list-style-type: none"> <li>• safety footwear and leg protection</li> <li>• working with fire to:               <ul style="list-style-type: none"> <li>• shape shoes</li> <li>• shoe horses</li> <li>• weld</li> </ul> </li> <li>• working with tools and metal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Forms</b> may include:                  | <ul style="list-style-type: none"> <li>• personnel forms</li> <li>• telephone messages</li> <li>• work rosters.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Mathematical processes</b> may include: | <ul style="list-style-type: none"> <li>• basic addition, subtraction, multiplication and division to complete estimates related to:               <ul style="list-style-type: none"> <li>• materials</li> <li>• product characteristics</li> <li>• packing or storing stock/product.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                     |
| <b>Documentation</b> may include:          | <ul style="list-style-type: none"> <li>• project details and progress:               <ul style="list-style-type: none"> <li>• project name, client and horse identification</li> <li>• date</li> <li>• project description</li> <li>• progress of activities</li> <li>• major issues</li> <li>• OHS issues</li> <li>• materials used</li> <li>• time take</li> <li>• need for any future activities that need to be planned</li> </ul> </li> <li>• other documentation:               <ul style="list-style-type: none"> <li>• accident and incident reports</li> <li>• invoice details</li> <li>• safety reports</li> <li>• worksheets.</li> </ul> </li> </ul> |
| <b>Contingency situations</b> may include: | <ul style="list-style-type: none"> <li>• adverse weather conditions</li> <li>• horse behaviour</li> <li>• unavailability of required other professionals.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Corrective action</b> may include:      | <ul style="list-style-type: none"> <li>• requirement to analyse and always remain watchful of horse behaviour</li> <li>• complete other work away from the site</li> <li>• delay the task if possible.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**Unit Sector(s)**

|                    |          |
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| <b>Unit sector</b> | Farriery |
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**Competency field**

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| <b>Competency field</b> |  |
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**Co-requisite units**

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|---------------------------|--|--|
| <b>Co-requisite units</b> |  |  |
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