

# Online HorseCollege



## **Student Workbook**

### **3.T.15 Risk with Horses**

[www.OnlineHorseCollege.com](http://www.OnlineHorseCollege.com)

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## ***Risks with Horses 3.T.15 Workbook***

Students are to complete Teaching 3.T.09-12 online assessments prior to attempting Teaching 3.T.13-16 and to follow all recommended safety considerations.

Practical assessments for Teaching 3.T.13-16 are as follows

- A) Supervise Horse Handling
- B) Safe Riding
- C) Risk With Horses
- D) Risk Analysis

These assessments incorporate the following unit from the SRS03 Sport Industry Training Package which include the listed elements

SROEQO003A Supervise horse handling

SRXRIK001A Undertake risk analysis of activities

*Further information about this assessment is available at [www.training.gov.au](http://www.training.gov.au)*

## **Risk with Horses Introduction**

To assist you with this workbook you will require the following resources which are located on the OnlineHorseCollege website at:-

<http://OnlineHorseCollege.com/studentresources/>

A resource titled 'Risky Ranch Scenario' is located at the back of this workbook. This scenario will help you to identify risks and will be required to complete the 3.T.15RiskWithHorses quiz assessment.

## Log Books

These are records kept which contain information about certain duties and tasks which are performed in the workplace. Log books/records will contain details of when a task was performed, by whom, if there was any breakages (or risks of) and if any repairs were carried out. They are usually used to document maintenance on things like machinery and gear/tack but also horse training, workload and health/first aid/medications.

Log books provide evidence of routine, regular work carried out. This documentation is valuable should the establishment come under audit or litigation proceedings as it can be used to prove against negligence, provided that it is kept up to date.

These types of records are usually stored in an establishments' office but you may find saddlery/tack log books in tack rooms it may vary between businesses.

Example layout of a log book:-

<b>Date</b>	<b>Item/Saddle or bridle Number/Horse Name etc</b>	<b>Maintenance/duty performed</b>	<b>Comments</b>	<b>Name &amp; Signature</b>
<i>14<sup>th</sup> August 2004</i>	<i>Bluey's saddle</i>	<i>Soaped &amp; oiled</i>	<i>Removed stirrup leathers for repair of worn stitching.</i>	<i>Jane Smith <i>J.Smith</i></i>

## Regulations & Guidelines

Every establishment should have procedures to outline how to perform and conduct duties. Procedure manuals need to outline the method used to carry out tasks i.e. catching, grooming, saddling etc. These methods should take into consideration workplace health and safety.

Some establishments may use daily procedures as a checklist to ensure common routine jobs are performed each day.

Procedure manuals for horse operations should industry and government legislation for example, Australian Horse Riding Centres (AHRC) and the Queensland government. Having procedures in place can help minimise the risk of injury in the workplace.

Legislation, regulations and guidelines may vary between countries and as a coach and/or horse business operator it is your responsibility to seek out and abide by these documents.

In Australia there are a few different sources of information that can be accessed to gain knowledge on this topic.

### Australian Horse Industry Council

The AHIC represents the interests of all persons and the health and welfare of all horses in the Australian horse industry. Some of the councils specific functions include horse health and quarantine, rider safety and liaison between the horse industry and governments and



### Australian Horse Riding Centres

The AHRC is at the forefront of the push to improve industry standards. It aims to support high standards of facilities, instruction, horse welfare, supervision, safety and aims to provide information to the public as to where excellent riding and qualified instruction can be obtained. The AHRC ensures the standards of its members are maintained through thorough and regular inspection of premises, skill updates for instructors and welfare checks of horses.



## Regulations and Guidelines (cont.)

### **Equestrian Australia (EA)**

*Formerly Equestrian Federation of Australia - EFA*

The Board of Equestrian Australia sets the overall policy and governs the National organisation. National Sport Committees develop and administer the sport-technical aspects of their respective Sport/"Discipline". Some of its roles include promotion of the sport, education & training and developing and enforcing national rules, policies and systems.



### **Federation Equestrian International**

The FEI is the international body governing equestrian sport recognised by the International Olympic Committee (IOC). It is the sole controlling authority for all international events in Dressage, Jumping, Eventing, Driving, Endurance, Vaulting, Reining and Para-Equestrian.

It establishes the regulations and approves the equestrian programmes at Championships, Continental and Regional Games as well as the Olympic Games.





## Impact of Risks

Risks which are not addressed and minimised can have varying levels of impact on a business or coach should an accident or incident arise from taking the risk. A way to identify potential risks is to use a self assessment. This could involve walking around the facilities and observing horse operations or taking video of your self coaching to identify potential risks (this is also a good method for identifying strengths and weaknesses).

Once the risks (and hazards) have been identified (as being a high, low or moderate risk) a decision needs to be made about how to deal with the risk. In some circumstances the risk may be able to be controlled internally, this means that the business/coach takes action to minimise or remove the risk. You will also need to decide if the level of risk (high, moderate or low) is acceptable. If the level of risk is unacceptable you may need to remove the source of the risk altogether.

Some examples of areas which can be controlled internally by a business/coach are:-

### **Dress standards/requirements**

This is controlled by informing customers of suitable clothing and footwear and enforcing this policy (i.e. if not appropriately attired no ride/horse activities.)

Some centres provide boots and helmets for customers, even spare shirts and long pants in case a customer presents in unsuitable attire.



### **Horse Health**

Taking measures to preserve and maintain horse health can be controlled by staff/employees and volunteers (depending upon their experience). For example regular grooming will provide opportunities for the horse to be checked for injuries, lumps, bumps, hoof and shoe condition etc.

The method or procedure used to perform horse husbandry tasks can also be controlled internally by the business/coach through education and training of staff/volunteers/students.



### **Saddlery & Tack**

The fit and maintenance of horse gear can be controlled internally by regular checks to ensure the gear fits the horse and that there is nothing about the tack or saddlery which could harm or hurt the horse.

Saddlery and tack may need to be sent to an external location for repair but the responsibility of recognising the risk posed by worn or damaged gear and the impact this could cause needs to be controlled internally.



## Impact of Risks (cont.)

### Policies and Procedures

Businesses and coaches may follow guidelines set down by governing bodies but it is up to the business/coach to ensure these are adhered to. Failure to adhere to guidelines, policies and procedures set out by governing bodies or the business can result in auditing and investigations in the event of a risk occurring. This can impact on the business or coach through a loss in business/clientele and credibility.

It is important that controls are put in place internally to ensure policies, procedures, guidelines and legislation are known and followed. This could be achieved by placing signage (i.e. keep the gate closed), training, education and supervision of new students/employees/volunteers who may be unfamiliar to these rules.

**SAFETY**  
**KEEP GATE**  
**CLOSED**

### Student/Client Safety

This is controlled by supervision from suitable staff members and coaches. Under no circumstances should a student or client be put into a situation which is potentially dangerous.



### Maintenance & Upkeep of facilities and grounds

Regular maintenance and repairs should be carried out on facilities and grounds to prevent hazards, injuries and undesirable situations. Even if an outside specialist needs to be brought in to do the repairs it is still an internal responsibility to organise the outside specialist.



Examples of external sources of risk which cannot be controlled by a business or coach include:-

- weather
- council guidelines
- road traffic

## Impact of Risks (cont.)

To identify potential risks or hazards (risk analysis) it can be useful to use a table or checklist type of system. This evaluation should contain details on the source of the risk/hazard, the likelihood of it occurring and what could be done to make it safer.

Example:-



Source of risk/hazard	High, moderate or low	Potential consequences from taking no action	Action to reduce risk/hazard	Timeframe to complete action
<i>Broken fence</i>	<i>High</i>	<i>Injury or escape of horse, poor image portrayed to community, students and clients.</i>	<i>Repair of the fence by employees or hire an outside contractor. Horses to be moved to another paddock.</i>	<i>Within the next day.</i>

The consequences from allowing risks to occur can be many and varied some examples are:-

- poor credibility of the coach or business
- a loss of business (this can be a result of poor credibility)
- legal action taken against the coach or business
- injuries to clients, students, staff and volunteers
- injuries to horses- this leads to some horses being overused and becoming sour because others cannot be used
- reduction in productivity
- bad publicity

## Extension Lesson

Using the table provided do a risk assessment of your centre/establishment.

Source of risk/hazard	High, moderate or low	Potential consequences from taking no action	Action to reduce risk/hazard

Using the scenario located in the back of this workbook, identify some risks and hazards at Risky Ranch.

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Develop some new policies and procedures for Risky Ranch that would assist in reducing or eliminating the risks you identified in the previous question.

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## Recommended Reading

### Websites:-

<http://www.daff.gov.au/animal-plant-health> - Animal Welfare

[http://www.horsecouncil.org.au/\\_Upload/files/HorseSafe%20Code%20Of%20Practice%20Revised%202009.pdf](http://www.horsecouncil.org.au/_Upload/files/HorseSafe%20Code%20Of%20Practice%20Revised%202009.pdf) – HorseSafe Code of Practice

<http://www.horseriding.org.au/AHRC/icp012.pdf> - Horse Industry Code of Practice

[http://www.equestrian.org.au/default.asp?MenuID=EA\\_Rules\\_and\\_Regs/11759/0](http://www.equestrian.org.au/default.asp?MenuID=EA_Rules_and_Regs/11759/0) - EA rules & regulations

<http://www.horsesafetyaustralia.com.au/> - Horse Safety

## References

### Websites:-

<http://www.horseriding.org.au/index.html>

### Images:-

Page 7            [www.ahrcqld.org.au/images/ahrc\\_logo\\_notext.gif](http://www.ahrcqld.org.au/images/ahrc_logo_notext.gif)

[www.horsecouncil.org.au/default.asp](http://www.horsecouncil.org.au/default.asp)

[www.bimbadeenhorses.com.au/shane/sponsors.htm](http://www.bimbadeenhorses.com.au/shane/sponsors.htm)

Page 8            <http://www.fei.org/Pages/FEISplashpage.aspx>

Page 10           [www.speedysigns.com/signs/SAFETY\\_Keep\\_Gate\\_Cl...](http://www.speedysigns.com/signs/SAFETY_Keep_Gate_Cl...)

[www.ourfirsthorse.com/2008/06/](http://www.ourfirsthorse.com/2008/06/)

[www.zimbio.com/](http://www.zimbio.com/)

## Resources- Risky Ranch Scenario

Jenny arrived at 'Risky Ranch' ready for her lesson wearing her new halter neck shirt that she bought yesterday.

It was an early morning lesson and no-one was around yet, so she went to catch her favorite horse 'Neddy'.

The council had restricted the hours of operation, so now her instructor did not get to work until eight o'clock.

She picked up a halter/head-collar off the ground but it was broken so she found an old piece of rope instead.

She went by the feed room to get him some oats because he was a little hard to catch.

Neddy was near the gate, so she slipped in and showed him the bucket of oats before nasty old Pirate could chase him away.

The real Neddy was actually caught the other side of the rising creek/river and was knee deep in water from the last night's storm.

She didn't notice that Neddy didn't have his usual white star on his face, his colour was lighter and he had an extra white sock.

In addition she didn't notice that her horse was limping on his off fore from a rock that was wedged in his hoof.

She didn't have to pull him along as much as usual today ... actually he was pulling her

The combined tack room and feed room door was broken so it was always left open.

With Neddy still on the other end of the rope, she pushed her toe in to find a bridle that was on the floor.

Luckily she hadn't put her riding boots on yet or she wouldn't have reached it!

Just as she was holding the bit up to his mouth so he could open it, he pulled back and galloped away

As she hadn't closed the front gate behind her, he raced out towards the road.

A car nearly hit him but was able to swerve, but unfortunately it landed in a ditch on the side of the road.

## Resources- Risky Ranch Scenario (cont.)

Luckily Neddy didn't go very far before he found a neighbours vegetable garden and started to pull up some carrots

Another neighbour came out to help, but she was getting frustrated and swore at him

By this time Neddy was becoming more lame from the rock that was wedged in his hoof.

In her frustration, she forgot to close the gate behind her again and a few stray dogs entered.

She tied him to the rail and found a nice brown saddle that would look good on him.

As she was tightening up the girth, the strap broke, but the other strap was still working so she made that one extra tight.

The girth had to be tight or the saddle would slip back

Then she remembered about picking out feet, so she picked out his nearside fore from toe to heel.

He stamped it down and narrowly missed her bare toes

Jenny decided he didn't want his feet picked out today so she didn't pick out the others.

Jenny pulled on her boots and mounted ready for her lesson.

'Oh good, there are some jumps set up' she said to herself as she trotted towards them.