

# HORSES AND PONIES

## STANDARD OPERATING PROCEDURE

Approved 27 August 2014

Approval to conduct activities under this Standard Operating Procedure (SOP) is conditional upon pedagogical justification for this use of animals being documented by the activity leader.  
 Schools may undertake the approved activities outlined in this SOP once authorised to do so by the Queensland Schools Animal Ethics Committee (QSAEC) Animal Ethics Officer.

### TABLE OF CONTENTS

<b>SECTION 1   OBLIGATIONS .....</b>	<b>2</b>
Duty of care for animals .....	2
Pedagogical justification for the use of animals in education .....	2
Animal health and welfare .....	2
Student and staff health .....	3
<b>SECTION 2   QUALIFICATIONS, SKILLS AND EXPERIENCE.....</b>	<b>3</b>
<b>SECTION 3   ANIMAL INFORMATION .....</b>	<b>4</b>
<b>SECTION 4   APPROVED ACTIVITIES .....</b>	<b>8</b>
1. Administration of eye-drops, creams, ointments, bandages .....	8
2. Administration of injections .....	8
3. Handling and training .....	8
4. Drenching and oral preparations .....	9
5. Collection of faecal and urine samples.....	9
6. Loading .....	9
7. Measurement of body temperature and weight.....	10
8. Measurement of respiration and pulse rate.....	10
9. Mouthing.....	10
10. Mustering, yarding and drafting .....	10
11. Restraint and inspection .....	11
12. Horse grooming .....	11
13. Transport.....	11
14. Coat clipping.....	11
15. Hoof trimming .....	12
<b>SECTION 5   GLOSSARY.....</b>	<b>12</b>
<b>ACTIVITY NOTIFICATION FORM .....</b>	<b>13</b>

## SECTION 1 | OBLIGATIONS

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Schools have legal obligations under the *Animal Care and Protection Act 2001* (Qld), the *Animal Care and Protection Regulation 2012* (Qld), and the *Australian code for the care and use of animals for scientific purposes* (Cwlth) 8<sup>th</sup> Edition 2013, including:

- 1) ensuring persons in charge of an animal fulfil their duty of care to that animal
- 2) obtaining animal ethics approval prior to conducting scientific activities involving animals and acting in accordance with that approval once granted
- 3) reporting on the use of animals for scientific purposes.

NON-COMPLIANCE WITH THIS LEGISLATION MAY RESULT IN SCHOOLS RECEIVING A MAXIMUM FINE OF 300 PENALTY UNITS. (PENALTY UNIT VALUE IS NOTIFIED IN THE *PENALTIES AND SENTENCES REGULATION 2005*).

### DUTY OF CARE FOR ANIMALS

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If you are in charge of an animal, you have a duty of care to that animal - no matter why you are in charge of it, what you are using it for or how long it will be in your care. All decisions and actions involving the care and use of animals for scientific purposes must be underpinned by respect for animals. This respect is demonstrated by:

- using animals only when justified
- supporting the wellbeing of the animals involved
- avoiding or minimising harm, including pain and distress, to those animals
- applying high standards of scientific integrity
- applying the principles of Replacement, Reduction and Refinement (the 3Rs) at all stages of animal care and use through:
  - **replacement** of animals with other methods (alternatives)
  - **reduction** in numbers of animals used
  - **refinement** of techniques used, in order to minimise adverse impacts on animals
- knowing and accepting one's responsibilities.

### PEDAGOGICAL JUSTIFICATION FOR THE USE OF ANIMALS IN EDUCATION

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It is the teacher's responsibility to provide a pedagogical justification for any learning activity that involves the use of animals, including activities approved under a SOP. The use of animals must provide an added component to the learning that is neither trivial nor available in other ways, and there must be evidence to support this position.

**Planning documents should clearly identify how the use of animals is essential to achieving the learning objectives.** The justification should consider the impact on the animal/s involved and must balance whether the potential effects on the wellbeing of the animals are justified by the potential benefits.

The QSAEC, when undertaking a site visit at the school, may request to see documentation detailing the pedagogical justification for the use of animals.

If there are viable alternatives to animal use that meet the learning objectives, they should be used in preference to using animals. At all times the impact on the animal/s should be considered and, where appropriate, discussed with the students in an age-appropriate way.

Activities outside the scope of this SOP **must be considered by QSAEC before approval can be granted.** To seek approval to conduct activities additional to those approved under this SOP or to modify an activity approved in this SOP, you will need to submit a Modification, SOP Variation or Amendment form in conjunction with the Activity Notification Form at the last page of this SOP.

**Please note:** The QSAEC will **not** approve any activities classified as Category 4 in the *Categories of animal use for scientific purposes in Queensland schools*.

### ANIMAL HEALTH AND WELFARE

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*Responsibilities of School Personnel under the Code* details obligations of staff under animal welfare legislation to promote the responsible care and use of animals for scientific purposes.

An **unexpected adverse event** is any event that may have a negative impact on the wellbeing of an animal and was not foreshadowed in the approved proposal, SOP or subsequent documents to QSAEC.

An unexpected adverse event may result from different causes, and includes but is not limited to:

- death of an animal, or group of animals, that was not expected (e.g. during surgery or anaesthesia, or after a procedure or treatment)
- adverse effects following a procedure or treatment that were not expected
- adverse effects in a larger number of animals than predicted during the planning of the project or activity, based on the number of animals actually used, not the number approved for the study
- a greater level of pain or distress than was predicted during the planning of the project or activity
- power failures, inclement weather, emergency situations or other factors external to the project or activity that have a negative impact on the welfare of the animals.

In the event of an unexpected adverse event or emergency, prompt action must be taken to address any adverse impacts on the animal/s. Alleviating unanticipated pain and distress must take precedence over an individual animal reaching the planned endpoint of the project, or the continuation or completion of the project. Emergency treatment may be required and, if necessary, animals must be humanely killed without delay.

In response to an unexpected adverse event, action and investigation by the activity lead or facility manager is required to ensure students, staff or other animals are not inadvertently affected. The specific response will depend on the animal and the circumstances. It may require seeking advice from a veterinarian to determine the best course of action (e.g. necropsy of the dead animal by the vet), removal of the deceased animal (e.g. by the supplier), or diagnostic investigations of facility or management practices to determine cause of death (e.g. water testing of fish tank, checking of ventilation).

The QSAEC should be notified within 7 days of the event, using an [Unexpected Adverse Event Form](#).

Please note: Necropsy of a dead animal is not an approved activity under this SOP due to potential health and biosecurity risks, and must only be performed by a competent person. QSAEC recommends that if a necropsy is required it is performed by a vet.

Further advice about reporting unexpected adverse events is available on the [Department of Agriculture and Fisheries \(DAF\) website](#).

## STUDENT AND STAFF HEALTH

Those involved in the care and use of animals should make themselves aware of the potential disease hazards and other associated occupational health and safety issues, and manage risks according to the school's risk management process. Apart from injuries which may occur due to [handling animals](#), there are a variety of infectious diseases (zoonoses) that are transmissible from various animals to humans.

Zoonotic diseases are common and the illnesses they cause can be serious. They can be spread by direct contact with animals, for example via bites or scratches, or through contact with animal faeces, bodily fluids, airborne particles, birth products, or enclosures contaminated with these materials.

Staff should familiarise themselves with the zoonoses the animals in their care may potentially transmit, the routes of transmission and what activities may potentially expose staff or students to infection. This research will inform the risk assessment to determine how to manage these risks or determine whether the activity should be conducted at all.

For comprehensive advice regarding zoonotic diseases and precautionary measures to minimise risks to staff and students, refer to [Handling Live Animals in a School Setting](#), [Animal contact guidelines - reducing the risk to human health 2014 \(Interim\)](#) and [Preventing Zoonoses](#).

[Risk management](#) of animal activities ensures the health, safety and well-being of students, staff and others involved. If a specific [Curriculum Activity Risk Assessment Guideline](#) exists, that guideline must be adhered to at a minimum. Risks associated with [zoonotic diseases](#) carried by horses and ponies must be identified and measures planned to allow activities to be conducted with an acceptable level of residual risk.

Any incident or injury that occurs in association with an activity must be reported, recorded and notified in accordance with [Health and Safety Incident Recording, Notification and Management](#).

## SECTION 2 | QUALIFICATIONS, SKILLS AND EXPERIENCE

Any teacher conducting scientific animal activity must have:

- a relevant science or science education qualification (e.g. Agricultural Science, Biological Science), or
- relevant science or science education experience as deemed appropriate by the school principal (generally 2 years' experience), and
- competency in the particular procedure.

For new or inexperienced teachers (less than two years' experience), all activities must be conducted under the supervision of a Science or Agricultural Science Head of Department (HOD) or suitably experienced person.

Where direct supervision of a suitably experienced person is not available, a new or inexperienced teacher must:

- identify a mentor, maybe a Science or Agriculture HOD from a neighbouring school, and
- provide planning documents to the mentor

Persons deemed to be suitably qualified must have:

- conducted risk assessments on the procedure/s to be carried out
- found the procedure/s to be safe and humane considering animal and student welfare, and
- considered the maturity and suitability of the student/s involved in the activity.

Teachers should ensure that animal users, including students and visitors, are provided with adequate prior instruction in specific activities to enable appropriate care of an animal and to minimise risk of undue stress or harm to an animal.

## SECTION 3 | ANIMAL INFORMATION

### PHYSICAL ATTRIBUTES OF HORSES

Size	The height of a horse is taken to the top of the withers and this measurement varies between breeds. A horse's height is measured in hands (one hand = 10cm). A Shetland is about 8 hands high. A Draught breed or large Warmblood is 18 -20 hands
Weight	Varies with breed from 130kg-200kg miniature horse and Shetlands to 700-900kg Draught breeds and Percherons
Age at adult size	4 years. There is some variation between breeds
Average life span	25-35 years
Gestation period	320-345 days. Average is 335 days
Number of offspring	One usually. On rare occasions, twins are born but usually they have a low survival rate.
Weaning	6 -9 months
Healthy characteristics	Body temp: 38.0C-38.3C. At 38.4C you would be concerned. Heart rate: 30-40 beats/minute Respiration rate: 10-20 breaths/minute. Varies between individuals
Range of breeding ages	Mares: 3-20 years. Progesterone is sometimes used to help maintain pregnancy in mares over 15 years.

### ENVIRONMENT

**SPACE** A horse kept at pasture will require at least one hectare to provide adequate feed. This will be variable, depending on pasture quality. Supplementation may still be required in summer and winter. Horses stabled, or kept in restrictive yards for long periods, require regular daily exercises. The recommended space for a yard is 5m x 5m.

**MOVEMENT AND EXERCISE** Pastured horses will keep themselves exercised. Horses kept confined in yards or stables will need daily exercises or access to large grazing areas.

**FENCING** Small yards should have post and rail fencing using timber steel piping. Barbed wire, prefabricated fencing and high tensile fencing can cause severe injury to horses and should not be used. Horse fencing should be highly visible.

**TEMPERATURE** Horses can cope with the temperature extremes experienced in Queensland if they have adequate water and some form of shelter. Older horses or those stabled and recently turned out to pasture, may require rugging with a lined, waterproof rug in cold weather.

**LIGHT** Experienced stock people using horses for show purposes or to influence oestrus in breeding mares sometimes employ artificial light. It is unlikely that this need would exist in a school or college situation.

**VENTILATION** Horses require a well-ventilated stable without draughts. In paddocks, they need an area to get out of the wind.

**SHELTER** Shelter from heat, wind and rain is required. It may be a belt of trees or the provision of a stable. Recommended minimum size for a stable is 3.5m x 3.5m, (3m x 3m for ponies) with a height of at least 2.5m.

**CLEANING** Remove dirty bedding from stables at least once a day. To help control worms, manure should be removed from the paddocks

**BEDDING** Bedding is only needed in a stable and should be deep enough to prevent leg injuries. Straw, wood shavings or any absorbent material is suitable providing the horse does not eat it.

### FOOD AND WATER REQUIREMENTS

**TYPE** A horse kept at pasture will require at least one hectare to provide adequate feed. This will be highly variable, depending upon pasture quality. Supplementation may be required, particularly in winter. As horses are unable to digest low quality feeds efficiently, they should be provided with good quality feed at all times. Factors such as individual tastes, age, size and the amount of work done by a horse will influence its feed requirements. Mature horses not in work can be maintained on pasture if it is of high quality throughout the year. Supplementing feed for horses usually consists of roughages such as legumes, cereal chaffs, hay and concentrates in the form of grains such as oats, barley and corn, pellets and protein meals.

**QUANTITY** Horses will generally eat dry matter equivalent to about 1.5% to 3.5% of their bodyweight per day. If the quantity or quality of pasture is inadequate, then supplementary feeding will be necessary.

**REGULARITY** Unlimited access to feed would only be allowed when the horse is at pasture. If supplementary feed is supplied, then feed the horse at least twice a day. Note that horses have only a small stomach so smaller amounts, fed more often, are preferable to large amounts given less frequently.

**ESSENTIAL DIETARY NEEDS (VARIATIONS)** High fibre food should always be available. Lucerne hay can be a useful roughage feed for horses, but may not supply all nutritional requirements for a horse. It can be too rich for horses not in work. Horses are far more sensitive to their feed than ruminant animals. Any changes in diet should be made gradually, over a week. This minimises the risk of colic, especially if introducing grain, changing grain type or quantities. Do not feed a horse mouldy feed. Beware of poisonous plants, in particular those palatable to horses, e.g. crofton weed. Low fibre grains should be avoided unless treated, e.g. barley should be boiled or steam rolled.

**WATER** A horse may consume up to 25–45 litres of water per day (7 litres per 100 kg body weight). Water and troughs should be clean and free from contamination. Water should be available on demand, except after strenuous exercise when the water should have the chill taken off it and be given in limited quantities until the horse has cooled off. Horses that are not limited in their access to water will tend to gorge themselves, possibly resulting in colic.

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## NORMAL BEHAVIOUR

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These points should always be noted when considering the behaviour of horses:

- Horses are naturally gregarious and, as such, there is a strong herd instinct.
- Horses may develop abnormal behaviours such as weaving or wind-sucking, when kept under unnatural conditions that involve social isolation or low roughage diets. Weaving is the lateral swaying of the head over the stable door or some other barrier. Wind-sucking and crib-biting may be performed while grasping a surface and involve contraction of the horse's neck muscles and an audible grunting. These behaviours tend to persist even when the affected animals are managed more naturally.
- Horses in the domestic state tend to find security in familiar surroundings. This can be likened to the security that they derive from members of the herd in the wild state.
- Horses are essentially nervous and excitable, so there is a strong instinctive flight response.
- Horses have individual temperaments and this should be considered when assessing behaviour.
- Horses are naturally nervous and suspicious of anything new or strange, sudden movements and loud noises.
- Horses kept in confined areas, such as stables and small yards, often develop behavioural problems because of frustration, boredom and lack of stimulation.
- Horses have a small stomach and are designed to eat little and often.
- Horses that are being fed cereals should be fed small amounts at a time and be offered high fibre forages. Otherwise they tend to develop vices such as crib-biting and wind-sucking.

### Note on the selection of horses

Horses chosen for use in schools and colleges should have a calm temperament and be easy to handle. Horses are very much individuals and the restraint used to handle one horse may not be suitable for another. All horses used in schools should be able to be adequately restrained with the use of a headstall and lead rope. Ultimately, the choice of a suitable horse for use in a school should be one that does not require the use of a twitch to restrain it for any activities.

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## SUPERVISION AND MONITORING

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Diligence in observation does not alter on weekends and holidays. Staff members need to be rostered to maintain observation schedule as per weekdays.

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## HANDLING

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Horses should be approached in a quiet, kind way and handled in a firm, non-hesitant manner. Schools and colleges should choose horses with calm temperaments that require minimal restraint to perform activities. Many horses only require a headstall and lead rope to carry out all activities (except riding) performed in schools. A good snaffle bit and bridle should be used when horse riding. Ensure the relevant activity guideline is consulted when completing a curriculum activity risk assessment for horse riding activities.

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## MOVEMENT

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All landholders that have livestock including one or more horses on their property are required to register that property with Biosecurity Queensland.

There are a number of restrictions relating to the movement of horses. For information about waybills and crossing tick lines, please refer to DAF's Moving your horse or contact DAF directly.

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## TRANSPORT

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The Animal Care and Protection Regulation 2012 includes a compulsory code of practice for the transport of livestock at Schedule 3.

All persons involved in the transport of livestock must ensure that they are aware of and comply with their obligations under this code.

The key features of the transport code are detailed on the DAF website.

The transport code applies to the transport process from animal assembly prior to loading to unloading at the final destination. It applies to commercial and non-commercial livestock.

General requirements for transporting all livestock are mandated in the [transport code](#) and include fitness for transport, advice of estimated time of arrival, impact of extreme weather conditions, suitability of handling facilities and vehicles, ramp alignment, livestock handling, loading density, inspection duties and record-keeping, use of prodders and dogs, and arrangements for distressed stock including killing.

Additionally, specific requirements for transporting certain animals are mandated. These include maximum journey time, spell duration and time off food and water. Requirements for horses include, but are not limited to, the following:

- Prodders must not be used.
- The driver of a road-going vehicle transporting a lactating horse with a dependent foal less than 6 months of age must, if the journey time is reasonably expected to be more than 5 hours, provide sufficient space in the vehicle for the foal to suckle from its mother and to lie down.
- For a vehicle with separate stalls or other partitions, each stall or partition must be accessible so as to allow feeding, watering and visual inspection of the horse.
- A vehicle that is fully enclosed with a controlled environment must have sufficient airflow, with at least 12 air changes every hour.
- Vehicles other than horse floats must have a vertical clearance of at least 2.2m.
- Stallions must be segregated from other horses on the vehicle.
- Maximum journey times, maximum time off water and minimum spell durations are specified. Despite the table below, the maximum journey time for a horse, other than one known or visually assessed to be more than 43 weeks pregnant is 36 hours with the following conditions:
  - reasonable access to water and feed is given at least once every 5 hours of the journey
  - the vehicle protects the horse from the natural elements
  - the vehicle has sufficient space for the horse to stand at rest with its head raised
  - the vehicle has sufficient drainage to remove urine
  - the horse is spelled for at least 24 hours before starting another journey.

Class of animal	Maximum hours journey time	Maximum hours off water	Minimum hours spell duration
Horses known or visually assessed to be between 30 and 43 weeks pregnant (inclusive); Lactating horses travelling with dependent young; Horses less than 6 months of age	12	12	12
Horses known or visually assessed to be more than 43 weeks pregnant	4	4	24
Any other horse	24	24	12

## DISEASE PREVENTION

Disease control methods and internal and external parasite control programs should be developed in consultation with veterinarians or the DAF Agriculture officer. All activities should be documented using the appropriate records. Refer to DAF's [Horse health and disease management](#) website for further information.

## SIGNS OF ILLNESS

Stock health should be monitored daily or preferably more often. The first sign noticed is a change in the horse's natural demeanour. It may be listless or lethargic. Closer examinations may show:

- variations in
  - body temperature
  - gastrointestinal functions such as diarrhoea, weight loss or loss of appetite
  - urogenital functions, e.g. abortion, infertility or abnormal discharges
  - respiratory functions such as persistent coughing, gasping or panting, or
- evidence of
  - skin condition such as lesions or abnormal growths
  - lameness
  - discharge from eyes, noses and swollen glands under the throat
  - a tucked up appearance, stiff gait, abnormal posture, patchy coat or loss of hair
  - excessive scratching or rubbing
  - swollen joints or limping

A failure to thrive or grow is another sign of illness. Common ailments that may occur include colic or internal parasites.

If the cause of ill-health cannot be identified and corrected, assistance should be sought from a veterinarian who is familiar with horses. Any signs of illness or injury, and treatment given, should be documented in the appropriate records.

#### HENDRA VIRUS

Vaccination of equines against the Hendra Virus should be seriously considered.

Hendra virus can cause a range of clinical signs and should be considered where there is an acute onset, fever and rapid progression to death associated with either respiratory or neurological signs. Most cases in horses are fatal but occasionally a horse will survive the infection. The reported mortality rate in affected horses is greater than 70%. No other animal is known to be infected naturally.

Hendra virus is a notifiable disease. If you suspect Hendra virus, contact Biosecurity Queensland immediately on 13 25 23 or the Emergency Disease Watch Hotline on 1800 675 888.

#### ANIMAL EMERGENCY ARRANGEMENTS

The school must have an emergency management plan to deal with events in and out of school hours. Details of the plan will vary according to the needs of each school and must include:

- monitoring of animals, including on weekends and school holidays
- a first aid kit for animals
- at least one local veterinarian on call
- a list of who is competent to euthanase animals if necessary (this is likely to be the local veterinarian but may also be an Agricultural Science HOD/TIC or Agricultural Assistant who has experience with horses)
- a schedule of persons authorised to respond to emergencies and engage veterinary assistance.

#### EUTHANASIA

Where an animal has become so sick, diseased or injured that recovery is unlikely or undesirable on humane grounds, euthanasia must be arranged with a local veterinarian or a person competent in the technique for horses.

Deaths and other unexpected adverse events must be advised to QSAEC as soon as practicable after the incident's occurrence, using the Unexpected Adverse Event Report. The signed hardcopy should be held in the school's animal activity register.

#### DISPOSAL – FATE PLANNING

Horses can be sold privately, at auction or consigned to an abattoir. Carcasses must be disposed of in accordance with local council regulations.

## SECTION 4 | APPROVED ACTIVITIES

All activities must be conducted in line with industry and veterinary standards. Chemicals and drugs used must be judged to be required by a qualified instructor, must be registered products, and must be used in accordance with Materials Safety Data Sheet information and manufacturer's instructions.

### 1. ADMINISTRATION OF EYE-DROPS, CREAMS, OINTMENTS, BANDAGES

Category 3 – moderate impact				
Activity	Objective	Alternatives	Ratios	References
Administration of eye-drops, creams, ointments, bandaging	To instruct students in the procedures for the administration of eye-drop, cream, ointments, bandaging	Use of videos and role plays is encouraged	<b>Instructors : Students</b> 1:30 instructing 1:1 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	Animals are restrained as per Item 11.

When using medications and equipment, care must be taken to:

- read labels carefully
- determine correct dosage/ rate
- store chemicals/medications/bandaging being used appropriately
- use protective clothing when required.

### 2. ADMINISTRATION OF INJECTIONS

Category 3 – moderate impact				
Activity	Objective	Alternatives	Ratios	References
Administration of injections	To instruct students in the administration of injections and implants	Practice on suitable materials prior to the use of live specimens. The use of videos is encouraged	<b>Instructors : Students</b> 1:30 instructing 1:1 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	Animals are restrained as per Item 11.

Administering vaccination injections to horses should be carried out in a quiet, firm manner. A headstall and lead rope should be used and some animals, adverse to needles, may need to be twitched. For tetanus and strangles, use vaccines. For local disease incidence, seek advice from a veterinarian.

When using medications and equipment, care must be taken to:

- read labels carefully
- use correct animal weight to determine correct dosage/ rate
- adhere to withholding periods
- store chemicals/medications/bandaging being used appropriately
- use protective clothing when required.

### 3. HANDLING AND TRAINING

Category 3 – moderate impact				
Activity	Objective	Alternatives	Ratios	References
Handling and training	To instruct students in methods of training for human handling in yard facilities; to lead, tie up and stand in show setting.	Video presentation and learning guides can assist and are encouraged.	<b>Instructors : Students</b> 1:30 instructing 1:30 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	Handling and training

Qualified instructors must have the safety and welfare of animals as the principles of operation. Inhumane procedures must not be used. Horses that are not suitable for training should be excluded from this activity.



#### 4. DRENCHING AND ORAL PREPARATIONS

Category 3 - moderate impact				
Activity	Objective	Alternatives	Ratios	References
Drenching and administration of oral preparations	To demonstrate the administration of pharmaceuticals by the oral route for internal parasite control, nutritional supplement, etc.	Video, learning guides or booklets and use of models is encouraged	<b>Instructors : Students</b> 1:30 instructing <b>Students : Animals</b> 30:1 observing	Animals are restrained as per Item 11.

When using medications and equipment, care must be taken to:

- read labels carefully
- use correct animal weight to determine correct dosage/ rate
- adhere to withholding periods
- store chemicals/medications/bandaging being used appropriately
- use protective clothing when required.

#### 5. COLLECTION OF FAECAL AND URINE SAMPLES

Category 2 - low impact				
Activity	Objective	Alternatives	Ratios	References
Collection of faeces and urine samples	To demonstrate the process of collection of faeces and urine samples from a horse or pony	Video, learning guides or booklets are encouraged	<b>Instructors : Students</b> 1:30 instructing 1:1 supervising <b>Students : Animals</b> 30:1 observing 30:1 performing	

Collection of samples requires minimal restraint. Ensure hands are washed **before the activity**, gloves are worn and hands washed after completion.

#### 6. LOADING

Category 2 – low impact				
Activity	Objective	Alternatives	Ratios	References
Loading	To demonstrate the loading of horses and ponies in a safe and humane manner	Video, learning guides or booklets are encouraged	<b>Instructors : Students</b> 1:30 instructing 1:1 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	Code of practice for transport of livestock (Schedule 3 of the Animal Care and Protection Regulation 2012)

The handling and loading of livestock is regulated by the Code of practice for transport of livestock.

## 7. MEASUREMENT OF BODY TEMPERATURE AND WEIGHT

Category 2 – low impact				
Activity	Objective	Alternatives	Ratios	References
Measurement of body temperature	To instruct students in the measurement of body temperature of a horse or pony	Video, learning guides or booklets are encouraged	<b>Instructors</b> : <b>Students</b> 1:30 instructing 1:1 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	Animals are restrained as per Item 11.

## 8. MEASUREMENT OF RESPIRATION AND PULSE RATE

Category 2 – low impact				
Activity	Objective	Alternatives	Ratios	References
Measurement of pulse and respiration rate	To instruct students in the procedures for the determination of pulse and respiration rate of horses and ponies	Video, learning guides or booklets may be of some help and use is encouraged	<b>Instructors</b> : <b>Students</b> 1:30 instructing 1:15 supervising <b>Students : Animals</b> 30:1 observing 1:1 performing	Animals are restrained as per Item 11.

## 9. MOUTHING

Category 2 - low impact				
Activity	Objective	Alternatives	Ratios	References
Mouthing	To instruct students in the procedures for the examination of the condition of teeth and ageing of a horse or pony	Video, learning guides or booklets are encouraged	<b>Instructors</b> : <b>Students</b> 1:30 instructing 1:15 supervising <b>Students : Animals</b> 30:1 observing 1:1 performing	Animals are restrained as per Item 11.

## 10. MUSTERING, YARDING AND DRAFTING

Category 3 - moderate impact				
Activity	Objective	Alternatives	Ratios	References
Mustering, yarding and drafting	To instruct students in the low stress handling techniques used to gather horses and ponies in to yards for handling	Video, role play and learning guides are encouraged	<b>Instructors</b> : <b>Students</b> 1:30 instructing 1:5 supervising <b>Students : Animals</b> 30:1 observing 5:1 performing	

The handling and loading of livestock is regulated by the [Code of practice for transport of livestock](#).

## 11. RESTRAINT AND INSPECTION

Category 2 - low impact				
Activity	Objective	Alternatives	Ratios	References
Restraint and inspection	To instruct students in procedures for the safe and humane restraint of horses and ponies to enable procedures and close observations to be carried out	Video, learning guides or booklets are encouraged	<b>Instructors : Students</b> 1:30 instructing 1:30 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	

## 12. HORSE GROOMING

Category 2 - low impact				
Activity	Objective	Alternatives	Ratios	References
Horse grooming	To instruct students in the methods of preparation of horses and ponies for showing by grooming, washing, combing, clipping, etc.	Video, learning guides or booklets are encouraged	<b>Instructors : Students</b> 1:30 instructing 1:10 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	

## 13. TRANSPORT

Category 3 - moderate impact				
Activity	Objective	Alternatives	Ratios	References
Transport	To demonstrate to students the appropriate procedures for transporting sheep and goats	Video, learning guides or booklets are encouraged	<b>Instructors : Students</b> 1:30 instructing <b>Students : Animals</b> 30:1 observing	Code of practice for transport of livestock (Schedule 3 of the Animal Care and Protection Regulation 2012)

All persons involved in the transport of livestock must ensure that they are aware of and comply with their obligations under the transport code.

Refer to [Section 3 – Transport](#) for specific requirements for transporting horses.

## 14. COAT CLIPPING

Category 3 - moderate impact				
Activity	Objective	Alternatives	Ratios	References
Coat clipping	To instruct students on coat clipping of horses and ponies	Video, learning guides or booklets are encouraged	<b>Instructors : Students</b> 1:30 instructing 1:2 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	

Some horses may be extremely sensitive to the use of electric clippers for body clipping, especially near the ears. If horses need to be restrained for coat clipping, the use of a nose twitch or tranquilliser should only be used following advice from a veterinarian. Generally, horses can be restrained using a headstall and lead rope.

## 15. HOOF TRIMMING

Category 3 - moderate impact				
Activity	Objective	Alternatives	Ratios	References
Hoof trimming	To instruct students on hoof trimming of horses and ponies	Video, learning guides or booklets are encouraged	<b>Instructors</b> : <b>Students</b> 1:30 instructing 1:2 supervising <b>Students : Animals</b> 30:1 observing 2:1 performing	

## SECTION 5 | GLOSSARY

Alternatives to animal use	Replacement of animals with other methods/activities for educative purposes must be sought and used whenever possible
DAF	Queensland Department of Agriculture and Fisheries
QSAEC	Queensland Schools Animal Ethics Committee
Ratios	Instructor/student and student/animal ratios stated in this document are minimum requirements.
Supervision	Supervision in all instances means supervision by a suitably qualified person familiar with the procedures as well as normal and abnormal animal responses.
The Code	<i>Australian code for the care and use of animals for scientific purposes</i> 8 <sup>th</sup> Edition, 2013
Transport code	Code of practice for transport of livestock, <i>Animal Care and Protection Regulation 2012</i> , Schedule 3.

# HORSES AND PONIES STANDARD OPERATING PROCEDURE

## ACTIVITY NOTIFICATION FORM

SCHOOL NAME			
ACTIVITY LEADER'S NAME			
PHONE		EMAIL	
SCHOOLING SECTOR/ SCIENTIFIC USER REGISTRATION NUMBER (ISSUED BY DAF)			
<input type="checkbox"/> STATE SCHOOL	102	<input type="checkbox"/> QCEC	<input type="checkbox"/> ISQ
ACTIVITY TITLE			
SUBJECT AREA/S			
YEAR LEVEL/S			
SPECIES OF ANIMAL/S			
NUMBER OF ANIMALS			
DECLARATION BY THE ACTIVITY LEADER			
<p>I acknowledge that I am the teacher appointed/authorised teacher representative who will conduct this animal use activity. In that capacity I agree that:</p> <ul style="list-style-type: none"> <li>• I and all others involved are familiar, and will comply, with the <u><i>Animal Care and Protection Act 2001 (Qld)</i></u>, the <u><i>Animal Care and Protection Regulation 2012 (Qld)</i></u> and the <u><i>Australian code for the care and use of animals for scientific purposes, 8<sup>th</sup> edition 2013.</i></u></li> <li>• I have read and understood <u>Responsibilities of School Personnel under the Code.</u></li> <li>• No animal will be used in this activity except as described in this SOP and Activity Notification form.</li> <li>• Adequate resources will be available to undertake the project.</li> <li>• Health risks and infection controls have been considered and assessed.</li> <li>• All staff members and students involved in animal use activities are competent to perform the necessary tasks with care and knowledge of their ethical and legal responsibilities and the conditions imposed by the SOP.</li> </ul> <p>I agree that I have considered the 3Rs of animal welfare:</p> <ul style="list-style-type: none"> <li>• <b>replacement</b> of animals with other methods (alternatives)</li> <li>• <b>reduction</b> in numbers of animals used</li> <li>• <b>refinement</b> of techniques used, in order to reduce adverse impacts on animals.</li> </ul>			
ACTIVITY LEADER'S SIGNATURE			
PRINCIPAL'S NAME			
PRINCIPAL'S SIGNATURE		<input type="checkbox"/> I have read and approved this application. <input type="checkbox"/> A hard copy of this application will be held for 7 years for audit purposes.	
DATE			

All fields must be complete before lodging this Activity Nomination Form.

Email this **signed page only** to [Animal.Ethics@dete.qld.gov.au](mailto:Animal.Ethics@dete.qld.gov.au) or fax it to (07) 3513 5989.

**Ensure that you keep the signed hardcopy of this notification on file in your school's animal register for auditing purposes.**