

# PROFESSIONAL STANDARD

**Professional standard is a document** which describes professional activities and provides the competency requirements or the set of skills, knowledge and attitudes necessary to engage successfully in professional activities.

## Application areas of a professional standard

- 1) Compilation of the curricula and training programmes that conform with the labour market requirements This **first-level professional standard** is the basis of the corresponding curriculum of vocational education
- 2) Assessment of people's competence, incl. self-assessment and conformity assessment when providing a vocation
- 3) Describing and introducing professions
- 4) Career planning and creating a basis for lifelong learning
- 5) Determining the training needs and planning of trainings
- 6) Compilation of job descriptions and recruitment of employees
- 7) Comparing professions and qualifications

Professional Title	Estonian Qualifications Framework (EQF) Level
Groom	4

## Part A

### DESCRIPTION OF PROFESSION

#### **A.1 Description of work**

The groom has to handle and take care of horses and act responsibly.

The groom follows the instructions and schedules provided by the person responsible (e.g. groom, stable master, project manager, direct supervisor of stable staff or other representative of the employer). Is responsible for the performance of the duties.

The main duties of the groom are to take care of and feed horses. The caregiver monitors the horses' condition and behaviour characteristic to the species and takes part in cleaning and maintaining the stables, buildings and territory.

The groom takes part in training horses, rides and/or harnesses horses if necessary, helps the vet and with the breeding.

The work might include short-term projects, such as organising shows, races and the like. The duties might include using stable equipment and driving motor vehicles.

The groom follows the welfare rules of horses, occupational internal procedure rules and occupational safety requirements.

See Appendix 1 for the share of work and duties

#### **A.2 Share of work and duties**

#### **MANDATORY PARTS OF WORK**

2.1 Core competencies

2.2 Taking care of horses

2.3 Feeding horses

2.4 Breeding horses

2.5 Training young horses

2.6 Monitoring the health of horses, spotting abnormalities and treating under the supervision of a vet

2.7 Maintaining horse farm buildings, facilities, stable surroundings and tack

#### **OPTIONAL PART OF WORK**

2.8 Breaking and harnessing a horse

2.9 Taking care of hoofs

2.10 Organising work in the stable

2.11 Handling the devices and motor vehicles used in horse farming

2.12 Organising projects, including shows, auctions, races

2.13 Planning, producing and repairing tack products

#### **A.3 Work environment and characteristics of the work**

The work of a groom is intermittent, workdays include holidays and public holidays and if necessary, the caregiver works nights and 24-hour shifts.

The groom works at a horse farming company, which includes a stud, sport horses stable, riding school, riding centre, equine tourism company etc. The usual work takes place outdoors or indoors, where the temperature is lower than usual.

<p>The work presumes that the caregiver is in good shape.</p> <p>The main hazards of the caregiver’s work are work injuries, but also personal injuries caused by different biological, chemical (drugs, disinfectants) and physical (injuries caused by horses or equipment) factors. The caregiver will come into contact with various allergens in the working environment (hay dust, hairs, feedstuffs hay etc).</p>
<p><b>A.4 Working equipment</b></p>
<p>The main work equipment of a groom are:  equipment and tools necessary for cleaning the stable (pitchfork, rake, shovel, wheelbarrow, broom, saddle racks, fork, spade, etc.);  equipment for horses (brushes, combs etc);  maintenance equipment of the stable, grounds, paddock (tractor, carrier etc);  tack (saddle, halters, bridles, bandages, blankets, protecting boots, harnesses etc). (See App. 2)</p>
<p><b>A.5 Necessary personal traits: abilities and characteristics</b></p>
<p>The groom has to have respect and a positive attitude towards horses and nature, they have to be responsible, emotionally stable and ready to learn new things- react quickly. A groom should be responsible and balanced.</p> <p>The groom should be ready to handle stress and be sturdy. Precise and quick movements and good coordination are also important.</p>
<p><b>A.6 Documentation required for working in this profession</b></p>
<p>None</p>
<p><b>A.7 Possible professional titles</b></p>
<p>Groom, horse farm employee, stable worker, race horse groom</p>
<p><b>A.8 Vocational training</b></p>
<p>People, who have the appropriate vocational education and/or who have acquired vocational skills on the job, usually work as grooms.</p>

## Part B

### COMPETENCY REQUIREMENTS

#### B.1 Structure of the profession

Competencies B.2.1 to B.2.6 are mandatory for everyone.

At least 2 competencies have to be chosen from the optional competencies B.2.7 to B.2.13.

#### B.2 Competencies

##### MANDATORY COMPETENCIES

#### B.2.1 Recurrent competencies

EQF Level  
4

##### Activity indicators

- 1) The groom established good relations with customers and colleagues.
- 2) The groom uses their time effectively and works orderly and according to a system. The groom meets deadlines, schedules and steps during the work, is loyal to the organisation and dedicated to their work.
- 3) the groom maintains quality and efficiency in their work, he or she organizes the resources needed for carrying out the tasks
- 4) complies with the procedures, instructions, rules of operation, and safety requirements, and does not question them without any relevant need
- 5) the groom implements his or her field knowledge on a daily basis and shares them with his or her colleagues, and in necessary, suggests innovations
- 6) learns and obtains new work tasks, methods, and techniques and acknowledges new ideas and development trends, understands the office work and functions
- 7) if necessary, is able to act in crisis situations: situations related to horses (for example horse injuries, infections, illnesses, etc.); situations related to the buildings of the management of horses (for example fire, water damages, power cuts, etc.); situations related to people (for example traumas, illnesses, etc.) and to provide first aid for people and horses
- 8) knows what to do with horses of different temperaments and different level of training, and implement ways of handling horses deriving from their psychology and work safety requirements
- 9) proficient in the Estonian language at level B1 and the English language at level A2 (see Appendix 3)
- 10) uses a computer for his or her work at the basic level: AO1 clause 1 and AO2; text processing AO3, spreadsheet – entering and summarizing of the data AO4 clauses 1, 2, 3, 4, and 6 and internet AO7 (see Appendix 4).

##### Core knowledge

- 1) Basics of the anatomy, physiology and psychology of horses (including behaviour characteristic to horses)
- 2) Breeds and types of horses
- 3) horse development and levels of training
- 4) basics of veterinary management
- 5) basics of horse breeding
- 6) principles of animal welfare, including FEI horse welfare rules
- 7) basics of enterprise and stable management
- 8) manure and waste treatment and basics of environmental protection

9) occupational health and safety requirements.	
Assessment method The recurrent competences are evaluated in an integrated manner in the course of evaluating the competences of all other competences stated in the professional standard.	
<b>B.2.2 Horse maintenance</b>	<b>EQF Level 4</b>
<p>Activity indicators:</p> <ol style="list-style-type: none"> <li>1) supervises and evaluates visually general horses' welfare, based on the behaviour and tenure of the species</li> <li>2) manages horse beds based on the tenure of the species, stores bedding and manure based on the bedding types</li> <li>3) cleans, washes, and trims horses as needed, based on the tenure and implementation field of the horses and using the tools required for this</li> <li>4) fixes, leads, and keeps the horses running as needed, taking into consideration the safety of horses and stable worker, the level of horse training and using required aids</li> <li>5) grooms horses and prepares them for paddocking according to given instructions, using equipment for paddocking, taking into consideration the safety of horses and people</li> <li>6) uses walking machines, taking into consideration the safety of horses and people and the rules for walking machines</li> <li>7) completes the cattle and drives it to the pasture according to the given instructions, taking into consideration the safety of horses and people</li> </ol>	
<p>Knowledge:</p> <ol style="list-style-type: none"> <li>1) horse species behaviour</li> <li>2) horse tenure and implementation fields</li> <li>3) occupational safety requirements</li> <li>4) bedding types</li> <li>5) fixation, leading, and running types, methods, and facilities</li> <li>6) horse cleaning, washing, and trimming types and facilities</li> <li>7) Horse levels of training</li> <li>8) manure and waste treatment.</li> </ol>	
Assessment method(s): practical work and interviewing	
<b>B.2.3 Feeding horses</b>	<b>EQF Level 4</b>
<p>Activity indicators</p> <ol style="list-style-type: none"> <li>1) visually evaluates the horse nutrition, taking into account the scope, rearing, age, breed, and health status of horses</li> <li>2) compiles feed formula, taking into account the scope, the intensity of use, rearing, age, breed, and health status of horses</li> <li>3) stores feed according to feed type, taking into account the storage requirements</li> <li>4) Prepares feed, evaluates the quality of water and feed in a sensory way and sorts feed according to quality and type, separating the poor-quality feed</li> <li>5) feeds and waters horses according to the given ration and feeding schedule, taking into account the scope, rearing, age, breed, and health status of horses</li> <li>6) evaluates the availability of feed and water while grazing, provides water and additional feed, if necessary, taking into account the types and conditions of horse grazing</li> <li>7) inspects the working order of automatic watering machines in a mechanical way and maintains them, if necessary.</li> </ol>	

<p>Knowledge:</p> <ol style="list-style-type: none"> <li>1) Basics of feeding and watering according to the breed and type of horse</li> <li>2) Types of feedstuffs (incl. water), quality and storing requirements</li> <li>3) horse scope (for example sport, development activity, etc.), relations of the intensity of use and feeding</li> <li>4) feeding schedule, feed rations, and the importance of following them</li> <li>5) the working basics of the automatic watering machines</li> <li>6) occupational safety requirements</li> </ol>	
<p>Assessment method(s): practical work, interviewing and written task</p>	
<p><b>B.2.4 Breeding horses</b></p>	<p><b>EQF Level 4</b></p>
<p>Activity indicators</p> <ol style="list-style-type: none"> <li>1) supervises visually the condition of mares and stallions as well as young horses, their keeping conditions and welfare, based on the behaviour of the species, sex, age, gestation, etc.</li> <li>2) ascertains visually estrus, taking into account the physiological indicators and peculiarities in behaviour, immediately informs the person responsible for breeding</li> <li>3) prepares mares and stallions for mating or insemination, assists in mating or insemination according to the instructions; if necessary, helps to transport horses to mating or insemination points</li> <li>4) ascertains visually the lambing period, immediately informs the person responsible for breeding and, if necessary, assists in foaling</li> <li>5) monitors that the foals eat independently, the functioning of their digestive processes, health status, etc. according to the physiological indicators based on the species; in case of any anomalies, informs the person responsible and acts in accordance with the instructions</li> <li>6) maintains and monitors the health status of mares with foals; in case of any anomalies, informs the person responsible and acts in accordance with the instructions, cleans the beddings, taking into account the specific nature of mares with foals</li> <li>7) leads mares with foals, participates in completing and driving the herd, based on the peculiarity of the herd and the safety of horses and people</li> <li>8) teaches the foals to socialize (cleans, collars, teaches to raise feet, etc.), based on the safety of people and the welfare of horses</li> <li>9) weans the foals according to the specialist instructions.</li> </ol>	
<p>Knowledge:</p> <ol style="list-style-type: none"> <li>1) Basics of horse breeding</li> <li>2) Basics of the physiology and breeding of horses</li> <li>3) Breeds and types of horses</li> <li>4) basics of teaching young horses, including foals</li> <li>5) the conditions for keeping young horses and mares and stallions (bedding, the size of booth, etc.)</li> <li>6) occupational safety requirements</li> </ol>	
<p>Assessment method(s): practical work, interviewing and written task</p>	
<p><b>B.2.5 Teaching young horses</b></p>	<p><b>EQF Level 4</b></p>
<p>Activity indicators</p> <ol style="list-style-type: none"> <li>1) based on instructions, teaches young horses to socialize according to age and use purpose, (cleans, collars, bridles, etc.), taking into account the safety of people and horses</li> <li>2) prepares the traits of the horse (cleans, etc.), teaches to move in hand and in bulk, stop, raise feet, perform free jumps, etc., using tack and harness and training equipment according to the purpose of horse training and based on the specific nature of horses</li> </ol>	

<p>3) presents the horses in hand, using tack and harness and training equipment according to the purpose of horse training and based on the specific nature of horses</p> <p>4) if necessary, rides on primary level (walk-trot-canter), harnesses horses and manages the harness safely</p> <p>5) assists in loading horses to the means of transport, taking into account the safety of people and horses</p>	
<p>Knowledge:</p> <p>1) Breeds and types of horses</p> <p>2) tack and harness equipment</p> <p>3) training equipment in riding and harness ride</p> <p>4) basics of riding and harness ride</p> <p>5) basics of teaching young horses, including foals</p> <p>6) occupational safety requirements</p> <p>7) basics of the types of the means of transport for horses and using them safely.</p>	
<p>Assessment method(s): practical work, interviewing and written task</p>	
<p><b>B.2.6 Monitoring the health of horses, spotting abnormalities and treating under the supervision of a vet</b></p>	<p><b>EQF Level 4</b></p>
<p>Activity indicators</p> <p>1) evaluates visually the health status of horses, using simple assessment methods, if necessary (monitoring, temperature measurement, observing movement, etc.)</p> <p>2) determines the most common acute conditions that require urgent intervention (e.g. illnesses and traumas) and responds according to the situation (e.g. gives first aid, calls a vet, and informs the person responsible), assists the vet on spot, implements necessary basic assistance and safety methods for this</p> <p>3) based on the veterinary prescription, gives simpler oral and cutaneous medicine; based on the instructions of the vet, maintains suitable environment for the diseased horses and organizes easier operations (taking temperature, leading diseased horses, etc.)</p> <p>4) evaluates visually the condition of horse hoofs and in case of any anomalies, informs the person responsible; if necessary, removes the shoes and / or rasps the hoofs</p> <p>5) in case of the death of a horse, informs the person responsible; participates in transporting and preserving the cadavers, taking into account the requirements for preserving, burying, and exterminating the cadavers and the instructions of the person responsible.</p>	
<p>Knowledge:</p> <p>1) Basics of the anatomy, physiology and psychology of horses (including behaviour characteristic to horses)</p> <p>2) Basics of horse health</p> <p>3) Common diseases and injuries of horses</p> <p>4) First aid of horses</p> <p>5) Basics of hoof care</p> <p>6) Equipment and types of hoof care</p> <p>7) Principles of waste handling and environmental protection</p> <p>8) Principles of infectious animal disease control</p> <p>9) Basics of veterinary activities</p>	
<p>Assessment method(s): practical work, interviewing and written task</p>	
<p><b>B.2.7 Maintaining horse farm buildings, facilities, stable surroundings and tack</b></p>	<p><b>EQF Level 4</b></p>

<p>Activity indicators</p> <ol style="list-style-type: none"> <li>1) participates in cleaning and maintaining works of horse farm buildings, facilities, and surroundings as needed and according to the instructions of the person responsible</li> <li>2) cleans and tidies (if necessary, disinfects) stable rooms (including stable aisles, feed rooms, tool storerooms, horse-dwellings, etc.) on a daily basis, taking into account the instructions of the person responsible or vet and monitoring the safety of horses and people</li> <li>3) establishes and maintains walking and herd paddocks according to the instructions, and possibilities</li> <li>4) repairs stable tools according to need, possibilities, and instructions</li> <li>5) maintains and uses tack prudently and in accordance with user guide</li> <li>6) uses and maintains training inventory according to the instructions and the specifics of the inventory.</li> </ol>
<p>Knowledge:</p> <ol style="list-style-type: none"> <li>1) requirements for horse-dwellings (including physical and chemical indicators)</li> <li>2) requirements for horse farm buildings, facilities, and stable surroundings</li> <li>3) requirements for horse walking and herd paddocks</li> <li>4) horse and stable inventory, their maintenance tools and techniques</li> <li>5) occupational safety requirements</li> </ol>
<p>Assessment method(s): practical work and interviewing</p>

### OPTIONAL COMPETENCES

<b>B.2.8 Dressage and harnessing</b>	<b>EQF Level 4</b>
<p>Activity indicators</p> <ol style="list-style-type: none"> <li>1) trains horses according to the dressage and harnessing instructions provided by the person responsible, taking into account horse age, breed, and the preparation purposes</li> <li>2) competes in dressage (A level in dressage and 100 cm steeplechase) and harnessing, based on the instructions of the person responsible, taking into account horse age, breed, and the preparation purposes.</li> </ol>	
<p>Knowledge:</p> <ol style="list-style-type: none"> <li>1) principles of exercising horseback riding and harnessing</li> <li>2) principles of compiling training and competition schedules</li> <li>3) conditions for taking part in a competition.</li> </ol>	
<p>Assessment method(s): practical work, written task and interviewing</p>	
<b>B.2.9 Hoof care</b>	<b>EQF Level 4</b>
<p>Activity indicators</p> <ol style="list-style-type: none"> <li>1) according to the instructions, evaluates the condition of equine limbs, monitoring the horse both while standing and moving; determines the standing errors</li> <li>2) according to the instructions, trims the hooves, taking into account the physiology of equine limbs, using appropriate tools and aids</li> <li>3) shoes horse hooves according to the instructions, taking into account the physiology of equine limbs and the condition both while standing and moving, using shoes and aids required for shoeing</li> <li>4) plans the re-shoeing of shod hooves, taking into account the horse exploitation, equine limb physiology and condition, and general welfare.</li> </ol>	
<p>Knowledge:</p> <ol style="list-style-type: none"> <li>1) anatomy and physiology of equine limbs</li> <li>2) horse psychology</li> </ol>	



<ul style="list-style-type: none"> <li>3) hoof maintenance aids and tools</li> <li>4) basics of filling in hoof maintenance schedules</li> <li>5) basics of occupational safety in hoof maintenance</li> </ul>	
Assessment method(s): practical work, written task and interviewing	
<b>B.2.10 Organising stable work</b>	<b>EQF Level 4</b>
<p>Activity indicators</p> <ul style="list-style-type: none"> <li>1) communicates with clients and co-operation partners, concludes necessary agreements for stable management, based on the objectives and peculiarity of the organization</li> <li>2) manages marketing and sales as needed and based on the objectives and peculiarity of the organization</li> <li>3) recruiting workers, taking into account the need of the organization; manages and instructs their work</li> <li>4) manages documents and finances related to stable work, based on the objectives and peculiarity of the organization.</li> </ul>	
<p>Knowledge:</p> <ul style="list-style-type: none"> <li>1) basics of enterprise</li> <li>2) basics of document management</li> <li>3) basics of marketing</li> <li>4) basics of occupational legislation, occupational health and safety requirements.</li> </ul>	
Assessment method(s): practical work, simulation task, written task and interviewing	
<b>B.2.11 Working with motor vehicles and mechanisms used in horse management</b>	<b>EQF Level 4</b>
<p>Activity indicators</p> <ul style="list-style-type: none"> <li>1) uses tractors (while plowing snow, mowing grass and hay, watering and smoothening riding grounds and squares, etc.), taking into account traffic and occupational safety and following the instructions of the person responsible</li> <li>2) uses the means of horse transport by implementing necessary driving techniques, taking into account the safety of people and horses</li> <li>3) uses the means of feeding, bedding, manure loading, and transport, following the manuals, occupational safety, and the instructions of the person responsible</li> <li>4) exploits carriers in providing feed, during stable works, etc., taking into account the manuals, occupational safety, and the instructions of the person responsible.</li> </ul>	
<p>Knowledge:</p> <ul style="list-style-type: none"> <li>1) Traffic Act</li> <li>2) types of the means of horse transport and their driving techniques</li> <li>3) types of the means of transport and carriers for loading feed, bedding, and manure and their driving techniques</li> <li>4) occupational safety requirements for working with the mechanisms.</li> </ul>	
Assessment method(s): practical work (including checking driver's license) and written task	
<b>B.2.12 Organizing exhibitions, auctions, competitions, and other horse management events</b>	<b>EQF Level 4</b>
<p>Activity indicators</p> <ul style="list-style-type: none"> <li>1) plans (budget, date, labor, advertising, etc.) horse management events according to the purpose</li> <li>2) organizes horse management events, taking into account the resources (budget, date, labor, advertising, etc.)</li> <li>3) leads the process of horse management events and compiles summaries, based on the objective.</li> </ul>	

<p>Knowledge:</p> <ol style="list-style-type: none"> <li>1) types of horse management events</li> <li>2) basics of project management</li> <li>3) basics of entrepreneurship and marketing, including document management</li> <li>4) compiling the project budget and finding finances.</li> </ol>	
<p>Assessment method(s): practical work, simulation task, interviewing, teamwork and written task</p>	
<p><b>B.2.13 Planning, production, and improvement of a tack product</b></p>	<p><b>EQF Level 4</b></p>
<p>Activity indicators</p> <ol style="list-style-type: none"> <li>1) maintains and repairs tack according to necessity, user manual and orders.</li> <li>2) plans and manufactures tack product, taking into account the peculiarity of the product, horse physiology, material, purpose, etc.</li> </ol>	
<p>Knowledge:</p> <ol style="list-style-type: none"> <li>1) Anatomy and physiology of horses</li> <li>2) tack products and their purposes</li> <li>3) tack product materials</li> <li>4) tack product manufacturing and maintaining tools and the principles of their use</li> <li>5) occupational safety requirements.</li> </ol>	
<p>Assessment method(s): practical work, written task and interviewing</p>	

## Part C

### GENERAL INFORMATION AND ANNEXES

<b>C.1 Information on the compilation of the professional standard and the awarding body and link to the location of the professional standard among classifications</b>	
1. Identification of the professional standard in the register of professions (code of the profession)	11-01072011-01/1k
2. Field	
3. Profession and vocations in the profession	Profession: Horse farming Vocations in the profession: groom level 4
4. Similar professions ( <i>can be also named vocations in the profession</i> )	Agricultural producer, stable master, horseman, horseshoe maker
5. Authors of the professional standard: names of individuals and organisations	Küllli Marrandi, Järvamaa Vocational Education Centre Merle Männik, The Equestrian Federation of Estonia Siim Nõmmoja, The Equestrian Federation of Estonia Aita Sauemägi, National Examination and Qualification Centre Krista Sepp, Estonian Horse Breeders' Society
6. Body approving the professional standard (name of the professional council)	Professional Council for Food Industry and Agriculture
7. Number of the decision of the professional council	11.
8. Date of the decision of the professional council	01.07.2011
9. The professional standard is valid until (date)	30.06.2016
10. Professional standard version No.	1
11. Reference to the Standard Classification of Occupations (ISCO 08) ( <i>min 2, max 4 numbers</i> )	6121 Cattle breeder
12. Reference to European Qualifications Framework (EQF)	
<b>C.2 Professional title in foreign languages</b>	
Stable lad/lass in English	
Hevostenhoitaja in Finnish	
Конюх in Russian	
<b>C.3 Annexes</b>	

<b>Annex 1</b> Part of work and duties	
<b>1.</b>	<b>Taking care of horses</b>
1.1.	Monitoring and evaluating the general wellbeing of horses
1.2.	Making beddings
1.3	Cleaning, washing and shearing horses
1.4	Horse fixing, leading, and running
1.5.	Paddocking horses
1.6.	Using walking machines
1.7	Herd completion and driving to paddock
<b>2.</b>	<b>Feeding horses</b>
2.1.	Evaluating the nutritional condition of horses
2.2.	Putting together the main feed ration
2.3.	Storing feedstuffs
2.4	Assessing the quality or ganoleptic properties of the feedstuffs and water and assorting accordingly
2.5	Feeding and watering horses
2.6	Evaluating feedstuffs and water during grazing, storing water if necessary
2.7	Checking the proper functioning of automatic drinking bowls and performing maintenance work, if necessary
<b>3.</b>	<b>Horse breeding</b>
3.1.	Monitoring the condition, keeping conditions, and welfare of mares and stallions and young horses
3.2.	Discovering estrus
3.3.	Preparing mares and stallions for mating or insemination, assisting in mating or insemination
3.4.	Ascertaining the lambing period, informing the person responsible, and, if necessary, assisting in foaling
3.5.	Monitoring foals eating independently, their digestion, healthy condition, etc.
3.6.	Monitoring and maintaining the health status of a mare with a foal
3.7.	Leading a mare with a foal, participating in completing and driving the herd
3.8.	Teaching foals to socialize (cleaning, collaring, raising feet, etc.)
3.9.	Weaning the foals
<b>4.</b>	<b>Training young horses</b>
4.1.	Teaching young horses to socialize (cleaning, collaring, bridling, raising feet, etc.)

4.2.	Preparing the traits of the young horses and teaching them to move in hand and in bulk
4.3	Presenting horses in hand, on horseback, and in harness
4.4.	Riding on primary level and leading the harness
4.5.	Assisting in loading horses to a means of transport
<b>5.</b>	<b>Monitoring the state of health of horses, spotting abnormalities and treating under the supervision of a vet</b>
5.1.	Evaluating and monitoring the state of health of horses, taking their temperature, observing their movement and the like
5.2	Identifying most common acute conditions and which need quick intervention (e.g. diseases and traumas), reacting according to the situation and assisting the vet, if necessary
5.3	Administering easier oral and external medications, taking care of sick horses and performing simple procedures (taking temperatures, walking sick horses) under the supervision of a vet
5.4	Evaluating the condition of hoofs and notifying of abnormalities
5.5.	Taking part in transporting a horse's carcass and storing it until burial/disposal
<b>22</b>	<b>Maintaining horse management buildings, facilities, stable surroundings, and tack</b>
6.1	Participating in cleaning and maintaining works of stable buildings, facilities, and territory
6.2	Cleaning and tidying stable rooms (including stable aisles, feed rooms, tool storerooms, horse-dwellings, etc.) on a daily basis, if necessary, disinfects
6.3	Establishing and maintaining walking and herd paddocks
6.4.	Repairing stable tools
6.5.	Using and maintaining tack
6.6.	Using and maintaining stable equipment

Optional part of work

<b>7.</b>	<b>Dressing and harnessing</b>
7.1.	Training horses by dressing and harnessing
7.2.	competes in dressage (A level in dressage and 100 cm steeplechase) and harnessing
<b>8.</b>	<b>Taking care of hoofs</b>
8.1.	Evaluating the condition of equine limbs with instruction
8.2	Hoof paring while with instruction
8.3	Shoeing hooves while with instruction
8.4	Planning the re-shoeing of the shod hooves
<b>9.</b>	<b>Managing stable work</b>
9.1.	Managing stable work throughout the year
9.2.	Communicating with clients and concluding agreements

9.3.	Organising marketing and sales work
9.4.	Employing workers
9.5.	Managing documents related to stable work
<b>10.</b>	<b>Working with motor vehicles and mechanisms used in horse management</b>
10.1.	Using tractors (plowing snow, mowing grass and hay, watering and smoothing riding grounds and squares, etc.)
10.2.	using the means of horse transport by implementing necessary driving techniques
	using the means of feeding, bedding, manure loading, and transport
10.4.	exploits carriers in providing feed, during stable works
<b>11.</b>	<b>Organizing exhibitions, auctions, competitions, and other horse management events</b>
11.1.	Planning horse management event
11.2.	Organizing horse management events
11.3.	Leading the process of horse management events and compiling summaries
<b>12.</b>	<b>Planning, manufacturing, and repairing tack</b>
12.1.	Maintaining and repairing tack
12.2.	Planning and manufacturing tack product

<p><b>Annex 2</b> Equestrian terms used in the professional standard</p> <p><u>Basic level dressage</u> – the lowest level of dressage (a riding sport, which is explained in more details on the home page of the Equestrian Federation of Estonia). Exercises on level ground (no jumps) for novice sportsmen and horses. The exercises and pattern are based on the precision of riding the course, rider position and leading the horse during different gaits (moving) – walk, trot, gallop The horse’s natural balance, movement, rhythm, yielding and obedience are evaluated.</p> <p><u>FEI</u> – International Equestrian Federation (Fédération Equestre Internationale)</p> <p><u>Tack</u> – equipment used to train horses and used in races (saddle, halters, bridles, bandages, blankets, protecting boots, harnesses etc.)</p> <p><u>Paddock</u> – from the word paddock (a fenced enclosure where <u>horses</u> can run free, it can be a pasture paddock with a turf or an enclosure with a sandy soil). Taking to, keeping and bringing horses from the paddock.</p> <p><u>Longe line</u> – a 6 to 10 m rope or leash used to walk or train a horse, so that a horse travels in circles and the trainer stands in the middle of the circle. Horses are trained by lungeing.</p> <p><u>Polo wraps</u> – bandages used to support and protect horse’s legs (wrapping or bandaging).</p> <p><u>Halters</u> – strong leather straps or from another material, that go around the horses head. Halters are usually used without bits.</p> <p><u>Haltering</u> – putting the halter around the horse’s head.</p> <p><u>Rasping</u> – to trim hoofs with a hoof rasp.</p> <p><u>Stable equipment</u> – equipment used in stable work and maintaining other equipment (pitchfork, rake, shovel, wheelbarrow, broom, saddle racks, fork, spade etc).</p> <p><u>Foaling</u> – the act of a mare giving birth.</p> <p><u>Paring</u> – taking care of the hoofs without shoeing with a rasp, butteris and pincer.</p>
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DESCRIPTION OF LANGUAGE SKILLS

	A1	A2	B1	B2	C1	C2	
UNDERSTANDING	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast. I can understand fast native speech, provided I have some time to get familiar with the accent.	LISTENING
	I can understand familiar names, words and very simple sentences, for example, on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	READING
SPEAKING	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions.	I can communicate in simple and routine tasks requiring simple and direct exchange of information on familiar topics. I can handle social exchanges, even though I cannot yet keep the conversation going.	I can deal with most situations whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to important topics: family, hobbies, work, travel and current events.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions I can use the language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions and relate my contribution to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely If I do have a problem, I can restructure around the difficulty so smoothly that other people are hardly aware of it.	SPOKEN INTERACTION
	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly flowing description or argument in a style appropriate to the context and with an effective logical structure, which helps the recipient to notice and remember significant points.	SPOKEN PRODUCTION
WRITING	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write notes and a very simple personal letter, for example thanking someone.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experience and impressions.	I can write, clear, detailed texts on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or report, underlining what I consider to be salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles, which present a case with an effective logical structure, which helps the recipient to notice significant points. I can write summaries and reviews of professional or literary works.	WRITING



Levels of the Common European Framework of Reference: Self-assessment grid





Euroopa Liit  
Euroopa Sotsiaalfond



Eesti tuleviku heaks



SEHTASUTUS  
Kutsekoda

## **Annex 4**

### **COMPUTER USAGE SKILL**

The European Computer Driving Licence/The International Computer Driving Licence (ECDL/ICDL) (Having an AO certification is not obligatory for applying for the professional qualification.)

The 7 modules:

AO1 – Basic concepts of information technology and information society

AO2 - USING THE COMPUTER AND MANAGING FILES

AO3 – Word processing

AO4 – Spreadsheets

AO5 – Databases

AO6 – Presentation

AO7 – Information and communication

#### **AO1 BASIC CONCEPTS OF INFORMATION TECHNOLOGY AND INFORMATION SOCIETY**

1. Basic concepts
2. Hardware
3. Memory
4. Software
5. Computer networks
6. Computers in everyday life
7. Information technology and society
8. Security, legal protection and legislation
9. Information technology and Estonia

#### **AO2 USING THE COMPUTER AND MANAGING FILES**

1. Elementary skills
2. Desktop
3. Managing files
4. Simple editing of files
5. Managing printing

#### **AO3 WORD PROCESSING**

1. Starting
2. Basic operations
3. Formatting
4. Finishing up a document
5. Printing
6. Other skills

#### **AO4 SPREADSHEETS**

1. Elementary skills
2. Basic operations
3. Formulas and functions
4. Formatting
5. Diagrams and objects
6. Printing

#### **AO5 DATABASES**



1. Starting
2. Creating a database
3. Using a format
4. Searching for information
5. Reports

#### **A06 PRESENTATION**

1. Elementary skills
2. Basic operations
3. Formatting
4. Graphics and diagrams
5. Printing and distributing
6. Effects of a slideshow
7. Viewing a slideshow

#### **A07 INFORMATION AND COMMUNICATION**

1. Elementary skills of using web
2. Navigating in web
3. Web search
4. Bookmarks
5. Elementary skills of using electronic mail
6. Exchanging e-mails
7. Addressing
8. Mailbox Management
9. Lists and newsgroups