Western Cape Government
Agriculture
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Prospectus: Equine Studies

Elsenburg Agricultural Training Institute

2021

CONTACT DETAILS

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Applications

Applications on the prescribed application form must reach the Institute by or on 30 June of the preceding year of study. Application forms are available from the Registrar, or on the Elsenburg website. All applicants must, if required, complete the standardised tests of the Stellenbosch University.

Student number

On receipt of new applications the Institute office assigns a unique number to each applicant that serves as identification of the individual concerned so as to simplify future communication. The student number must be used in all future correspondence with the Institute.

Other contact details

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PLEASE NOTE

Elsenburg Agricultural Training Institute reserves the right to amend the Prospectus at any time.

Management of the Elsenburg Agricultural Training Institute accept no liability for any inaccuracies there may be in the Prospectus. Every reasonable care has, however, been taken to ensure that the relevant information to hand as at March 2012, the time of going to press, is given fully and accurately in the Prospectus.

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Vision

The Advancement of Elsenburg Agricultural Training Institute as an agricultural and educational centre of excellence to the benefit of the broader community.

Mission

To promote sound, integrated managerial and skills training in agriculture with advanced specialisation in area specific fields of excellence informed by industry and societal needs.

Elsenburg: a proud tradition

Elsenburg's history dates back to 1698, when the land was allocated to Samuel Elsevier by Willem Adriaan van der Stel, at that time the governor of the Cape colony. The farm's successive owners, among whom Martin Melck is probably the best known, built it up to one of the prime farms in the Cape. Martin Melck built the beautiful old manor house in 1761. The farm was sold to the government by the Myburgh family in 1898.

On 1 September 1898 the Agricultural College, the first of its kind in South Africa, opened its doors. Five students received their diplomas at the end of the first academic year (June 1899). During the first fourteen years of its existence the average number of students was 44. During the First World War, however, there was a drastic reduction in applications, with only 8 students studying there in 1915.

In 1926 Elsenburg College of Agriculture and the University of Stellenbosch amalgamated and a two-year diploma course was offered at Elsenburg, with the primary aim of training prospective farmers. In 1927 this course was replaced with a one-year course, which was replaced by practical courses in 1931. In 1939 the two-year diploma course was reinstated. Elsenburg's relationship of 47 years with the University was severed in 1973 and the Department of Agriculture accepted responsibility for agricultural training at Elsenburg.

An important milestone in 1976 was the establishment of the Diploma in Cellar Technology. Many of South Africa's winemakers today, received their agricultural training at Elsenburg.

In 1994, with the transformation to a democratic political order in South Africa, the Department of Agriculture: Western Cape was created. The Elsenburg and Kromme Rhee colleges of agriculture amalgamated. The amalgamation placed a great responsibility on the Department of Agriculture to continue and to expand the training offered. A Centre for Further Education and Training was consequently created to address the need for short, practical courses.

The relationship with the University of Stellenbosch was again initiated and since 2004 Elsenburg has been offering a B. Agric programme in association with the University of Stellenbosch's Agriscience Faculty.

This development is in line with the government's new academic policy to give tertiary students more mobility between educational institutions. Duplication of programmes is also eliminated. Elsenburg College of Agriculture was renamed on 1 April 2004 to the Cape Institute for Agricultural Training: Elsenburg.

South Africa: an agricultural gem!

The creation of employment opportunities and the provision of sufficient and safe food and fibre of high quality at affordable prices are some of the demands faced by the agricultural sector. The opportunities and challenges in agriculture lie in the diversity of our topography, the variation in our soil, the divergent nature of our climatic regions, and in the expectations of demanding buyers of our agricultural products. Agriculture has to maintain a balance with nature without exploiting natural resources. Our country has an astonishing diversity of fauna and flora that has to be respected, protected and conserved. The agriculturalist is dealing with living and life-giving organisms in such a way that the goal to improve the quality of life of all, will be furthered.

Agriculture in South Africa contributes almost 5% to the gross national product, assists significantly in earning foreign exchange, is an important provider of employment and supplies basic human requirements in food and fibre. Agritourism is becoming increasingly important as an industry and provides an escape for many city dwellers. For each R1 million increase in the final demand for agricultural products, 83 new employment opportunities are created, in comparison with a corresponding figure of only 29 employment opportunities in the rest of the economy. It is generally acknowledged that agriculture has an important role to play in poverty alleviation.

Soil is an important production factor in agriculture. The Republic of South Africa extends over 122,3 million hectares of which 16 million hectares are used for crop production. Around 1,5 million hectares have established trees and 83 million hectares are covered by natural grazing. Soils with optimum physical and chemical conditions are scarce and localized, but there are various unique soil/climate interactions that allow for the cultivation of products for niche markets.

South Africa is a water scarce country. Around 30% of the country receives less than 250 mm rain per year, around 34% receives between 250 and 500 mm, 25% between 500 and 750 mm per year and only 1% of the country receives more than 750 mm of rain per year. In most regions rainfall is uncertain and periodic droughts occur. As a result of these and other factors, South Africa is dependent mainly on catch-dams and subterranean water sources. Just over 1,2 million hectares are irrigated. At present, agriculture is one of the largest users of water, almost 50%, but the farming sector faces increasing pressure for more water for industrial and residential users. Only 10% of agricultural soil is viable without irrigation. Water and irrigation management in South Africa consequently demands thorough knowledge of the subject.

South Africa is an agricultural gem. Due to the varying climatic conditions and topography, practically any crop can be cultivated. The country is currently self-sufficient in most primary food and fibre requirements for its rapidly growing population. Food crops in which there are not yet self-sufficiency, but which grow in large quantities are oil seeds, rice, tea and coffee. More than 33% of our horticultural production is exported, deciduous fruit comprising the largest volume. Further examples of South African exports are subtropical fruit, maize, sugar, vegetables, wine, cut flowers, flower bulbs, mohair and karakul pelts. 81% of agricultural land is natural grazing used mainly for extensive stock farming. This is almost 70% of South Africa's total area.

A variety of animals are reared: large and small stock, pigs and poultry. Aquaculture and game farming are rapidly growing industries with great potential. After-harvest handling, processing, storing and preserving of products and foods are different ways in which value is added to fresh produce. The ultimate quality of the product enjoyed by the consumer is dependent on the quality of the soil or the animal from which it is derived. Sustainable and responsible pest and disease control is therefore required.

From the above, it is clear that specialised knowledge, expertise, production and management skills are required for sustainable agricultural production. Graduates can enter various careers in agriculture and related sectors. Careers in farming management, cellar technology, research, education and training, consultation, as well as installation management (e.g. cellars) and service delivery (e.g. suppliers), offer challenging options.
(Information obtained from Univerity of Stellenbosch Year Book)

The profile of an agriculturalist

The graduate agriculturalist has the necessary knowledge, skills and attitude to function independently, or in a team, in an agricultural environment. This includes the judicious application of science to the management of the value chain of a variety of food and fibre products in an economical, environmentally friendly and sustainable way for the benefit, betterment and welfare of humanity. To make this contribution, the agriculturalist displays the following professional characteristics:

Knowledge

The knowledge of the applicable scientific concepts, the interaction between the biological and abiotic factors in the environment and the basic principles of research methods and methodology. The ability to create new knowledge, generate ideas and act innovatively. The ability to function effectively in an interdisciplinary environment. An understanding of sustainable development and

sustainable resource management. Management of information and making informed decisions. A systems approach to the analysis of environmental problems.

Attitudes

Respect for the environment and its users.
Acknowledgement of own limitations in terms of knowledge and skills. A positive approach to continuous professional development. Involvement in and service to the wider community. A positive example in terms of social responsibility and obligations. Acceptance of and a striving towards the highest academic standards.

Skills

The ability to collect, integrate, interpret and apply knowledge and to use this information in problem-solving.
Effective communication with role players from various environments and backgrounds. Sufficient skills to function as an agricultural scientist, either independently or as a member of a team. The ability to interpret and apply relevant subject literature. The ability to utilize relevant resources in the work environment effectively.
(Information obtained from the University of Stellenbosch Year Book)

ACADEMIC RULES

This set of Academic rules was compiled specifically for Equine studies of Elsenburg Agricultural Training Institute. In case of any contradiction with the general rules of the University of Stellenbosch, these will apply.

1. ATTENDANCE OF CLASSES AND ABSENTEEISM FROM CLASSES, PRACTICALS, TESTS, EXAMINATIONS

Students are expected to attend all classes, practicals, tests and examinations. Lecturers keep attendance records, copies of which are submitted every semester to the Director for record purposes. The following rules apply:

1.1 Absence from lectures

If lecturers are of the opinion that the class attendance of a student during the academic year is unsatisfactory, they may, after the student has been called in and warned, but has not reacted, report this to the Director. The Director will then deal with the matter as he or she deems fit.

1.2 Absence from practicals

1.2.1 Permission for absence is granted only as an exception (see 1.3). The onus then rests with the students themselves to arrange with the lecturer concerned to do the relevant practical component and/or be evaluated.

1.2.2 In a case of absence without authorisation from a practical, students are given a zero mark for any evaluation and also forfeit the right to a later evaluation.

1.3 Authorised absence

1.3.1 Authorised absence is granted only as an exception. Students themselves must make all relevant arrangements.

1.3.2 Any request for authorised absence must be submitted to the Faculty Management in writing and must include the necessary motivation and/or proof.

1.3.4 Requests for compassionate leave must be arranged directly with the Director or an authorised person from Student Affairs.

2. DETERMINATION OF EXAMINATION ADMISSION MARKS (PREDICATE MARKS)

2.1 Predicate marks are earned through scheduled and non-scheduled tests, assignments, practical tasks and library work.

2.2 In all modules at least two evaluations are done during normal class time as a means of continuous evaluation. These evaluations are the only scheduled opportunities for earning a predicate mark. If students are absent from such an evaluation opportunity (due to illness or other valid reasons), they forfeit that opportunity. They then have to organize another time with the lecturer to do the evaluation.

2.3 Medical certificates or other documentation will be accepted as an excuse for absence during any evaluation **provided** it is presented within 2 work days after the evaluation

2.4 Exceptional cases will be considered by Faculty Management on receipt of written, well motivated representations by the student.

2.5 Composition of predicate mark:
The scheduled evaluations: 70% of the predicate
Internal examination: 30% of the predicate

2.6. A minimum of 50% is required for the scheduled evaluations to be able to write the internal examination.

2.7 A predicate mark of 70%is required for EQASA - **The Equestrian Qualifications Authority of Southern Africa (EQASA),** (examination admission (students need to obtain 70% in EQASA examinations to pass).

2.8 It is the responsibility of students to ascertain whether they earned a predicate in the various modules, without which they will be denied admission to the EQASA examination.

2.9 If a student does not qualify for the EQASA examination, paid fees may be carried forward to a future examination.

3. EXAMINATION

3.1 Students are examined or evaluated in all the modules for which they register.

3.2 Examination/evaluation covers the entire field of study of a module. Students are expected to keep themselves informed of the content of required modules.

3.3 EQASA examinations are written only during officially scheduled times. Students with examination admission must take advantage of the main examination opportunity.

3.3.1 There are three main examination opportunities during the academic year:
The April / May examination.
The JUlyexamination.
The November examination.
Any module can be examinated at any given opportunity, as long as there are a minimum of 6 students to be examinated in the module.

3.3.2 Supplementary examinations take place at following examination weeks/opportunities.

3.3.3 These exams are external and the student needs to make sure bookings and payment was made a month before exam date. Equine studies students needs to register and book for exams on the following website: http://www.sanip.org.za/index.php/register

3.4 If students are absent from the main examination opportunity (due to illness or any other reason), they forfeit that opportunity. The supplementary examination is then the only other opportunity to write an examination on that module.

3.5 Authorised absence of the main examination will rarely be granted.

3.5.1 Students who cannot attend the main examination opportunity must apply in writing for admission to the next scheduled examination opportunity. Valid medical certificates and/or other motivating documentation must accompany the application to EQASA.

4. PASS REQUIREMENTS

4.1 Students have to obtain the 70% EQASA pass mark per module.

5. DURATION OF STUDY

5.1 Students have to obtain Modules 1, 2 and 3 in their first year and Modules 4 in their second year.

5.2 If students do not pass the relevant modules within the given time, they must continue as part-time students.

OVERVIEW FOR THE EQASA SYLLABUS: MODULE 1-3

Equine Studies follows the Equine Qualifications Authority of South Africa (EQASA) syllabus. Modules 1 – 3 are studied in the first year.

The first three modules cover all aspects of horse care and stable yard management. The modules are progressively studied and assessed; a successful learner at Module 3 will be qualified to run a stable yard.

Module One

EQASA: Professional Groom

Entry level subjects on horse handling, use and care of equipment in general use. Students will learn about the horse's natural life style, actions and re-actions.

Module Two

EQASA Certificate: Professional Head Groom

Building on the first module, with more in-depth knowledge required. Students learn the symptoms and signs of ill and good health in an equine and lunge a trained horse for exercise. Comprehensive knowledge of all equipment in common use including a double bridle.

Module Three

EQASA Certificate: Proffessional Stable Yard Manager

Many of the subjects that were incorporated in the previous modules now become "stand alone" subjects.

An indepth understanding of conformation, horse health, hoof care, feeding and diet and business management is required. There is a written General Knowledge paper at this level in which students must demonstrate an understanding of equine terminology as well as stable yard construction. The student must hold a valid Level 1 First Aid Certificate.

Admission requirement: Senior Certificate. Possession of own horse not essential.

MODULE INFORMATION: EQASA

MODULE 1

Examination Entrance Requirements

Minimum age: 17 years

Minimum pass mark: 70% for each subject

This is a practical exam with oral explanations

SUBJECTS:

Blankets and Boots:

Identify a variety of blankets and boots in daily use

Give reasons for their use

Clean and care for these items

Grooming 1:

Tie a quick release knot

Groom a horse, pull a mane and tail

Clean out the feet

Tack 1:

Name, assemble and fit a bridle

Clean tack

Recognise when tack is need of repair

Name parts of a saddle and fit onto horse

Name some tack in general use

Stable Yard Management 1:

Know the basic rules of feeding

Muck out a stable

Maintenance of the stable yard

Demonstrate correct and safe handling of horses

Use common sense in an emergency

Carry out risk assessment of the environment

Equine Physiology and Behaviour 1:

Points of the horse

Colours and markings

Understand body language

MODULE 2

Examination Requirements

Successful completion of Module 1

Minimum age for this exam is 17 years

It is a practical exam with explanations

The minimum pass rate for all subjects in this exam is 70%

SUBJECTS:

Tack 2

The ability to identify different bits

A thorough knowledge of tack and clothing in general use

Identify and fit different types of saddles and a double bridle

Lungeing 1

Fit basic lungeing equipment

Lunge a trained horse for exercise

Physiology and Behaviour

Describe a horse using basic conformation terminology

Understand signs of good and ill health in the horse

Travelling and Trucking

Prepare a horse for both local and distance travel

Legislation pertaining to travelling horses in South Africa

Techniques re handling difficult horses Load and
unload horses
Care of the horse while travelling

Grooming 2 and Turnout

Clip a horse a give reasons
Trim a horse and give reasons
Bandage a tail
Bandage a leg for support, travel, and stable
Plait a mane and tail

Yard Management 2

Identify different types of feed
Recognise good and poor quality feed
Understand a stable yard routine
Identify poisonous plants
Basic emergency procedures for humans and horses

MODULE 3

Examination Requirements

Successful completion of Modules 1 and 2
Minimum age for this exam is 18 years
A valid Level 1 First Aid Certificate issued by a recognised organisation
The candidates will be examined orally with practical application where necessary
The minimum pass rate for this exam is 70%

SUBJECTS:

Conformation:

The ability to assess two horses or ponies with the view of advising to clients for a possible purchase.

Have an understanding of balance, movement and temperament.
Age a horse with a degree of accuracy
Have the ability to recognise and discuss conformation faults.Understand the functions of muscles, tendons and ligaments.
3 Logged hours for conformation

Unsoundness:

Understand unsoundnesses that do not affect limbs. Describe unsoundnesses that do not affect the action.
Know the difference between chronic and acute lameness giving examples of these conditions. Describe the difference between chronic and acute lameness with examples.
Provide an accurate conformation assessment of any given horse/pony for a purchaser before consulting a veterinarian.
Give an accurate opinion of a given horse/pony as purchaser may ask for before consulting a veterinarian.

Feeding and Diet:

Identify types of feed, nutritional values, costs, source and supply.
Discuss different rations needed based on type of horse and work
Know the digestive tract and discuss parasite control.
Discuss prohibited substances
Manage grassland and paddocks

General Knowledge:

This is a written paper in which candidates will be expected to show an up to date knowledge of equestrian terminology, the skeletal and muscular anatomy and have an understanding of stable and un-mounted vices. Knowledge of the two types of stable constriction and the supporting areas.

Lungeing

Candidates will demonstrate lungeing an experienced horse to improve its way of going using the ancillary equipment of choice.

Discuss an on - going training programme for the horse based on their assessment while lungeing. 3 logged hours for Lungeing

Equine Foot Care:

Discuss the principles of shoeing, tools and their uses
Different types of shoes and basic corrective shoeing
Structure of the foot and how to remove a shoe

Equine Health Care:

Dress wounds and deal with everyday problems.
Demonstrate the ability to carry out the Veterinarians instructions and be able to discuss veterinary problems.
Have the knowledge of parasite control and a vaccination programme for a stable yard.
Have a good knowledge of infectious and contagious diseases and their control.
Know symptoms of colic and diseases and how to deal with them while waiting for the vet.

Stable Yard and Business Management 3

Know the importance of a stable routine
Have a thorough knowledge of business and staff management
Administration of different forms of small business practises
Occupational Health and Safety regulations
The four Acts governing Animal Welfare

Functional systems:

Know and understand the functions of the cardio-vascular system of the equine.
Name parts of the cardio-vascular system on a diagram.
Describe the functions of cardio-vascular systems including the direction of blood flow. (Compulsory)
Know and understand the respiratory system of the equine.
Name parts of the respiratory system on a diagram provided.

Describe the function of the respiratory system.
Understand the roles of the respiratory system in relation to performance.
Understand common ailments of the respiratory system
Describe the role of the respiratory system in relation to the performance of the horse.
Name the common ailments of the respiratory system. (Compulsory)
Including but not limited to RAD
Know the symptoms of a possible breakdown in the function of the nervous system.
Describe radial nerve paralysis and Wobbler Syndrome.

Understand how a malfunction of these systems may affect the performance of the horse. Describe how a malfunction of nervous system may affect the performance of the horse, giving examples.
Know how to care for a horse immediately after it was gelded. Describe the aftercare of a horse that had just been gelded.

Equine Dentition:
Know the types of teeth and their function and phases of tooth eruption.
Name the types of teeth and explain their function.
Explain how the teeth erupt with time frames.
Understand how age affects the teeth. Describe how age may affect the teeth, giving examples of complications that may arise. Know complications relating to equine teeth.
Describe some complications relating to equines teeth.
Range: Caps, wolf teeth, hooks, etc.
Apply a routine for maintenance and care of an equine's teeth. Describe a routine maintenance plan for an equine's teeth
Know the consequences of not maintaining an equine's teeth. Explain why it is so important to maintain the teeth, giving examples.
Understand irregularities associated with the teeth and jaw conformation.
Know the consequences of these abnormalities.
Describe some irregularities associated with jaw conformation and the teeth.
Range: Over shot, undershot jaw, etc.

Describe some of the consequences of these abnormalities.

Know how to age an equine by its teeth.

Know the effect the environment / diet has on the teeth.

Demonstrate how to age a horse by its teeth,

Describe how environment and diet may contribute to changes in the teeth.

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Agriculture