



# City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (1080) (0172-38)

**September 2023 Version 2.7**

(For delivery from September 2023)

**Qualification Handbook**

## Qualification at a glance

|   |  |
|---|--|
| <b>Industry area</b>                                      | Animal Care and Veterinary Science   |
| <b>City &amp; Guilds qualification number</b>             | 0172-38  |
| <b>Age group</b>  | 16-19 (Key Stage 5), 19+   |
| <b>Entry requirements</b>                                 | Centres must ensure that any pre-requisites stated in the <i>What is this qualification about?</i> Section are met.  |
| <b>Assessment</b>   | <p>To gain this qualification, candidates must successfully achieve the following assessments:</p> <ul style="list-style-type: none"> <li>• Two externally set, internally marked, externally moderated synoptic assignments</li> <li>• Three externally set, externally marked exams, sat under examination conditions</li> <li>• One externally set, internally marked and externally verified exam</li> <li>• One externally set, internally marked, externally verified unit assignment</li> <li>• Portfolio of evidence</li> <li>• Optional unit assessments, externally set, internally marked, externally verified</li> </ul> |
| <b>Additional requirements to gain this qualification</b> | Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.   |
| <b>Grading</b>  | <p>This qualification is graded.</p> <p>For more information on grading, please see Section 7: Grading.</p>  |
| <b>Approvals</b>  | These qualifications require full centre and qualification approval  |
| <b>Support materials</b>                                  | <p>Sample assessments</p> <p>Guidance for delivery</p> <p>Guidance on use of marking grids</p>   |
| <b>Registration and certification</b>                     | Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.  |
| <b>External quality assurance</b>                         | This qualification is externally quality assured by City & Guilds, and its internally marked synoptic assignments are subject to external moderation. Additional internally assessed units / optional assessments are subject to external verification. There is no direct claim status available for this qualification.  |

| Title and level   | Size (GLH) | TQT  | City & Guilds qualification number | Ofqual accreditation number |
|---|------------|------|------------------------------------|-----------------------------|
| City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (1080) | 1080       | 1800 | 0172-38                            | 601/7187/X                  |

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| Version and date | Change detail   | Section   |
|------------------|---|---|
| 1.1 May 2016     | Small typographical errors  | Throughout  |
|                  | TQT added for qualifications<br>Assessment component titles amended   | 1. Introduction   |
|                  | Employer involvement guidance updated throughout  | 4. Employer involvement   |
|                  | Summary of assessment methods and conditions  | 5. Assessment   |
|                  | Moderation and standardisation of assessment updated throughout   | 6. Moderation and standardisation of assessment   |
|                  | Awarding individual assessments<br>Awarding grades and reporting results  | 7. Grading  |
|                  | Enquiries about results<br>Re-sits and shelf-life of assessment results<br>Malpractice<br>Access arrangements and special consideration | 8. Administration   |
|                  | 1.2 January 2017  | Units 301 and 353 assessment method changed, weighting updated  |
| 1.3 July 2017    | Unit 301 Aim updated  | Units   |
|                  | Employer involvement number updated   | 1. Introduction – Assessment requirements and employer involvement  |
|                  | Addition of the examination paper based module numbers  | 1. Introduction – Assessment requirements and employer involvement<br>5. Assessment<br>5. Assessment – exam Specification<br>7. Grading – Awarding grades and reporting results |
|                  | Removal of AO 6-8 from Synoptic Assignments and the readjusted approximate weightings (only if applicable)                              | 5. Assessment – Assessment Objectives   |
|                  | Revised Exam Specification, Exam Duration and AO weightings   | 5. Assessment – Exam Specification  |
|                  | Addition of Provisional Grade Boundaries for the Synoptic Assignment  | 7. Grading  |
|                  | Branding Changes  | City and Guilds Logo  |
| 2.0 August 2018  | Update to grading details   | Section 7   |

| Version and date   | Change detail   | Section  |
|--------------------|---|--|
| 2.1 September 2018 | Unit 356 and 360 removed from optional assignment list (page 22)  | Section 5  |
| 2.2 November 2018  | Assessment method for unit 301 amended  | 1. Introduction<br>5. Assessment   |
| 2.3 May 2019       | Wording changed regarding retakes   | 5. Assessment – Summary of assessment methods and conditions<br>8. Administration – Re-sits and shelf-life of assessment results |
| 2.4 September 2020 | AO weighting amended  | Exam specifications  |
| 2.5 June 2022      | Added clarification around different Horse Passport Regulations across the UK                               | Unit 351 & 359   |
|                    | Deleted duplicated Welfare of Animals (Slaughter & Killing  | Unit 351   |
| 2.6 May 2023       | Amended assessment method for unit 301<br>Component number for assessment component changed from 301 to 300 | 5 Assessment   |
|                    | Clarified moderation and external verification processes  | 5 Assessment<br>6 Moderation and standardisation of assessment   |
|                    | Updated website links and references  | 3 Delivering Technicals qualifications - Support materials<br>8 Administration   |
| 2.7 September 2023 | Revision to the exam specification for the health and safety test component (300)                           | 5 Exam specification   |

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# 1 Introduction

## What is this qualification about?

The following purpose is for the **City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (1080)**.

| Area                                | Description   |
|-------------------------------------|---|
| OVERVIEW                            |   |
| Who is this qualification for?      | <p>This qualification is for you if you are 16 years or older, and want to work within the equine industry, either hands-on with horses or within the wider allied equine service or business sector. It is designed to provide you with a very wide range of specialist technical practical skills and detailed knowledge and understanding which will equip you to seek a diverse range of employment opportunities, or to further learning and training within the equine industry.</p>  |
| What does this qualification cover? | <p>This qualification gives you the opportunity to learn about and build on the essentials of working with horses, such as stable yard operations, horse health care, feeding and nutrition and fitting and evaluating tack and equipment. You will develop further practical skills such as working and exercising horses from the ground, horse presentation skills (grooming, clipping, trimming and plaiting) and you will also learn about horse biology and horse behaviour and welfare. You will also gain the skills to be able to undertake event management and you will also gain knowledge and understanding about the principles of equitation. You will gain an understanding of business skills which are important for progression into a wide and diverse range of employment opportunities.</p> <p>This qualification will also equip you with a wider range of more specialist skills and knowledge such as riding on the flat and over fences, grassland management, horse rehabilitation and therapy, stud and breeding, young horse handling and training, riding and exercising horses, competition grooming, coaching and planning lessons. You could also learn about retail management or business improvements.</p> <p>Centres and providers work with local employers who will contribute to the knowledge and delivery of training. Employers will provide demonstrations and talks on the industry and where possible work placements will also be provided by the employers. This practically based training is ideal preparation for gaining employment in the equine industry or specialist further study.</p> |

## WHAT COULD THIS QUALIFICATION LEAD TO?

Will the qualification lead to employment, and if so, in which job role and at what level?

This two-year qualification exposes you to the whole industry, and the opportunities within it. On completion, it is likely that you will enter the industry by working on a yard, within a stud, or perhaps a business such as a store, or feed merchant, tack shop or another company/business allied to the equine industry such as a welfare organisation or membership body. As you will have gained a breadth and depth of skills and knowledge over a very wide range of units, you could progress within work to become a:

- Retail saddlery management trainee
- Apprentice saddler or saddle fitter
- Country store management trainee
- Event manager
- Administrator or junior management trainee in a range of equestrian related businesses
- Yard office manager
- Yard manager
- Stud supervisor
- Work rider
- Trainee coach
- Travelling groom
- Clinical assistant (veterinary)

You may also wish to become self-employed, and undertake roles such as a freelance groom or breaking and training young horses.

Why choose this qualification over similar qualifications?

You are likely to take this qualification full-time over 2 years. The qualification focusses on a broad basis of skills that employers value, whilst studying in greater depth the areas that will enable you to seek specialised and more demanding job roles.

City & Guilds offers four sizes of Level 3 qualification in Equine Management: Certificate, Diploma (540), Extended Diploma (720) and Extended Diploma (1080).

You would take the Certificate if you want an introductory qualification to develop some of the core skills and knowledge required by employers in the equine industry. The Certificate is likely to be taken alongside other programmes such as GCSEs or AS Levels over a one-year course of study.

You would take the Diploma (540) if you want a qualification to develop some of the skills and knowledge that can lead to specific roles required by employers in the equine industry. The Diploma is likely to be taken alongside other programmes such as GCSEs or AS Levels over a one-year course of study.

You would take the Extended Diploma (720) if you want to specialise, to develop most of the skills and knowledge required

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by employers in the equine industry. The Extended Diploma (720) is likely to be taken as part of a full-time two year programme of study, or alongside other qualifications such as AS or A Levels over a longer period of time.

You would take the Extended Diploma (1080) if you want to specialise and develop the skills and knowledge required by employers in the equine industry. The Extended Diploma (1080) is likely to be taken as a full-time programme of study over two years. By taking this large qualification, you will be exposed to, and have the opportunity to gain experience in, the wider equine sector. This will enable you to progress to a diverse range of employment opportunities, as you will have gained hands-on experience over 2 years, which employers really value.

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Will the qualification lead to further learning?

You may wish to progress onto an Advanced Apprenticeship in Horse Care and Management, which allows you to combine working in an equestrian centre, competition yard, stud or in a similar job, and typically attending one day a week at college or with a training provider.

You may wish to progress onto further learning within a Higher Education Institution.

You could study courses such as:

- Equine Studies Foundation Degree
- BSc (Hons) Equine Science
- Equine Sports Performance BSc (Hons) Degree.

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#### WHO SUPPORTS THIS QUALIFICATION?

Employer/Higher Education Institutions

The British Equestrian Trade Association (BETA)  
Tumpy Green Equestrian Centre  
Downlands Equestrian  
Summerhouse Equestrian and Training Centre  
The Stables Equine Practice  
Talland Equestrian Centre

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## Qualification structure

For the **City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (1080)** the teaching programme must cover the content detailed in the structure below.

| Unit number  | Unit title  | GLH |
|--|---|-----|
| <b>Mandatory</b>   |   |     |
| 301  | Principles of health and safety   | 30  |
| 302  | Undertake and review work related experience in the Land-based Industries   | 30  |
| 350  | Undertake stable yard operations  | 60  |
| 351  | Equine Health   | 60  |
| 352  | Horse tack and equipment  | 60  |
| 353  | Biological systems of horses  | 60  |
| 354  | Prepare horses for presentation   | 60  |
| 355  | Equine feeding and nutrition  | 60  |
| 356  | Horse behaviour and welfare   | 60  |
| 357  | Working and training horses from the ground   | 60  |
| 358  | The principles of equitation  | 60  |
| 359  | Contribute to Managing an Equine event  | 60  |
| 360  | The principles of horse fitness   | 60  |
| 364  | Business management in the Land-Based sector  | 60  |
| <b>Optional – Learners must be taught at least 300 GLH from units 361 – 363, 365 - 374</b> |   |     |
| 361  | Exercising horses   | 60  |
| 362  | Undertake estate skills   | 60  |
| 363  | The principles of competition grooming  | 60  |
| 365  | Customer care and retail merchandising  | 60  |
| 366  | Exploring improvements, opportunities for diversification and new business initiatives within the Land Based sector | 60  |
| 367  | Undertake a specialist project in the land based sector   | 60  |
| 368  | The principles of grassland management  | 60  |
| 369  | Riding horses on the flat   | 60  |
| 370  | Riding horses over fences   | 60  |
| 371  | Introduction to Equestrian coaching   | 60  |
| 372  | The principles of horse rehabilitation and therapy  | 60  |
| 373  | The principles and practices of an equine stud  | 60  |

|     |  |    |
|-----|--|----|
| 374 | Introduction to the principles of young horse handling, training and backing | 60 |
|-----|--|----|

## Total qualification time (TQT)

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

| Title and level  | GLH  | TQT  |
|--|------|------|
| City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management | 1080 | 1800 |

## Assessment requirements and employer involvement

To achieve the **City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (1080)** candidates must successfully complete **all** the mandatory assessment components **as well as** the optional assessment components for their chosen optional units.

| City & Guilds component number | Title  |
|--------------------------------|--|
| <b>Mandatory</b>               |  |
| 003                            | Level 3 Equine Management - Synoptic assignment (1)*   |
| 004 or 504                     | Level 3 Equine Management - Theory exam (1)*   |
| 007                            | Level 3 Equine Management - Synoptic assignment (2)*   |
| 008 or 508                     | Level 3 Equine Management - Theory exam (2)*   |
| 300                            | Level 3 Principles of health and safety – Theory exam (evolve online)  |
| 302                            | Level 3 Undertake and review work related experience in the land-based industries - Portfolio  |
| 353                            | Level 3 Biological systems of horses – Theory exam   |
| 359                            | Level 3 Contribute to managing an equine event - Assignment  |
| <b>Optional</b>                |  |
| 361                            | Level 3 Exercising horses - Assignment   |
| 362                            | Level 3 Undertake estate skills - Assignment   |
| 363                            | Level 3 The principles of competition grooming - Assignment  |
| 365                            | Level 3 Customer care and retail merchandising - Assignment  |
| 366                            | Level 3 Exploring improvements, opportunities for diversification and new business initiatives within the Land Based sector - Assignment |
| 367                            | Level 3 Undertake a specialist project in the land based sector - Assignment   |
| 368                            | Level 3 The principles of grassland management - Assignment  |
| 369                            | Level 3 Riding horses on the flat - Assignment   |

|     |   |
|-----|---|
| 370 | Level 3 Riding horses over fences - Assignment  |
| 371 | Level 3 Introduction to Equestrian coaching - Assignment  |
| 372 | Level 3 The principles of horse rehabilitation and therapy - Assignment                           |
| 373 | Level 3 The principles and practices of an equine stud - Assignment                               |
| 374 | Level 3 Introduction to the principles of young horse handling, training and backing - Assignment |

In addition, candidates **must** complete the mandatory employer involvement requirement for this qualification **before** they can be awarded a qualification grade. For more information, please see guidance in *Section 4: Employer involvement*.

### Employer involvement

| Component number | Title                |
|------------------|----------------------|
| <b>Mandatory</b> |                      |
| 838              | Employer involvement |

*\*Number of mandatory assessments per assessment type*

## 2 Centre requirements

### Approval

New centres will need to gain centre approval. Existing centres who wish to offer this qualification must go through City & Guilds' **full** Qualification Approval Process. There is no fast track approval for this qualification. Please refer to the City & Guilds website for further information on the approval process: [www.cityandguilds.com](http://www.cityandguilds.com)

### Resource requirements

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification before designing a course programme.

### Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following requirements:

- be technically competent in the areas in which they are delivering
- be able to deliver across the breadth and depth of the content of the qualification being taught
- have recent relevant teaching and assessment experience in the specific area they will be teaching, or be working towards this
- demonstrate continuing CPD.

### Physical resources

Centres must be able to demonstrate that they have access to the equipment and technical resources required to deliver this qualification and its assessments.

### Internal Quality Assurance

Internal quality assurance is key to ensuring accuracy and consistency of tutors and markers. Internal Quality Assurers (IQAs) monitor the work of all tutors involved with a qualification to ensure they are applying standards consistently throughout assessment activities. IQAs must have, and maintain, an appropriate level of technical competence and be qualified to make both marking and quality assurance decisions through a teaching qualification or recent, relevant experience.

### Learner entry requirements

Centres must ensure that all learners have the opportunity to gain the qualification through appropriate study and training, and that any prerequisites stated in the *What is this qualification about?* section are met when registering on this qualification.

### Age restrictions

This qualification is approved for learners aged 16 – 19, 19+.

### 3 Delivering technical qualifications

#### Initial assessment and induction

An initial assessment of each learner should be made before the start of their programme to identify:

- if the learner has any specific learning or training needs,
- support and guidance they may need when working towards their qualification,
- the appropriate type and level of qualification.

We recommend that centres provide an introduction so that learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the centre. This information can be recorded on a learning contract.

#### Employer involvement

Employer involvement is essential to maximise the value of each learner's experience. Centres are required to involve employers in the delivery of technical qualifications at Key Stage 5 and/or their assessment, for every learner. This must be in place or planned before delivery programmes begin in order to gain qualification approval. See *Section 4: Employer involvement* for more detail.

#### Support materials

The following resources are available for this qualification:

| Description  | How to access  |
|--|--|
| Sample assessments   | Available on the qualification pages on the <b>City &amp; Guilds Website: <a href="http://www.cityandguilds.com">www.cityandguilds.com</a></b>   |
| Technical Qualifications: Guide to Teaching, Learning and Assessment                                       | Available on the City and Guilds website:<br><b><a href="#">14-19-teaching-learning-assessment-guide-pdf.ashx</a></b><br><b>(<a href="http://cityandguilds.com">cityandguilds.com</a>)</b>       |
| Quality Assurance Guide for Centres: Technical Qualifications and the Extended Project Qualification (EPQ) | Available on the City and Guilds website:<br><b><a href="#">technicals-quality-assurance-guide-for-centres-pdf.ashx</a></b><br><b>(<a href="http://cityandguilds.com">cityandguilds.com</a>)</b> |



## 4 Employer involvement

Employer involvement is a formal component of Key Stage 5 Technical qualifications. It does not contribute to the overall qualification grading, but is a mandatory requirement that all learners must meet. As such it is subject to external quality assurance by City & Guilds.

Department for Education (DfE) requirements state:

*Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and students and furthers collaboration between the learning and skills sector and industry.*

*[Technical qualifications] must:*

- *require all students to undertake meaningful activity involving employers during their study; and*
- *be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.*

Extract from: ***Vocational qualifications for 16 to 19 year olds, 2017 and 2018 performance tables: technical guidance for awarding organisations, paragraphs 89-90***

City & Guilds will provide support, guidance and quality assurance of employer involvement.

### Qualification approval

To be approved to offer City & Guilds technicals, centres must provide an Employer Involvement planner and tracker showing how every learner will be able to experience meaningful employer involvement, and from where sufficient and suitable employer representatives are expected to be sourced.

Centres must include in their planer a sufficient range of activities throughout the learning programme that provide a range of employer interactions for learners. Centres must also plan contingencies for learners who may be absent for employer involvement activities, so that they are not disadvantaged.

As part of the approval process, City & Guilds will review this planner and tracker. Centres which cannot show sufficient commitment from employers and/or a credible planner and tracker will be given an action for improvement with a realistic timescale for completion. **Approval will not be given** if employer involvement cannot be assured either at the start of the qualification, or through an appropriate plan of action to address this requirement before the learner is certificated.

### Monitoring and reporting learner engagement

Employer involvement is a formal component of this qualification and is subject to quality assurance monitoring. Centres must record evidence that demonstrates that each learner has been involved in meaningful employer based activities against the mandatory content before claiming the employer involvement component for learners.

Centres must record the range and type of employer involvement each learner has experienced and submit confirmation that all learners have met the requirements to City & Guilds. If a centre cannot provide evidence that learners have met the requirements to achieve the component, then the learner will not be able to achieve the overall Technical Qualification.

### **Types of involvement**

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification. This does not mean that employer involvement in the optional units is not valuable, and centres are encouraged to consider this wherever appropriate. This will be quality assured by City & Guilds and any candidate who does not meet this criteria will not be able to achieve the qualification certificate.

As the aim of employer involvement is to enrich learning and to give learners a taste of the expectations of employers in the industry area they are studying, centres are encouraged to work creatively with local employers.

Employers can identify the areas of skills and knowledge in their particular industry that they would wish to see emphasised for learners who may apply to work with them in the future. Centres and employers can then establish the type of input, and which employer representative might be able to best support these aims.

To be of most benefit this must add to, rather than replace the centre's programme of learning. Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows<sup>1,2</sup>:

#### ***The following activities meet the requirement for meaningful employer involvement:***

- *students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification<sup>3</sup>;*
- *students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s);*
- *students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures;*
- *industry practitioners operate as 'expert witnesses' that contribute to the assessment of a student's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.*

*In all cases participating industry practitioners and employers must be relevant to the industry sector or occupation/occupational group to which the qualification relates.*

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<sup>1</sup> As extracted from: Vocational qualifications for 16 to 19 year olds  
2017 and 2018 performance tables: technical guidance for awarding organisations

<sup>2</sup> This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**

<sup>3</sup> **DfE work experience guidance**

**The following activities, whilst valuable, do not meet the requirement for meaningful employer involvement:**

- employers' or industry practitioners' input to the initial design and content of a qualification;
- employers hosting visits, providing premises, facilities or equipment;
- employers or industry practitioners providing talks or contributing to delivery on employability, general careers advice, CV writing, interview training etc;
- student attendance at career fairs, events or other networking opportunities;
- simulated or provider-based working environments eg hairdressing salons, florists, restaurants, travel agents, small manufacturing units, car servicing facilities;
- employers providing students with job references.

Below is guidance on the type of activities that can be considered employer involvement for this qualification. Further guidance can be found in the *Guidance for delivery* sections of the individual units.

Employers could be employed to aid learner's progress by acting as guest speakers to cohort groups. Guest speaker's experiences and the opportunity for learners to ask questions, linked to assignment tasks, could benefit whole groups of learners.

The use of scenario led tasks are essential in the assessment of this qualification. Work can be set in the context of case studies from local employers. Visits to companies/shows/exhibitions will enhance this aspect of the qualification.

A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for tutors to develop a method of maintaining contact with a range of employers in the sectors who may be able to help with keeping the examples of legislation, policies and codes of practice used in the taught content up to date.

### **Types of evidence**

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments

### **Quality assurance process**

As the employer involvement component is a requirement for achieving the KS5 Technical qualifications, it is subject to external quality assurance by City & Guilds at the approval stage and when centres wish to claim certification for learners.

Evidence will be validated by City & Guilds before learners can achieve the employer involvement component. Where employer involvement is not judged to be sufficient, certificates cannot be claimed for learners.

### **Sufficiency of involvement for each learner**

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres

must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

### **Live involvement**

Learners will gain most benefit from direct interaction with employers and/or their staff; however the use of technology (e.g. the use of live webinars) is encouraged to maximise the range of interactions. Where learners are able to interact in real time with employers, including through the use of technology, this will be classed as 'live involvement'.

It is considered good practice to record learning activities, where possible, to allow learners to revisit their experience and to provide a contingency for absent learners. This is not classed as live involvement however, and any involvement of this type for a learner must be identified as contingency.

### **Timing**

A learner who has not met the minimum requirements cannot be awarded the component, and will therefore not achieve the qualification. It is therefore important that centres give consideration to scheduling employer involvement activities, and that enough time is allotted throughout delivery and assessment of the qualification to ensure that requirements are fully met.

## 5 Assessment

### Summary of assessment methods and conditions

| Component numbers | Assessment method       | Description and conditions  |
|-------------------|-------------------------|---|
| 003, 007          | Synoptic assignment     | <p>The synoptic assignments are <b>externally set, internally marked and externally moderated</b>. The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives.</p> <p>Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website.</p> <p>Where seasonality is a factor in the timing of the assignment the assignment will be released early to ensure that candidates can take the assignment to fit in with the seasonal requirements.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method.</p> <p>There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification.</p> <p>Please note that for externally set assignments City &amp; Guilds provides guidance and support to centres on the marking and moderation process.</p> |
| 004/504, 008/ 508 | Externally marked exams | <p>The exam is <b>externally set and externally marked</b>, and will be taken either online through City &amp; Guilds' computer-based testing platform (004, 008) or as a paper-based test (504, 508).</p> <p>The exams are designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: <a href="http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations">http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations</a></p> <p>The exam specification shows the coverage of the exam across the qualification content.</p>  |

|   |                               |  |
|---|-------------------------------|--|
|   |                               | <p>Candidates who fail the exam at the first sitting will have a maximum of two opportunities to retake. If the candidate fails the exam three times then they will fail the qualification. (Note: the third and final retake opportunity applies to Level 3 only.) For exam dates, please refer to the Assessment and Examination timetable.</p>  |
| 300   | Evolve online on-demand exam  | <p>This exam is <b>externally set and externally marked</b> and will be taken online through City &amp; Guilds' computer-based testing platform under invigilated exam conditions. The exam is available on-demand and can be taken at any time in the year.</p> <p>There is no maximum number of retake attempts for this exam, however, learners should be given sufficient time and tutor support before resitting.</p>   |
| 353   | Internally marked theory exam | <p>This theory exam is <b>externally set, internally marked and externally verified</b>. It is designed to assess the candidate's depth and breadth of understanding from across the unit content area and will be sat under supervised conditions.</p> <p>This assessment is available on our website. The assessment can be taken at any point during the academic year, but evidence must be submitted on to the Moderation Portal by the deadline in Assessment and Examination timetable, published on our website.</p> <p>Centres will be required to maintain the security of all live assessment materials. Assessments will be password protected and released to centres through a secure method.</p> <p>There is no re-sit limit for this assessment. If a learner fails, they can re-sit a different version. Assessors should allow seven days before reassessment.</p> |
| 359   | Unit Assignment               | <p>The unit assignment is <b>externally set, internally marked and externally verified</b>. The assignment requires candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria</p> <p>Arrangements for release, security and re-sitting assignments are the same as detailed for the synoptic assignment.</p>   |
| 302   | Portfolio of evidence         | <p>This unit will be evidenced by a portfolio of evidence.</p>   |
| Optional units<br>361, 362,<br>363, 364,<br>365, 366,<br>367, 368,<br>369, 370, | Unit assignment               | <p>The unit assignments are <b>externally set, internally marked and externally verified</b>. The assignments require candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria</p>  |

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371, 372,  
373, 374

Arrangements for release, security and re-sitting assignments are the same as detailed for the synoptic assignment.

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## **What is synoptic assessment?**

Technical qualifications are based around the development of a toolkit of knowledge, understanding and skills that an individual needs in order to have the capability to work in a particular industry or occupational area. Individuals in all technical areas are expected to be able to apply their knowledge, understanding and skills in decision making to solve problems and achieve given outcomes independently and confidently.

City & Guilds technical qualifications require candidates to draw together their learning from across the qualification to solve problems or achieve specific outcomes by explicitly assessing this through the synoptic assignment component.

In this externally set, internally marked and externally moderated assessment the focus is on bringing together, selecting and applying learning from across the qualification rather than demonstrating achievement against units or subsets of the qualification content. The candidate will be given an appropriately levelled, substantial, occupationally relevant problem to solve or outcome to achieve. For example this might be in the form of a briefing from a client, leaving the candidate with the scope to select and carry out the processes required to achieve the client's wishes, as they would in the workplace.

Candidates will be marked against assessment objectives (AOs) such as their breadth and accuracy of knowledge, understanding of concepts, and the quality of their technical skills as well as their ability to use what they have learned in an integrated way to achieve a considered and high quality outcome.

## **How the assignment is synoptic for this qualification**

The typical assignment brief could be to prepare horses to be ridden at a competition. This will require candidates to carry out stable yard operations and assess the health and fitness of the horse for suitability of riding. When preparing the horse to compete, candidates will select appropriate tack and equipment and ride through selected warm-up exercises. Candidates will also be required to explore how business establishments can be improved and/or diversified.

Candidates will need to draw on their skills and knowledge from across the qualification to complete the brief to ensure health and safety and horse welfare are maintained at all times.

## **External exam for stretch, challenge and integration**

The externally set, externally marked exam (004/504) will draw from across the mandatory content of the qualification, using a range of shorter questions to confirm breadth of knowledge and understanding. Extended response questions are included, giving candidates the opportunity to demonstrate higher level understanding and integration through discussion, analysis and evaluation, and ensuring the assessment can differentiate between 'just able' and higher achieving candidates.

## **Optional unit assessments and integration into the synoptic qualification content**

While the mandatory units for this qualification provide the main skills and knowledge required to work as an event manager, yard manager, stud supervisor, work rider, trainee coach or travelling groom, the optional units provided give centres flexibility when devising programmes to meet local employment needs, where the purpose of the qualification demands this.

The assessments for the optional units will require that the candidate has experienced the full breadth of mandatory learning of the qualification in order to better demonstrate the rounded performance expected at higher grades.

Optional unit assessments are externally set, internally marked and externally verified.



## Assessment objectives

The assessments for this qualification are set against a set of assessment objectives (AOs) which are used across all City & Guilds Technicals to promote consistency among qualifications of a similar purpose. They are designed to allow judgement of the candidate to be made across a number of different categories of performance.

Each assessment for the qualification has been allocated a set number of marks against these AOs based on weightings recommended by stakeholders of the qualification. This mark allocation remains the same for all versions of the assessments, ensuring consistency across assessment versions and over time.

The following table explains all AOs in detail, including weightings for the synoptic assignments. In some cases, due to the nature of a qualification's content, it is not appropriate to award marks for some AOs. Where this is the case these have been marked as N/A. Weightings for exams (AOs 1, 2 and 4 only) can be found with the exam specification.

| Assessment objective   | City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (1080) (component 003, year 1)<br>Typical expected evidence of knowledge, understanding and skills  | Approximate weighting (Assignment) |
|--|--|------------------------------------|
| <b>AO1</b> Recalls knowledge from across the breadth of the qualification.   | Legislation, regulations, roles and responsibilities, use of terminology, health and safety considerations, codes of conduct, feed types, types of tack and equipment, selection of grooming equipment for bathing/grooming  | 10%                                |
| <b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.  | Requirement for daily routine, conformation, structure of digestive system, suitability of tack, implications of health and safety compliance, assessment of horse behaviour, requirements for stable and grass kept horses, maintain health of horse, indicators of horse health, common diseases and disorders | 25%                                |
| <b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.   | Working from the ground, preparing horses for presentation, tacking up, assessing health of horse, assessing conformation of horse carrying out risk assessments working with others, feeding, mucking out, grooming, handling, monitoring and recording health and wellbeing of horse                           | 30%                                |
| <b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | Applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, contingencies, reflection and evaluation in professional discussions  | 25%                                |
| <b>AO5</b> Demonstrates perseverance in achieving high   | Meeting specific requirements of the task, care of equipment, product wastage, time  | 10%                                |

standards and attention to detail while showing an understanding of wider impact of their actions.

management, precision of plaiting, grooming of horse, care and welfare when working with horse

| Assessment objective   | City & Guilds Level 3 Advanced Technical Extended Diploma in Equine Management (1080) (component 007, year 2)<br>Typical expected evidence of knowledge, understanding and skills  | Approximate weighting (Assignment) |
|--|--|------------------------------------|
| <b>AO1</b> Recalls knowledge from across the breadth of the qualification.   | Legislation, regulations, roles and responsibilities, use of terminology, health and safety considerations, codes of conduct, feed types, types of tack and equipment, selection of grooming equipment for bathing/grooming; selection of travelling equipment   | 15%                                |
| <b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.  | Business improvements considerations; team dynamics; effects of competition; relationships across allied organisations; Requirement for daily routine, horse anatomy, structure of digestive system, suitability of tack, implications of health and safety compliance, assessment of horse fitness and behaviour, selection of suitable warm-up and cool-down exercises, requirements for stable and grass kept horses, maintain health of horse, indicators of horse health, common diseases and disorders, influences of the rider of the horse, techniques for training on the flat, jumping techniques for training | 25%                                |
| <b>AO3</b> Demonstrates technical skills from across the breadth of the qualification.   | Working from the ground, preparing horses for presentation, tacking up, assessing health of horse, assessing conformation of horse carrying out risk assessments working with others, feeding, mucking out, grooming, handling, monitoring and recording health and wellbeing of horse   | 25%                                |
| <b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | Applying knowledge and understanding to a particular situation, justifying decisions/approaches taken, contingencies, reflection and evaluation in professional discussions  | 25%                                |
| <b>AO5</b> Demonstrates perseverance in achieving high standards and attention to detail while showing an  | Meeting specific requirements of the task; care of equipment; product wastage; time management; precision of plaiting; grooming  | 10%                                |

understanding of wider impact of horse; care and welfare when working with  
of their actions. horse

## Exam specifications

AO weightings per Exam

| AO   | Exam 004 or 504 weighting (approx. %) | Exam 008 or 508 weighting (approx. %) | Exam 300 weighting (approx. %) | Exam 353 weighting (approx. %) |
|--|---------------------------------------|---------------------------------------|--------------------------------|--------------------------------|
| <b>AO1</b> Recalls knowledge from across the breadth of the qualification.   | 28                                    | 30                                    | 70                             | 40                             |
| <b>AO2</b> Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.  | 52                                    | 50                                    | 30                             | 60                             |
| <b>AO4</b> Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes. | 20                                    | 20                                    | N/A                            | N/A                            |

The way the exams cover the content of the qualification is laid out in the tables below:

**Assessment type:** Examiner marked, written exam, usually delivered online \*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

| Exam 004/504 | Duration: 2 hours            |                 |            |
|--------------|------------------------------|-----------------|------------|
| Unit         | Unit title                   | Number of marks | %          |
| 350          | Undertake stable yard duties | 10              | 17         |
| 351          | Equine health                | 14              | 23         |
| 355          | Equine feeding and nutrition | 14              | 23         |
| 356          | Horse behaviour and welfare  | 10              | 17         |
| N/A          | Integration across the units | 12              | 20         |
| <b>Total</b> |                              | <b>60</b>       | <b>100</b> |

**Assessment type:** Examiner marked, written exam, usually delivered online\*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P/M/D

| <b>Test 008/ 508</b> |  | <b>Duration: 2 hours</b> |            |
|----------------------|--|--------------------------|------------|
| <b>Unit</b>          | <b>Unit title</b>                            | <b>Number of marks</b>   | <b>%</b>   |
| 358                  | The principles of equitation                 | 16                       | 27         |
| 360                  | The principles of equine fitness             | 20                       | 33         |
| 364                  | Business management in the land-based sector | 12                       | 20         |
| N/A                  | Integration across the units                 | 12                       | 20         |
| <b>Total</b>         |  | <b>60</b>                | <b>100</b> |

**Assessment type:** Multiple-choice exam, delivered online \*

**Assessment conditions:** Invigilated examination conditions

**Grading:** X/P

| <b>Level 3 Principles of health and safety - Theory exam (300)</b> |   | <b>Duration: 1 hour</b> |            |
|--|---|-------------------------|------------|
| <b>Unit</b>  | <b>Learning outcome</b>                       | <b>Number of marks</b>  | <b>%</b>   |
| Level 3 Principles of health and safety (301)                      | 1. Understand health and safety legislation   | 9                       | 30         |
|  | 2. Understand the risk assessment process     | 8                       | 26         |
|  | 3. Understand first aid requirements          | 7                       | 23         |
|  | 4. Understand safe manual handling principles | 2                       | 6          |
|  | 5. Understand the use of fire extinguishers   | 4                       | 15         |
| <b>Total</b>   |   | <b>30</b>               | <b>100</b> |

\*These exams are sat under invigilated examination conditions, as defined by the JCQ:  
<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>.

Entry for exams can be made through the City & Guilds Walled Garden.

## 6 Moderation and standardisation of assessment

City & Guilds' externally set synoptic assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation.

Moderation is the process where external quality assurers are standardised to a national standard in order to review centre marking of internally marked assessments. These external quality assurers are referred to as 'moderators'. Moderators will review a representative sample of 'candidate work' across the mark range from every centre. Their marks act as a benchmark to inform City & Guilds whether centre marking is in line with City & Guilds' standard.

Where moderation shows that the centre is applying the marking criteria within a reasonable range of mark tolerance, centre marks for the whole cohort will be accepted. Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment (up or down) will be made to the marks of the whole cohort, retaining the centre's rank ordering. Due to the nature of the assessment and the marking grid across Assessment Objectives (AOs), it is not expected that the tutors mark and the moderators mark will match exactly.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary.

Additional unit and optional unit assessments are also subject to external quality assurance through a verification process. This involves external quality assurers scrutinizing IQA records; sampling candidates' work across a range of units and also sampling across the mark/grade range. Centres are then provided with feedback and actions to ensure that results are valid and reliable.

For more detailed information, on the quality assurance process for synoptic assignments and additional unit and optional unit assessments please refer to 'Quality Assurance Guide for Centres: Technical Qualifications and the EPQ available to download on the City & Guilds website.

It is vital that centres familiarise themselves with this process, and how it impacts on their delivery plan within the academic year.

### **Supervision and authentication of internally assessed work**

The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.

City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

### **Internal standardisation**

For internally marked work the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked and / or graded to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

### **Provision for reworking evidence after submission for marking by the tutor**

It is expected that in many cases a candidate who is struggling with a specific piece of work may themselves choose to restart and rectify the situation during their normal allocated time, and before it gets to the stage of it being handed in for final marking by the tutor.

In exceptional circumstances however, where a candidate has completed the assignment in the required timescales, and has handed it in for marking by the tutor but is judged to have significantly underperformed, may be allowed to rework or supplement their original evidence for remarking prior to submission for moderation. For this to be allowed, the centre must be confident that the candidate will be able to improve their performance without additional feedback from their tutor and within the required timescales ie the candidate has shown they can perform sufficiently better previously in formative assessments.

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.

The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

### **Internal appeal**

Centres must have an internal process in place for candidates to appeal the marking of internally marked components, ie the synoptic assignment and any optional unit assignments. This must take place before the submission of marks or grades for external quality assurance. The internal process must include candidates being informed of the marks (or grades) the centre has given for internally assessed components, as they will need these to make the decision about whether or not to appeal.

### **Post-quality assurance procedures**

Once the external quality assurance processes have been completed, feedback is provided to the centre on the standard of the internal assessment, highlighting areas of good practice, and potential areas for improvement. This will inform future centre assessment, and standardisation activities, as well as external quality assurance and risk management activity.

City & Guilds will then carry out awarding, the process by which grade boundaries are set with reference to the candidate evidence available on the platform.

### **Centres retaining evidence**

Centres must retain assessment records for each candidate for a minimum of three years. To help prevent plagiarism or unfair advantage in future versions, candidate work may not be returned to candidates. Samples may however be retained by the centre as examples for future standardisation of marking.

## 7 Grading

### Awarding individual assessments

Individual assessments will be graded, by City & Guilds, as pass/merit/distinction where relevant. The grade boundaries for pass and distinction for each assessment will be set through a process of professional judgement by technical experts. Merit will usually be set at the midpoint between pass and distinction. The grade descriptors for pass and distinction, and other relevant information (eg archived samples of candidate work and statistical evidence) will be used to determine the mark at which candidate performance in the assessment best aligns with the grade descriptor in the context of the qualification's purpose. Boundaries will be set for each version of each assessment to take into account relative difficulty.

Please note that as the merit grade will usually be set at the arithmetical midpoint between pass and distinction, there are no descriptors for the merit grade for the qualification overall.

### Grade descriptors

#### To achieve a pass, a candidate will be able to

- Demonstrate the knowledge and understanding required to work in the occupational area, its principles, practices and legislation.
- Describe some of the main factors impacting on the occupation to show good understanding of how work tasks are shaped by the broader social, environmental and business environment it operates within.
- Use the technical industry specific terminology used in the industry accurately.
- Demonstrate the application of relevant theory and understanding to solve non-routine problems.
- Interpret a brief for complex work related tasks, identifying the key aspects, and showing a secure understanding of the application of concepts to specific work related tasks.
- Carry out planning which shows an ability to identify and analyse the relevant information in the brief and use knowledge and understanding from across the qualification (including complex technical information) to interpret what a fit for purpose outcome would be and develop a plausible plan to achieve it.
- Achieve an outcome which successfully meets the key requirements of the brief.
- Identify and reflect on the most obvious measures of success for the task and evaluate how successful they have been in meeting the intentions of the plan.
- Work safely throughout, independently carrying out tasks and procedures, and having some confidence in attempting the more complex tasks.

#### To achieve a distinction, a candidate will be able to

- Demonstrate the excellent knowledge and understanding required to work to a high level in the occupational area, its principles, practices and legislation.
- Analyse the impact of different factors on the occupation to show deep understanding of how work tasks are shaped by the broader social, environmental, and business environment it operates within.
- Demonstrate the application of relevant theory and understanding to provide efficient and effective solutions to complex and non-routine problems.
- Analyse the brief in detail, showing confident understanding of concepts and themes from across the qualification content, bringing these together to develop a clear and stretching plan, that would credibly achieve an outcome that is highly fit for purpose.



- Achieve an outcome which shows an attention to detail in its planning, development and completion, so that it completely meets or exceeds the expectations of the brief to a high standard.
- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

### Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The qualification will be reported on a ten grade scale: Pass Pass Pass, Pass Pass Merit, Pass Merit Merit, Merit Merit Merit, Merit Merit Distinction, Merit Distinction Distinction, Distinction Distinction Distinction, Distinction Distinction Distinction\*, Distinction Distinction\* Distinction\*, Distinction\* Distinction\* Distinction\* Distinction\*.

All assessments **must** be achieved at a minimum of pass for the qualification to be awarded. Candidates who fail to reach the minimum standard for grade pass for an assessment(s) will not have a qualification grade awarded and will not receive a qualification certificate.

| Synoptic Assignment       | Pass Mark (%) |
|---------------------------|---------------|
| Synoptic Assignment (003) | 40%           |
| Synoptic Assignment (007) | 40%           |

The contribution of assessments towards the overall qualification grade is as follows:

| Assessment method           | Grade scale | % contribution |
|-----------------------------|-------------|----------------|
| Synoptic Assignment 1 (003) | X/P/M/D     | 30%            |
| Synoptic Assignment 2 (007) | X/P/M/D     | 30%            |
| Exam 1 (004 or 504)         | X/P/M/D     | 20%            |
| Exam 2 (008 or 508)         | X/P/M/D     | 20%            |

Both synoptic assignments and exams are awarded (see 'Awarding individual assessments', at the start of Section 7, above), and candidates' grades converted to points. The minimum points available for each assessment grade is listed in the table below. The range of points between the pass, merit and distinction boundaries will be accessible to candidates. For example a candidate that achieves a middle to high pass in an assessment will receive between 8 and 10 points, a candidate that achieves a low to middle merit in an assessment will receive between 12 and 14 points. The points above the minimum for the grade for each assessment are calculated based on the candidate's score in that assessment.

|                             | Pass | Merit | Distinction |
|-----------------------------|------|-------|-------------|
| Synoptic Assignment 1 (003) | 6    | 12    | 18          |

|                             |   |    |    |
|-----------------------------|---|----|----|
| Synoptic Assignment 2 (007) | 6 | 12 | 18 |
| Exam 1 (004 or 504)         | 6 | 12 | 18 |
| Exam 2 (008 or 508)         | 6 | 12 | 18 |

The weighted average of candidate's points for each assessment is calculated, and the overall grade of the qualification will then be determined using the following criteria.

| Qualification Grade                      | Minimum points |
|--|----------------|
| Distinction*, Distinction*, Distinction* | 20.5           |
| Distinction, Distinction*, Distinction*  | 19.3           |
| Distinction, Distinction, Distinction*   | 18.2           |
| Distinction, Distinction, Distinction    | 17             |
| Merit, Distinction, Distinction          | 15             |
| Merit, Merit, Distinction                | 13             |
| Merit, Merit, Merit                      | 11             |
| Pass, Merit, Merit                       | 9.3            |
| Pass, Pass, Merit                        | 7.7            |
| Pass, Pass, Pass                         | 6              |

Candidates achieving Distinction\*, Distinction\*, Distinction\* will be the highest achieving of the Distinction candidates.

## 8 Administration

Approved centres must have effective quality assurance systems to ensure valid and reliable delivery and assessment of qualifications. Quality assurance includes initial centre registration by City & Guilds and the centre's own internal procedures for monitoring quality assurance procedures.

Consistent quality assurance requires City & Guilds and its associated centres to work together closely; our Quality Assurance Model encompasses both internal quality assurance (activities and processes undertaken within centres) and external quality assurance (activities and processes undertaken by City & Guilds).

For this qualification, standards and rigorous quality assurance are maintained by the use of:

- internal quality assurance
- City & Guilds external moderation (synoptic assessments)
- City & Guilds external verification (additional unit / optional assessments).

In order to carry out the quality assurance role, Internal Quality Assurers (IQAs) must have and maintain an appropriate level of technical competence and have recent relevant assessment experience. For more information on the requirements, refer to *Section 2: Centre requirements* in this handbook.

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:

- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

### External quality assurance

City & Guilds will undertake external moderation and verification activities to ensure that the quality assurance criteria for this qualification are being met. Centres must ensure that they co-operate with City & Guilds staff and representatives when undertaking these activities.

City & Guilds requires the Head of Centre to

- facilitate any inspection of the centre which is undertaken on behalf of City & Guilds
- make arrangements to receive, check and keep assessment material secure at all times,
- maintain the security of City & Guilds confidential material from receipt to the time when it is no longer confidential and
- keep completed assignment work and examination scripts secure from the time they are collected from the candidates to their dispatch to City & Guilds.

## Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for synoptic assignments. Requests must be submitted within the specified period after the publication of results for individual assessments. Please see the **City & Guilds website** for more information.

## Re-sits and shelf-life of assessment results

Re-sits and shelf-life of assessment results Candidates who have failed an exam or wish to re-take it in an attempt to improve their grade, can do so **twice**. The best result will count towards the final qualification. See guidance on individual assessment types in Section 5.

## Factors affecting individual learners

If work is lost, City & Guilds should be notified immediately of the date of the loss, how it occurred, and who was responsible for the loss. Centres should use the JCQ form, JCQ/LCW, to inform City & Guilds Customer Services of the circumstances.

Learners who move from one centre to another during the course may require individual attention. Possible courses of action depend on the stage at which the move takes place. Centres should contact City & Guilds at the earliest possible stage for advice about appropriate arrangements in individual cases.

## Malpractice

Please refer to the City & Guilds guidance notes *Managing cases of suspected malpractice in examinations and assessments*. This document sets out the procedures to be followed in identifying and reporting malpractice by candidates and/or centre staff and the actions which City & Guilds may subsequently take. The document includes examples of candidate and centre malpractice and explains the responsibilities of centre staff to report actual or suspected malpractice. Centres can access this document on the City & Guilds website.

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):

- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

These actions constitute malpractice, for which a penalty (eg disqualification from the assessment) will be applied.

Where suspected malpractice is identified by a centre after the candidate has signed the declaration of authentication, the Head of Centre must submit full details of the case to City & Guilds at the earliest opportunity. Please refer to the form in the document *Managing cases of suspected malpractice in examinations and assessments*.

## Access arrangements

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge

without changing the demands of the assessment. These arrangements must be made before assessment takes place.

It is the responsibility of the centre to ensure at the start of a programme of learning that candidates will be able to access the requirements of the qualification.

Please refer to the JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds for more information. Both are available on the **City & Guilds website**.

### **Special consideration**

We can give special consideration to candidates who have had a temporary illness, injury or indisposition at the time of the examination. Where we do this, it is given after the examination.

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, A guide to the special consideration process. This document is available on the **City & Guilds website**

|               |            |
|---------------|------------|
| <b>UAN:</b>   | A/507/4634 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 30         |

**What is this unit about?**

This unit aims to provide learners with an understanding of the principles of health and safety and identify how these can be applied in practice within land-based or related industries. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

Learners will be able to recognise common health and safety practices and processes which they will encounter within the workplace. The land-based sector has one of the worst fatal accident records of any major industrial sector and a lack of basic training and/or competency is often a contributory factor. There is a need for new entrants to these industries to gain essential health and safety knowledge in order to minimise harm to themselves and to improve attitudes and behaviour in the workplace. In addition, the learners have the opportunity to consider factors which are specific to their workplace.

This unit must be taught alongside **all** technical units within the qualification ensuring learners gain an appreciation of its importance and so that they are equipped with knowledge and understanding to protect themselves and others when working in the industry.

**Learning outcomes:**

In this unit, learners will be able to:

1. Understand health and safety legislation
2. Understand the risk assessment process
3. Understand first aid requirements
4. Understand principles of safe manual handling
5. Understand the use of fire extinguishers

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand health and safety legislation

### Topics

- 1.1 Impact of good and bad practice upon individuals and businesses
- 1.2 Key legislation relating to health, safety and welfare
- 1.3 Statutory duties of employers, employees and the self-employed
- 1.4 Consequences of not complying with statutory duties
- 1.5 How individuals can contribute to establishing a good health and safety culture

#### Topic 1.1

Learners will know direct and indirect consequences of poor standards of workplace health and safety practice on both businesses and individuals, to include:

Financial eg:

- prosecution fines and legal fees
- compensation claims
- repairs/replacement of equipment
- recruit and train new staff
- increased insurance premiums

Emotional eg:

- guilt and grief
- stress

Reputation eg:

- loss of reputation
- bad publicity

Employees eg:

- reduced staff morale and productivity
- increased staff turnover and sickness

Social eg:

- loss of independence
- reduced social activity

#### Topic 1.2

Learners will know key legislation relating to health, safety and welfare within the workplace, for example, Health and Safety at Work etc. Act 1974 and the Management of Health and Safety at Work Regulations 1999. Learners will understand the importance of accident and incident reporting in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013. Learners will understand the legal status and practical implications of approved codes of practice and industry specific best practice guidance.

#### Topic 1.3

Learners will know the statutory duties of employers, employees and the self-employed, to include:

Employers:

- provide a safe working environment
- provide safe equipment and systems of work.
- provide information, instruction, training and supervision.
- arrange for the safe storage, transport and use of articles and substances.
- provide adequate welfare facilities.

Employees:

- take reasonable care of their own health and safety.
- take reasonable care of other people who may be affected by what they do or don't do at work.
- cooperate with their employer on health and safety.
- not interfere with or misuse anything provided for their health, safety or welfare

#### **Topic 1.4**

Learners will know the powers of health and safety enforcement officers (eg inspection, investigation and guidance) and identify the range of enforcement actions and penalties that may be imposed (eg prohibition and improvement notices, intervention fee and prosecutions).

#### **Topic 1.5**

Learners will understand how individuals can contribute to establishing a good health and safety culture within their workplace, for example:

- prompt reporting of defective safety equipment or other matters of concern
- always use control measures and personal protective equipment (PPE) as instructed
- help others to work safely by sharing knowledge and good practice
- set a good example to others by always working safely
- follow instructions and safe working procedures

### **Learning outcome:**

## **2. Understand the risk assessment process**

### **Topics**

2.1 Principles of risk assessment

2.2 Workplace hazards

2.3 Risk assessment

Learning outcome 2 provides learners with the knowledge on the requirements and importance of carrying out risk assessments. Learners will be expected to carry out risk assessments in practice when performing their industry specific activities as required.

#### **Topic 2.1**

Learners will understand the legal requirement to carry out suitable and sufficient risk assessments. They will understand the responsibilities of the employer, self-employed and employee within the risk assessment process and identify when expert advice and guidance may be required (eg lack of experience or knowledge).

#### **Topic 2.2**



Learners will know common hazards associated with a workplace which could result in serious harm to themselves or others (eg visitors, colleagues, members of the public).

### **Topic 2.3**

Learners will understand how to undertake a detailed risk assessment within the context of their workplace, following the Health and Safety Executive 'Five Steps to Risk Assessment', to include:

- identification of the hazards
- identification of who might be harmed and how they might be harmed
- evaluation of the risks and decide how the level of risk may be controlled
- recording and implementation of the results, as well as communication to others who may be affected
- reviewing risk assessments and suggesting when risk assessments should be reviewed.

Learners will also know the hierarchy of risk control:

- elimination
- substitution
- safe working procedures
- training, instruction and supervision
- personal and respiratory protective equipment (PPE/RPE).

## **Learning outcome:**

### **3. Understand first aid requirements**

#### **Topics**

- 3.1 Planning for emergencies and first aid provision in the workplace
- 3.2 Procedures when encountering an accident or medical emergency
- 3.3 First aid for common emergencies

In this outcome learners will explore the importance of planning to and subsequently how to manage common first aid emergencies which may arise in the workplace, with emphasis upon their workplace. Learners should be aware of the aims of first aid (ie, preserve life, prevent injuries worsening and promote recovery) Evidence towards this outcome could come from a current first aid training qualification (ie, appointed persons or first aid at work).

#### **Topic 3.1**

Learners will understand the importance of emergency planning, especially for lone or isolated working, and the responsibilities of a first aider. Learners will also know the minimum requirements for first aid at work and identify supplementary arrangements which may be appropriate for their workplace.

#### **Topic 3.2**

Learners will know the procedures to follow when encountering an accident or medical emergency. Learners will know how to check the incident site to minimize risk to themselves, assess the situation, and how and when to contact the emergency services and identify prioritisation of activities (eg, 'DRABC').

#### **Topic 3.3**

Learners will know how to manage the following common situations as well as other significant situations appropriate to their workplace:

- wounds and burns
- choking
- severe bleeding
- shock
- concussion
- unconscious casualties
- falls from height
- suspected broken limbs and dislocations
- heart attacks.

Learners will know how to recognise their own limitations and explain how to monitor the condition of the casualty and prevent an injury from worsening.

### **Learning outcome:**

#### **4. Understand principles of safe manual handling**

### **Topics**

4.1 Principles of safe manual handling

4.2 Safe manual handling of common items

In this outcome learners will need to investigate the principles of risk assessment relevant to manual handling in order to plan for and safely move a range of common items associated with their workplace. Learners should have access to a range of common mechanical aids and these should be used as appropriate.

#### **Topic 4.1**

Learners will understand how manual handling at work should be minimised and identify appropriate alternatives and mechanical aids. They will know the common causes of injuries associated with poor manual handling within the workplace.

#### **Topic 4.2**

Learners will understand how to safely move a range of common items within their workplace. They will know appropriate mechanical aids for a range of common manual handling activities within their workplace.

### **Learning outcome:**

#### **5. Understand the use of fire extinguishers**

### **Topics**

5.1 Use of fire extinguishers

#### **Topic 5.1**

Learners will know the types, use and colours of portable fire extinguishers, to include:

- water
- dry powder
- foam
- CO2.

Learners will know how to recognise their own limitations in managing fires in the workplace.

## Guidance for delivery

On completion of this unit, the learner will have developed an understanding of some of the key underlying principles and practices of health and safety to help prepare them to enter the workplace. It will be important that delivery relates to example situations that are vocationally relevant to the learners.

Visiting speakers eg paramedics, health and safety consultants or inspectors could enhance the relevance of the subject to learners.

## Suggested learning resources

### Books

Farmwise - Your Essential Guide to Health and Safety in Agriculture      Health and Safety Executive  
Published by: Health and Safety Executive Books, 2013  
ISBN: 0717665097

Health & Safety at Work Essentials      Chadder, P & Duncan, M  
Published by: Lawpack Publishing Ltd., 8<sup>th</sup> Edition, 2014  
ISBN: 1910143006

Health and Safety at Work: An Essential Guide for Managers      Stranks, J  
Published by: Kogan Page, 9<sup>th</sup> edition, 2010  
ISBN: 0749461195

### Websites

Health and Safety Executive (HSE)      [http:// www.hse.gov.uk](http://www.hse.gov.uk)

The Royal Society for the Prevention of Accidents (ROSPA)      <http://www.rospa.com/>

## Unit 302

## Undertake and review work related experience in the Land-based Industries

|        |            |
|--------|------------|
| UAN:   | F/507/4635 |
| Level: | 3          |
| GLH:   | 30         |

### What is this unit about?

The aim of this unit is to give learners the skills needed to identify, participate in and review work experience in the environmental and land-based sector. The unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

### Learning outcomes

In this unit, learners will be able to:

1. Determine employment opportunities in the environmental and land-based industries
2. Prepare for a work-based experience in the environmental and land-based industry
3. Understand the importance of effective interpersonal skills in the workplace
4. Review a work-based experience in the environmental and land-based sector

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Determine employment opportunities in the environmental and land-based industries

### Topics

#### 1.1 Career and progression opportunities within an environmental and land-based industry

In this outcome, learners will explore the different job roles and responsibilities, and the job titles commonly associated with them in their specialist sector. This background understanding is likely to require some formal classroom teaching. Learners should be encouraged to explore the range of employment opportunities and career paths within their specialist sector. Learners will then consider the skills and qualifications that are required for appropriate jobs for themselves and should be encouraged to think about skills and qualifications that they may need to acquire to achieve their employment and careers ambitions. This should help them to identify suitable work experience.

#### Topic 1.1

Learners will know the job roles relevant to the land based sector, to include:

- managerial
- supervisory
- team worker
- trainee
- volunteer
- common job titles within the relevant sector,
- main duties and responsibilities.

Learners will also know the skills, qualifications and experience needed to fulfil duties and responsibilities of appropriate jobs, to include:

- job specific
- vocational
- personal.

### Learning outcome:

#### 2. Prepare for a work-based experience in the environmental and land-based industry

### Topics

#### 2.1 Appropriate work-based experience and the application process

#### 2.2 Interview skills

This outcome involves learners going through the process of applying for work experience. They will need to locate suitable job adverts or work experience opportunities, but can be supported by centres suggesting suitable placements. When applying for work experience learners should produce, as a minimum, a detailed curriculum vitae and letter of application using a computer. It will be beneficial for learners to attend a real or simulated interview, and reflect on their performance outlining how they could improve their effectiveness.

#### Topic 2.1

Learners will find a suitable job opportunity based on existing skills, experience, qualifications, development of skills and experience to achieve future employment goals. They will use a range of sources of information about work opportunities eg trade magazines, websites Learners will , complete an application form (if applicable), curriculum vitae and letter of application.

### **Topic 2.2**

Learners will know how to prepare for an interview eg research the business and job role, suitable dress and personal presentation, information to find out and suitable questions to ask.

Learners will also know how to behave in an interview, eg:

- attend punctually
- dressed appropriately
- answering questions
- completion of other tests (eg practical, aptitude)
- reflection on interview performance.

### **Learning outcome:**

#### **3. Understand the importance of effective interpersonal skills in the workplace**

### **Topics**

#### 3.1 The importance of effective interpersonal skills in the workplace

It would be appropriate for employers to be invited to outline to learners their expectations in the workplace.

### **Topic 3.1**

Learners will understand the importance of effective interpersonal skills in the workplace when dealing with customers and colleagues, to include:

- effective communication (eg addressing others face to face, appropriate telephone manner, effective written communication, use of social media)
- courtesy and helpfulness
- appropriate dress and body language
- product knowledge
- use of technical terms.

### **Learning outcome:**

#### **4. Review a work- based experience in the environmental and land-based sector**

### **Topics**

4.1 Present evidence of activities and achievements during a work-based experience

4.2 Review a work-based experience, identifying strengths and areas for improvement

4.3 Evaluate future career aspirations

In this outcome, learners will use evidence from their work experience to present a report (eg written or visual), on their work experience business, job role, learning and achievements. They will then review the effectiveness of the workplace, making realistic and justified suggestions for improvement. Review of their own workplace performance and achievements should include all of the content identified, with reference to relevant evidence, eg reports, progress reviews, and the

extent to which their aims, objectives/targets have been achieved. Learners should consider further training and experience that will help them to achieve their career ambitions.

#### **Topic 4.1**

Learners will present evidence of activities and achievements during a work-based experience to include, as appropriate: name of work experience provider, nature of the organisation (type of business, products or services, customers), organisation structure chart, main duties and responsibilities, regular daily working routine, evidence of safe working practices (eg PPE, risk assessments).

#### **Topic 4.2**

Learners will review their work-based experience, identifying strengths and areas for improvement, to include:

- work rate
- work quality and effectiveness
- punctuality
- attendance
- reliability
- dress and personal presentation
- working relationships with others work experience aims
- objectives and targets.

#### **Topic 4.3**

Learners will evaluate career aspirations, to include:

- advantages and disadvantages of identified pathways
- suitability to personal interests
- skills and qualifications.

### **Guidance for delivery**

Learners on vocational courses should have experience of the type of work that they hope to do, and of the expectations of potential future employers.

Ideally this unit should be undertaken in a real business environment relevant to the subject interest of the learner, but actual work experience may be gained by a number of routes, eg as part of an industrial placement whilst within the programme, whilst working on a planned daily or weekly basis on the centre's commercial and/or educational facilities, whilst undertaking voluntary work within the industry, as previous relevant and current work experience in the industry or as a member of a group of learners invited to carry out practical work on a suitable business.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

Learners should complete a minimum of 150 hours of work experience to achieve this unit. If work experience is in the industry, centres should be mindful of their responsibilities for ensuring that work placements have appropriate supervision, insurance and health and safety policies in place.



It is recommended that a summary report is completed by the employer at the end of the work placement.

## Unit 350

## Undertake stable yard operations

|               |           |
|---------------|-----------|
| <b>UAN:</b>   | M/5076879 |
| <b>Level:</b> | 3         |
| <b>GLH:</b>   | 60        |

### What is this unit about?

This unit aims to provide learners with an understanding of the principles of stable yard operations and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The unit will enable the learner to plan, carry out and manage a range of activities on the yard. The learner will be able to produce daily work routines and manage the work of others on the yard. The learner will be able to undertake health care checks, including assessing the condition of horses feet and shoes, and produce preventative care treatment schedules. The learner will be able to apply skills to care for and manage stable and grass kept horses.

This unit is closely linked to Unit 351: Equine Health.

### Learning outcomes

In this unit, learners will be able to:

1. Plan, monitor and maintain daily routines and working environment
2. Undertake horse care tasks to maintain the health of horses
3. Determine requirements for stabled and grass kept horses
4. Understand how to work safely around horses

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working. Emphasis needs to be placed on the duty of care of learners to horses they are working with, and at no time should any of the activities have a negative impact upon horse welfare.

## Learning outcome:

### 1. Plan, monitor and maintain daily routines and working environment

## Topics

- 1.1 Plan daily stable routines
- 1.2 Carry out and monitor stable routines
- 1.3 Review stable routines

In this outcome, learners will be expected to gain experience of planning, carrying out and monitoring daily routine activity. They must be given the opportunity to maintain a stable and yard environment. Learners should take part in routine activity which includes maintenance of stables, tack room, feed room, stores, hay barn and muck heap. They should be encouraged to provide daily and weekly routine plans with an emphasis on safe working practice. The detail and the principles of routine care may need to be delivered formally, however the importance of learners gaining experience in a real working environment cannot be over emphasised. It is essential that learners take part in routine activity and are provided with opportunity to plan, carry out and monitor routines and maintain a stable yard. The importance of health and safety when handling horses, and working with others, is essential and should be emphasised. Correct work practice should be stressed in all elements of work.

### Topic 1.1

Learners will be able to plan daily routines, to include:

- schedule of activity
- morning stables
- health checks
- mucking out
- hay feed and water – recognise different feed types
- rugs
- turn out and bringing in
- tidying yard and surrounding areas
- grooming and daily checks
- paddock maintenance
- ridden work and exercise
- afternoon and evening stables
- checks of equipment and facilities
- tack cleaning.

### Topic 1.2

Learners will carry out and monitor stable routines, to include:

- routine yard activities
- daily and weekly records

- horse health and veterinary records
- farrier
- stock check: hay and bedding, feed, equipment
- risk assessments
- roles and responsibilities of stable yard staff
- horse workload.

### Topic 1.3

Learners will review their performance and activities carried out, against industry standards in order to suggest improvement. Through their review, a degree of evaluation will be required.

## Learning outcome:

### 2. Undertake horse care tasks to maintain the health of horses

#### Topics

- 2.1 Perform health checks on horses on a yard
- 2.2 Produce preventative care schedules for horses on a yard
- 2.3 Assess the conditions of horses' feet and shoes

In this outcome, learners will be expected to gain experience of health checks and preventative care. Learners should be provided with access to horses in order to examine them for the purpose of assessing aspects of horse health and condition. The importance of health and safety when handling horses, and working with others is essential. Correct work practice should be stressed in all elements of work.

#### Topic 2.1

Learners will perform health checks on horses within routine care, to include:

- temperature
- pulse and respiration
- skin
- eyes
- nose
- teeth
- gums
- coat
- check legs for heat and swelling
- warmth
- cuts and abrasions
- saddle sores
- appetite
- hydration
- feet
- normal and abnormal behaviour
- underweight
- overweight
- normal weight
- general psychological behaviour
- maintenance of records.

#### Topic 2.2

Learners will produce preventative care schedules for horses on a yard, to include:

- parasite control
- vaccinations
- foot care
- dental care
- choice of management system: stable kept / field kept / combined
- feeding and hydration, to include rules of feeding and hydration
- other routine checks: eg tack and equipment fit, therapy.

### Topic 2.3

Learners will assess the conditions of horses' feet and shoes, to include:

- signs of well cared feet
- signs of needing attention
- when to seek assistance from either the vet or the farrier eg cases of thrush, abscess.

## Learning outcome:

### 3. Determine requirements for stabled and grass kept horses

#### Topics

- 3.1 Requirements for stable kept horses
- 3.2 Requirements for grass kept horses
- 3.3 Evaluate management systems

In this outcome, learners should be given the opportunity to compare different stable designs with the emphasis on equine welfare. They will need to evaluate the risks and hazards to grass kept horses and evaluate the benefits for caring for horses that are stabled, grass kept or on a combination of the two.

#### Topic 3.1

Learners will carry out assessments of different stable designs to determine their impact on equine welfare, to include:

- American barn
- traditional yards
- converted buildings
- stalls
- indoor corrals
- placement of buildings
- surrounding areas
- types of materials used
- size and dimensions
- flooring
- ventilations
- type of roofs
- internal fixtures and fittings.

Learners will also take into consideration the effect that different stable designs may have on the psychological and physical stability of horses:

- health
- hygiene and the prevention of disease
- the effect of stable design on working practice
- behaviour.

### Topic 3.2

Learners will carry out basic assessments of different field specifications and turnout provisions to determine their impact on equine welfare, to include:

- surrounding areas
- fencing and boundaries, including litter
- drainage and ground conditions
- soil type (if applicable)
- shelter/shade
- water availability
- poisonous plants and weeds
- size/acreage in relation to number of horses
- quality and quantity of grazing and alternatives
- flies and other biting insects effects of the elements both sunshine and rain.

Learners will also take into consideration the effect that different field specifications and turnout provisions may have on the psychological and physical stability of horses:

- health and injury
- the effect of field specifications and turnout provisions on working practice
- companionship
- behaviour.

### Topic 3.3

Learners will understand the use of different management systems such as stabled, grass kept and those on combined systems.

## Learning outcome:

### 4. Understand how to work safely around horses

#### Topics

4.1 Safe working practices

4.2 Monitor and maintain health and safety records during routine activity

In this outcome learners will be expected to carry out stable yard work within accepted health and safety guidelines and practice. Learners should be provided with the opportunity to maintain health and safety records and monitor health and safety in the equine environment.

#### Topic 4.1

Learners will understand how to work safely in line with the following:

- Centre requirements
- The Health and Safety at Work Act 1974
- RIDDOR
- COSHH
- HSE guidelines

#### Topic 4.2

Learners will understand how to maintain and monitor health and safety records during routine activity, to include:

- the completion and use of risk assessments
- communication between workers on the stable yard

- reporting of concerns and incidences
- allocation of responsibility / requirement for supervision
- accident / incident records.

## Guidance for delivery

This unit is designed to provide the learner with the skills and knowledge to plan, monitor and maintain a stable yard. The learner will be able to monitor and maintain daily routines, undertake health checks and provide preventative care schedules. The learner will be able to compare different stable designs and their effect on equine welfare. They will be able to evaluate benefits for caring for horses that are stabled, grass kept and combined.

Learners working towards Level 3 are likely to have experience working on a stable yard and responsibility for their own safety. The unit aims to extend the learner's knowledge and practical awareness of working safely within a working stable yard environment and their responsibility to other workers and horses on a stable yard. Use should be made of routine activity and the reference to other units should be encouraged.

## Suggested learning resources

### **Books**

BHS Complete Manual of Stable Management  
Published by: Kenilworth Press, 2008  
ISBN-10: 1905693184  
ISBN-13: 978-1905693184

Auty, I & Batty-Smith J.

The Horsemasters Notebook  
Published by: Kenilworth Press, 1997  
ISBN-10: 1872082920  
ISBN-13: 978-1872082929

Rose, M

### **Journals and magazines**

- Horse and Hound



|               |            |
|---------------|------------|
| <b>UAN:</b>   | H/507/6880 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

The purpose of this unit is to provide learners with an understanding of the principles of equine health. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

The learner will be able to recognise the signs of good and ill health in equines and evaluate these as indicators of health. The learner will carry out health checks on equines and produce equine health plans. The structure and role of pathogenic organisms will be examined in addition to prevention and treatment of a range of diseases and disorders covered. The learner will be able to carry out routine and non-routine treatments for equines.

### **Learning outcomes**

In this unit, learners will be able to:

1. Understand indicators of horse health
2. Understand common equine disease and disorders, their treatment and prevention
3. Understand how to monitor and record the health and wellbeing of horses
4. Carry out and record basic treatments

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working. Emphasis needs to be placed on the duty of care of learners to horses they are working with, and at no time should any of the activities have a negative impact upon horse welfare.

### Learning outcome:

#### 1. Understand indicators of horse health

### Topics

#### 1.1 Signs of horse health

#### 1.2 Legislation that relates to horse health

Learners will be required to recognise signs of health in equines. It is accepted that this outcome will require some formal delivery but it should also be delivered in practical situations where learners are visually assessing equines for health and undertaking health checks. Learners should be encouraged to handle a range of horses including fit horses. There should be emphasis on safe working practices and dealing with equines in a way which reduces stress and minimises injury to the learner, equines and others.

#### Topic 1.1

Learners will understand horse health indicators to include the normal range of the following:

- Temperature: procedure for taking and recording, including the use of digital and mercury thermometers
- Pulse Rate: procedure for taking and recording
- Respiration rate: procedure for taking and recording
- Capillary refill time (CRT): procedure for taking and recording.

Learners will understand how to record routine health checks, to include:

- appetite and water intake
- behaviour
- movement and gait
- appearance of eyes, ears, nose, mouth / teeth, mucous membranes
- appearance of skin
- limbs/feet
- faeces and urine
- genitals and anal area
- Signs of coughing, sneezing or discharge.
- body condition
- weight.

Learners will know who to inform of any ill-health or problems have been recorded.

#### Topic 1.2

The following is a guided list of the legislation that applies in the Equine sector. For purposes of assessment, there is no requirement for detail. Learners should be able to summarise the aims and purpose of the legislation, linking to other learning outcomes within this unit.

The role of euthanasia should also be discussed when looking at Equine Welfare. Centres should be up to date with legislation, policies and codes of practice used in the taught content.

- Animal Welfare Act 2006 and Animal Health and Welfare act (Scotland) (2006)
- Welfare of Animals (Transport) Order 2006
- The Welfare of Animals at Market Order 1993
- The Veterinary Surgeons Act 1966
- The Welfare of Farmed Animals Regulations 2007
- The different Horse Passport Regulations across the UK
- The Welfare of Animals Regulations 1999 (slaughter or killing).

### **Learning outcome:**

## **2. Understand common equine disease and disorders, their treatment and prevention**

### **Topics**

2.1 The role of pathogenic organisms

2.2 Common diseases and disorders and their impact on health and welfare

2.3 Reasons and methods of preventative care and treatment measures used

2.4 Causes, signs and treatment of nutritional deficiencies, excesses and disorders

#### **Topic 2.1**

Learners will understand the role and relationship between the following pathogenic organisms:

- Bacteria
- Viruses
- Fungi
- Protozoa
- Parasites:
  - Endo and ecto parasites – to include fleas, worms, ticks, mites, lice
  - Lifecycles of the parasites
  - Symptoms, treatment and prophylaxis.

Learners will understand the difference between pathogens including common types, structure and replication.

Learners will understand how diseases spread and their clinical signs to include:

- direct
- indirect
- airborne
- vectors
- fomites
- inhalation
- ingestion
- environment.

#### **Topic 2.2:**

Learners will understand the cause, clinical signs, treatment, prevention and control of the following diseases and disorders:

- mud fever/rain scald
- Equine rhabdomyolysis
- sweetitch / skin complaints
- thrush
- strangles
- cracked heels.

Learners will know the following notifiable diseases and understand the procedures for dealing with notification:

- Equine Infectious Anaemia.
- EVA Equines Viral Arteritis
- CEM Contagious Equine Metritis
- Equine viral Encephalomyelitis
- Warble fly
- Rabies
- African Horse sickness.

Learners will know the following zoonotic diseases:

- Ringworm
- Salmonella
- Leptospirosis
- Lymes Disease
- Rabies
- Sarcoptic mange
- Toxoplasmosis.

### **Topic 2.3**

Learners will understand different types of preventative care. This will include the treatment and frequency of vaccination administration to avoid risk of contracting or spreading disease:

- Equine flu
- Tetanus
- Strangles
- Herpes (EHV).

Learners will understand passive, natural and acquired immunity.

### **Topic 2.4**

Learners will understand causes, signs and treatment of nutritional disorders relevant to horses to include:

- Anorexia
- Obesity
- Vitamins deficiencies and excess
- Minerals deficiencies and excess
- Protein deficiency
- Constipation
- Diabetes
- Laminitis
- Equine metabolic syndrome

- Colic
- Ulcers.

## Learning outcome:

### 3. Understand how to monitor and record the health and wellbeing of horses

#### Topics

3.1 How to monitor and record routine health and wellbeing

3.2 How to monitor and record sick nursing

Learners will develop plans to promote and maintain the wellbeing of horses. The emphasis should be on improving horse health and welfare underpinned by knowledge of disease prevention and control (bio security). Health plans should evolve over a period of time. Learners will identify the current situation, health and welfare targets within given time frames and allow for reassessments over time.

#### Topic 3.1

Learners will understand the importance of monitoring and recording horse health and welfare, using health records. The horse health plans should include:

- identification details
- date of observation
- time of observation
- weight
- previous history to include: current medication, vaccination, breeding, allergies
- medication administered if applicable
- behaviour/temperament
- general demeanour
- overall health status
- diet – appetite / thirst
- urination/defecation
- exercise.

#### Topic 3.2

Learners will understand how to monitor and record sick nursing, to include:

- veterinary records
- feeding and water intake records
- monitoring of clinical signs against expected recovery
- frequency of defecation and urination
- pain management
- adverse reactions.

## Learning outcome:

### 4. Carry out and record basic treatments

#### Topics

4.1 Routine treatments

4.2 Responsibilities and expectations in a first aid situation

Learners will deliver and record basic treatments to horses. Learners should be allowed the opportunity to cover different types of treatments. This should include routine, such as those for internal and external parasites and non-routine, such as dealing with accidents and injuries.

Learners will know the use of First Aid box items, to include:

- selection of bandages
- cotton wool
- gamgee
- sterile dressing materials
- adhesive tape
- rectal thermometer
- tweezers
- gloves
- scissors
- hand sanitizer
- eye wash, antiseptic solution
- poultice
- contact details for the local veterinary practice
- carrier bag.

#### **Topic 4.1**

Learners will understand:

- routes of medicine administration to include topical, enteral, and parenteral and restraint techniques
- frequency of drug administration depending upon the drug choice and route
- sourcing treatments: Vets, pharmacies, SQP, feed merchants
- assessing equine for adverse reactions and the action to take with a suspected reaction and who to notify.

Learners will demonstrate:

- bandaging techniques to include foot and lower leg
- cleaning of wounds
- consideration of working with an unpredictable equine and precautions to take
- the use of restraint techniques.

#### **Topic 4.2**

Learners will understand the limitations, responsibilities and expectations in a first aid situation, to include:

- aims and rules of first aid
- limitations of first aid
- classification of first aid situations – minor, immediate and life threatening conditions
- assessing the first aid situation
- examination of an injured horse.

Learners will suggest appropriate actions for the following first aid situations:

- shock
- Road Traffic Collision (RTC)
- cast horse
- fractures
- wounds and bleeding
- choking
- poisoning
- burns and scalds
- bites and stings

- foreign bodie.



## **Guidance for delivery**

This unit is designed to provide the learner with sound knowledge and skills required to promote and maintain health in equines.

Learners working towards level 3 are likely to have experience of equine health and welfare. This unit aims to extend the learners knowledge and skills to ensure the health and welfare of equine. Emphasis should be placed not only on 'doing', but also upon the importance of planning and strategies to promote health and welfare. It is important that the learner understands current legislation and Codes of Practice in relation to equine health and welfare.

It is accepted that formal lectures will be necessary at Level 3 but for this unit it is recommended they are linked directly with interactive lessons in a real environment.

|               |            |
|---------------|------------|
| <b>UAN:</b>   | K/507/6881 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

This unit aims to provide learners with an understanding of the principles of horse tack and equipment and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is to provide the learner with the skills to be able to carry out the fitting and evaluation of horse tack and equipment. The learner will be able to fit and evaluate the fit of saddles, bridles, rugs, bandages, boots and other equipment.

### **Learning outcomes**

In this unit, learners will be able to:

1. Fit and evaluate suitability of saddles and bridles
2. Fit and evaluate suitability of equipment
3. Fit and evaluate suitability of rugs
4. Fit and evaluate the suitability of boots and bandages

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working. Emphasis needs to be placed on the duty of care of learners to horses they are working with, and at no time should any of the activities have a negative impact upon horse welfare. Learners should also be encouraged to work towards Industry Standards.

## Learning outcome:

### 1. Fit and evaluate suitability of saddles and bridles

## Topics

### 1.1 Fitting of saddle and bridles

### 1.2 Evaluate suitability of fit

In this outcome, learners will be expected to gain experience handling tack, which should include a variety of snaffle and double bridles in addition to commonly used saddles to include dressage, show jumping and general purpose. Learners should gain practical experience handling horses when fitting and handling tack and assessing the appropriateness of the fit. Learners are expected to take part in the maintenance of tack, tack cleaning and safety checks. The opportunity to combine this element of the work within routine duties is high and should be encouraged. In addition, assessors working with learners undertaking riding units should be encouraged to make use of the opportunity provided by learners tacking up for riding lessons.

#### Topic 1.1

Learners will understand procedures for fitting tack and assessing tack not previously fitted to a horse, checking on previously fitted equipment, to include:

- Nosebands:
  - Drop
  - Cavesson
  - Flash
  - Grackle.

Learners will assess the suitability of bridles for horses, weight and type of leather, condition of tack. Learners will:

- recognise and fit double bridles to include: bridoon and curb bits, curb chain, lip strap
- recognise and fit commonly used types of snaffle bridles and bits.

Learners will fit and assess dressage, jumping and general purpose saddles with appropriate girth.

Learners will carry out routine maintenance of tack, to include:

- daily cleaning of saddles and bridles
- strip cleaning
- checking tack for safety to include stitching and leather folds
- cracks in leather
- maintenance of different materials leather and synthetics
- cleaning metals

- cleaning of excessively dirty tack
- storage of tack
- use of oils, saddle soaps and preservatives
- cleaning cloths, numnahs and fabrics.

### Topic 1.2

Learners must evaluate the suitability of how they have fitted both saddle and bridle. Learners must also understand implications of ill-fitting tack.

## Learning outcome:

### 2. Fit and evaluate suitability of equipment

#### Topics

2.1 Fit equipment

2.2 Evaluate suitability of fit

In this outcome, learners will be expected to gain experience of handling equipment, which should include a wide variety of breastplates, martingales and ridden training aids. It is expected that some of the outcome will be delivered formally, specifically identification of a horse's needs and the reasons for fitting schooling equipment and training aids. However, the importance of practical delivery is important to the success of the outcome. Learners should gain practical experience handling horses when putting on equipment and the assessment of its fit. Assessors working with learners undertaking riding and exercising units should be encouraged to make use of the opportunity provided by learners tacking up for riding.

#### Topic 2.1

Learners will recognise and fit equipment for purpose which includes general flat work, and jumping cross country riding.

Equipment should include:

- different types of breastplates and martingales: running, standing
- combined breastplates and martingales
- overgirths
- training aids specific for ridden work eg Running Reins, Draw Reins, de Gogue, Market Harborough.

#### Topic 2.2

Learners must evaluate the suitability of how they have fitted the equipment. Learners must also understand implications of ill-fitting equipment.

## Learning outcome:

### 3. Fit and evaluate suitability of rugs

#### Topics

3.1 Fit indoor, outdoor and exercise rugs

3.2 Evaluate suitability of fit

In this outcome, learners will be expected to gain experience handling and fitting a variety of rugs. It is expected that some of the outcome will be delivered formally, specifically identification of a

horses needs and the fitting of different types of rugs and exercise sheets. However, practical delivery is important to the success of the outcome. Learners should gain practical experience handling horses when fitting, adjusting and evaluating the appropriateness of fit. It is expected that learners will have the opportunity to put on and remove rugs and maintain appropriate tidiness at all times. The opportunity to combine this element of the work within routine duties is high and should be encouraged. In addition, assessors working with learners undertaking riding units should be encouraged to make use of the opportunity provided by learners tacking up for riding lessons when rugs may be removed and replaced or when offering sufficient protection to the horse during exercise.

### **Topic 3.1**

Learners will understand the procedure for putting on and removing rugs, sequence of straps and folding rugs, safety.

Learners will recognise and fit commonly used indoor, outdoor and exercise rugs which should include:

- stable rugs
- New Zealand/turn-out rugs
- rain sheets
- coolers
- fly rugs (including masks)
- hoods and vests.

Learners will know fastenings of various types for both the front of rugs and their security including: cross over straps, leg straps and fillet string.

### **Topic 3.2**

Learners must evaluate the suitability of how they have fitted indoor, outdoor and exercise rugs. Learners must also understand implications of ill-fitting rugs.

Learners will take the following into consideration:

- weather conditions
- temperature
- indoor or outside
- condition of the horse
- facilities available for use
- field shelters
- natural shelter and type of stabling
- needs of the individual horse with regard to health, safety and comfort, travelling.

## **Learning outcome:**

### **4. Fit and evaluate the suitability of boots and bandages**

#### **Topics**

4.1 Fitting bandages

4.2 Fitting protective boots

4.3 Evaluate suitability of fit

In this outcome, learners will be expected to gain experience handling protective equipment, which should include a variety of boots and bandages. It is expected that some of the outcome will be delivered formally, specifically identification of a horse's needs and the fitting of different equipment. However, practical delivery is important to the success of the outcome. Learners should gain practical experience handling horses when fitting and handling equipment and assessing the appropriateness of the fit. It is important that learners are alerted to the potential dangers of poorly fitting boots and bandages. The opportunity to combine this element of the work within routine duties is high and should be encouraged. In addition, assessors working with learners undertaking riding units, should be encouraged to make use of the opportunity provided by learners tacking up for riding lessons when putting on boots and bandages.

#### **Topic 4.1**

Learners will fit bandages, with or without padding, for different occasions, to include:

- stable
- exercise.

#### **Topic 4.2**

Learners will fit different types of boots, to include:

- brushing
- over reach
- tendon
- knee.

#### **Topic 4.3**

Learners must evaluate the suitability of how they have fitted bandages and protective boots, including suitability of different materials eg leather, synthetic. Learners must also understand implications of ill-fitting boots and bandages.

### **Guidance for delivery**

This unit is designed to provide the learner with the skills and knowledge to identify, select and fit a variety of commonly used tack and equipment which includes tack, rugs and leg protection. The learner will be able to compare different items of equipment and their suitability for use matched to the horse's needs. Throughout the unit the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviour within the context in which they are working.

Learners working towards Level 3 are likely to have experience putting on various items of tack and equipment. The unit aims to extend the learner's knowledge and practical awareness of the use and fit of a wide variety of tack in common use including aids and equipment used for protection. Use should be made of routine activity or the reference to other units should be encouraged. The emphasis on which tack can be used for exercise and competition use, factors of safety for handlers and horses should be stressed throughout to provide learners with a comprehensive knowledge of equipment use and fitting.

### **Suggested learning resources**

#### **Books**

BHS Complete Manual of Stable Management  
Published by: Kenilworth Press, 2008  
ISBN-10: 1905693184  
ISBN-13: 978-1905693184

Auty, I & Batty-Smith J.

***Journals and magazines***

- Horse and Hound

|               |            |
|---------------|------------|
| <b>UAN:</b>   | M/507/6882 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

The purpose of this unit is to develop learners understanding of the structure and function of the horses' biological systems. The aim is that by the end of this unit, all learners should be able to apply an understanding of adaptations to the structure and function of the biological systems of the horse. Learners should be able to explain how and why specific traits arose. The species covered will be equine, but reference to other living organisms could be made where appropriate.

This unit is designed to provide the learner with knowledge of the anatomical and physiological systems of horses. It will equip the learner with sound knowledge of the basis of how the horses body functions under normal conditions.

### **Learning outcomes**

In this unit, learners will be able to:

1. Understand the structure and function of the major biological systems
2. Understand control mechanisms of the body
3. Understand the neural control mechanisms
4. Understand how animal's senses have adapted to their environment



## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand the structure and function of the major biological systems

### Topics

- 1.1 Circulatory system
- 1.2 Respiratory system
- 1.3 Reproductive system
- 1.4 Excretory system
- 1.5 Musculoskeletal system
- 1.6 Digestive system

In this outcome, learners will develop an understanding of the major body systems and reproductive processes in horses. The structures of the body systems can be observed through photographs, preserved specimens, or practical dissections. The use of case studies, comparing healthy organs with diseased or injured counterparts may help learners understand and relate the organs and systems of the functioning horse body. Learners will need to recognise the link between the structure and function of the body systems. Learners will appreciate that the horse's body has evolved from selective pressures in the natural environment.

#### Topic 1.1

Learners will understand the components that make up the circulatory system, to include:

- blood (blood cell formation and composition) – plasma, erythrocytes, leukocytes and platelets
- components and function of the double circulation system:
  - Heart (four chambers, aorta, vena cava, pulmonary vein, pulmonary artery, bicuspid and tricuspid valves, chordae tendinae, sino-atrial node, atrioventricular node, bundle of His and Purkynje fibres)
  - The role of each of the structures in the heart beat
  - relative structure and function of blood vessels (capillaries, veins and arteries)

#### Topic 1.2

Learners will understand the structure and function of the respiratory system:

- Structure:
  - nasal chambers
  - larynx
  - trachea
  - bronchi
  - bronchioles
  - lungs
  - alveoli
  - diaphragm
- Function: gas exchange in the alveoli and ventilation of the lungs.

#### Topic 1.3

Learners will understand the location, structure and function of the reproductive system:

- Male: Penis, prepuce, urethra, bulbus glandus, epididymis, vas deferens, testis (testosterone, oestrogen) and prostate gland
- Female: Vulva, vagina, cervix, uterus, oviduct and ovaries

Learners will understand the stages of:

- the oestrus cycle including hormonal control ie oestrogen, progesterone, LH and FSH; and human influence on breeding eg hormonal injections in broodmares.
- sexual reproduction: copulation, fertilization, implantation, gestation and parturition ie prolactin and oxytocin.

#### **Topic 1.4**

Learners will understand the structures and functions which make up the excretory system, to include:

- kidneys: nephrons, ultrafiltration and reabsorption
- ureters
- bladder: voluntary and involuntary control
- urethra.

#### **Topic 1.5**

Learners will understand the structure and function of the musculoskeletal system, to include:

- types of muscles:
  - smooth
  - skeletal
  - cardiac
- types of bones:
  - long
  - short
  - flat
  - irregular
  - sesamoid
  - appendicular
  - axial
- types of joints:
  - fibrous
  - cartilaginous
  - synovial
- ligaments and tendons: collagen and elastin.

#### **Topic 1.6:**

Learners will understand the structure of the digestive system, to include:

- location
- dimension
- capacity.

## Learning outcome:

### 2. Understand control mechanisms of the body

#### Topics

2.1 Structure and function of hormonal mechanisms in the endocrine system

2.2 Structure and function of the lymphatic system

2.3 Structure and function of the thermoregulatory system

In this outcome, learners will understand the action and effects of control mechanisms in maintaining equilibrium within the body. This will include understanding of the function of hormones within the endocrine system, as well as the immune system and neural control of homeostasis.

#### Topic 2.1

Learners will understand the structure and function of hormonal mechanisms in the endocrine system, to include:

- homeostasis in relation to sugar and water levels in the blood
- requirement of receptors on cell surface
- circulating hormones eg insulin, versus locally acting hormones eg histamine.

Learners will know the location of the major endocrine glands and understand their function, to include:

- hypothalamus
- pituitary gland
- pancreas
- adrenal
- thyroid and para-thyroid
- ovaries
- testes.

#### Topic 2.2

Learners will understand the structure and function of the lymphatic system, to include:

- Structure of glands and vessels
- Functions:
  - drain excess fluid
  - aid in fat digestion
  - transport of materials
  - immune system ie thymus, T-lymphocytes and B-lymphocytes.

#### Topic 2.3

Learners will understand thermoregulatory systems ie homeostasis in relation to temperature control.

## Learning outcome:

### 3. Understand the neural control mechanisms

#### Topics

3.1 Gross anatomy of the brain

3.2 Neural control mechanisms

In this outcome, learners will understand the gross anatomy of the brain and the main components that make up the nervous system. Models or online dissections could be used to illustrate the structures within the brain, with links made as to functions.

#### Topic 3.1

Learners will understand the functions of the brain, to include:

- Forebrain:
  - thalamus
  - hypothalamus
  - cerebral cortex
  - limbic system
- Midbrain:
  - reticular formation
  - neuron receptors
- Hindbrain:
  - medulla
  - cerebellum
  - pons.

#### Topic 3.2

Learners will understand the main components which make up the central, peripheral and autonomic nervous systems:

- Central Nervous System: brain and spinal cord
- Peripheral Nervous System: afferent and efferent
- Autonomic Nervous system: sympathetic and parasympathetic actions.

## **Learning outcome:**

### **4. Understand how animal's senses have adapted to their environment**

#### **Topics**

4.1 How animal's senses are adapted to their environment

4.2 Specialised senses

In this outcome, learners will examine the interaction of the horse with its environment. Learners will compare a horse and other animal specie.

#### **Topic 4.1**

Learners will understand the structure and function of the main senses, linking them to their stimuli, to include:

- eyes: cornea, pupil, iris, ciliary body, lens, sclera, retina (rod and cone cells), choroid, fovea, optic disc, optic nerve, medial and lateral rectus muscles
- ears: pinna, auditory meatus, tympanic membrane, malleus, incus, stapes, oval window, round window, cochlea, organ of Corti, cochlear nerve and semi-circular canals
- nose: nasal chambers, turbinates, olfactory nerve and olfactory bulb
- mouth: taste buds, soft palate and hard palate
- touch: skin receptors.

#### **Topic 4.2**

When comparing specialised senses, learners will be expected to compare a horse with another chosen specie.

Learners will understand a range of specialised senses and appreciate why they have evolved, to include:

- tactile organs
- taste and smell.

## Guidance for delivery

Tutors have many opportunities to deliver the unit using a wide range of learning approaches including lectures, discussions, seminar presentations, supervised dissections and live animal handling. Where dissections are used this should be in line with the centres' ethical policies. Tutors should consider integrating the delivery and private study of this unit with other relevant units. It is particularly recommended that the unit covering Cellular Biology should be included for any learner looking to progress in a science based career or further training.

It is expected that learners will be familiar with safe working practices around potentially hazardous equipment, materials and animals. The learner should be taught how to recognise hazards and risks and should also be able to use information to manage potential risks to themselves and others as appropriate.

The structure and function of the mammalian eyes would be enhanced by dissections if facilities allow and simple experiments (eg the blind spot, pupil shape in different animal species).

## Suggested learning resources

### Books

|  |                               |
|--|-------------------------------|
| Biology<br>Published by: Collins Educational, 2002                             | Boyle, M & Senior, K          |
| Practical Skills in Biology<br>Published by: Pearson Education, 2003           | Jones, A; Reed, B & Weyers, J |
| Advanced Biology<br>Published by: Oxford University Press, 2000                | Kent, M                       |
| Understanding Biology for Advanced Level<br>Published by: Nelson Thornes, 1992 | Toole, G & Toole, S           |
| Advanced Biology for You<br>Published by: Nelson Thornes, 2000                 | Williams, G                   |
| Introduction to Animal Science<br>Published by: J Wiley & Sons Inc., 2000      | Pond, K & Pond, W             |

### Websites

|  |   |
|--|---|
| Health and Safety Executive                                    | <a href="http://www.hse.org.uk">www.hse.org.uk</a>  |
| Department for Environment, Food and Rural Affairs             | <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>  |
| Welsh Assembly Government                                      | <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>  |
| Scottish Executive Environment and Rural Affairs Department    | <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>  |
| Department of Agriculture and Rural Affairs (Northern Ireland) | <a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>  |
| Cells Alive  | <a href="http://www.cellsalive.com">http://www.cellsalive.com</a>   |
| Sixth Sense  | <a href="http://sixthsense.osfc.ac.uk/biology/study_guide.asp">http://sixthsense.osfc.ac.uk/biology/study_guide.asp</a> |

The University of British Columbia

[http://www.zoology.ubc.ca/~bio310/121T\\_files/06S\\_celldivision.htm](http://www.zoology.ubc.ca/~bio310/121T_files/06S_celldivision.htm)

Gondar Design Biology

<http://www.purchon.com/biology/animal.htm>

## Unit 354

## Prepare horses for presentation

|               |            |
|---------------|------------|
| <b>UAN:</b>   | T/507/6883 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### What is this unit about?

The purpose of this unit is to provide learners with an understanding of the principles of horse presentation and how these can be applied in practice.

The aim of this unit is to provide the learner with the skills to be able to carry out the preparation of horses for public presentation. The unit will prepare the learner to go on and continue to practice and improve these skills if they progress into work or a work-related situation. The unit covers preparing horses for public presentation.

### Learning outcomes

In this unit, learners will be able to:

1. Wash and groom horses
2. Pull and plait manes and tails
3. Clip and trim horses
4. Present a horse for public presentation



## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working. Emphasis needs to be placed on the duty of care of learners to horses they are working with, and at no time should any of the activities have a negative impact upon horse welfare. Learners should also be encouraged to work towards Industry Standards.

### Learning outcome:

#### 1. Wash and groom horses

### Topics

1.1 Grooming horses

1.2 Washing horses

#### Topic 1.1

Learners will groom horses eg full groom, brushing-off and quartering, taking into account the following:

- time of year
- system of management
- needs of the individual horse
- use of equipment.

#### Topic 1.2

Learners will wash horses eg full bath, washing off stable stains, and after exercise taking into account the following:

- time of year
- system of management
- needs of the individual horse
- use of equipment.

Learners will understand why they have groomed and washed horses in a particular way.

### Learning outcome:

#### 2. Pull and plait manes and tails

### Topics

2.1 Pulling manes and tails

2.2 Plaiting manes and tails

#### Topic 2.1

Learners will pull manes and understand how to pull tails using alternative methods for difficult horses eg solo combs. Learners must take into account the needs of the individual horse.

#### Topic 2.2

Learners will plait manes and tails using bands or needle and thread, taking into account the use of the individual horse. Learners will understand why they have pulled and plaited manes and tails in a particular way.

**Learning outcome:**

**3. Clip and trim horses**

**Topics**

3.1 Clipping horses

3.2 Trimming horses

**Topic 3.1**

Learners will prepare the area before clipping and use equipment whilst adhering to safety regulations.

**Topic 3.2**

Learners will understand where and when to trim, and demonstrate how to trim:

- heels
- feathers
- ears
- tail
- whiskers
- jaw line
- bridle gap (according to centre protocol)

Learners will understand why they have clipped and trimmed horses in a particular way.

**Learning outcome:**

**4. Present a horse for public presentation**

**Topics**

4.1 Apply appearance enhancing techniques

4.2 Present horse and evaluate standard of presentation

4.3 Horse appearance

**Topic 4.1**

Learners will prepare the horse ready for inspection using enhancing techniques eg quarter marks, hoof oil, chalk.

**Topic 4.2**

When presenting a horse, learners must take the following into consideration:

- correct procedure for sanding and leading in hand
- correct turning
- correct positioning of leader
- safe practice
- use of equipment.

**Topic 4.3**

Learners will comment on horses:

- type
- height
- breed
- colour/markings
- basic static conformation.

## Guidance for delivery

Learners will be required to prepare a horse for presentation and inspection. It is anticipated that delivery will be in practical situations. Learners should be encouraged to work with a range of horses, with the emphasis on safe working and dealing with animals in a way which reduces stress and minimises the risk of injury to the learner, horses and others.

When delivering understanding, it is expected that there will be some formal delivery but this should be supported with practical demonstration to include washing and grooming, pulling and plating and the preparation for clipping. The awareness of health and safety and correct industry practice is paramount for this outcome as is a strong regard for the welfare of horses.

Learners working towards level 3 are likely to have experience of horse presentation. This unit aims to extend and build upon the learner's skills in horse presentation. Emphasis should also be placed on care and welfare of horses.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant experience to the learner. Visits to competitions and/or relevant events would add depth to the learner experience.

## Suggested learning resources

### Books

Showing  
Published by: Kenilworth Press, 2006  
ISBN-10: 1872119794  
ISBN-13: 978-1872119793  
Holderness-Roddam, J

The Essential Guide to Professional Horse Care  
Published by: Pocklington A., 2004  
ISBN: 0851318681  
Allen, J A & Co.

### Websites

National Equine Welfare Council  
www.newc.co.uk

|        |            |
|--------|------------|
| UAN:   | A/507/6884 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

The purpose of this unit is for learners to develop their knowledge and understanding of Equine nutritional needs. The learner will be able to describe the function, digestion and absorption of the major nutrients. Learners will explore the nutritional values of different food types and be able to calculate the dietary requirements for horses at different life stages. This will be used to design, monitor, record and evaluate feeding regimes. Learners will also investigate nutritionally responsive disorders, the effect these have on animals and the impact on their dietary requirements.

The unit will be focused on building learner knowledge of the basics of nutrition and working towards an understanding of the functions, digestion and absorption of the major nutrients. Learners will explore the nutritional values of different food types and discuss the suitability of these foods for a range of horses. Once learners have an understanding of the need for a balanced diet, the learner will calculate the energy content of different foods and the energy requirements for animals at different life stages. A further consideration when calculating energy requirements will be the impact of nutritionally responsive disorders on both the horse's health and adjustments to dietary requirements.

### Learning outcomes

In this unit, learners will be able to:

1. Understand the basics of equine nutrition
2. Understand the nutritional values and properties of different food types
3. Understand the feeding requirements of the horse at different life stages
4. Plan, monitor, record and evaluate diets and feeding regimes for horses

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

The unit should cover a range of horses:

- Young
- Adult
- Veteran
- Breeding/pregnancy/ lactation
- Working
- Obesity
- Specialist veterinary diets
- Recuperation

Throughout the unit, the emphasis should be on safe working. It is expected that the learners are guided towards safe working practices and maintaining the welfare of the horses by recognising and minimising stress.

## Learning outcome:

### 1. Understand the basics of equine nutrition

## Topics

1.1 Contribution of the major nutrients of the diet to maintain health and wellbeing

1.2 Functions of the major nutrients

1.3 Digestion and absorption of the major nutrients within the horse's body

In this outcome, learners will investigate the functions of the major nutrients in the diet and how they are used in the horse.

### Topic 1.1

Learners will understand the structure of major nutrients, to include:

- Carbohydrates:
  - Monosaccharide
  - Disaccharides
  - polysaccharides
- Proteins:
  - amino acids
  - peptides
  - polypeptides
- fats/lipids
- vitamins
- minerals
- water.

### Topic 1.2

Learners will understand the function of the major nutrients required for a balanced diet, to include:

- Carbohydrates: energy
- Proteins: growth and repair

- Fats/lipids: storage and insulation
- Vitamins: body processes ie chemical and metabolic reactions
- Minerals: body processes ie chemical and metabolic reactions
- Water: cell function, chemical and metabolic reactions, transport of nutrients, body temperature regulation, elimination of waste.

### Topic 1.3

Learners will understand the process of digestion and absorption in the horse, to include:

- mechanical
- enzymatic
- chemical
- microbial ie hind gut fermentation.

## Learning outcome:

### 2. Understand nutritional values and properties of different food types

#### Topics

2.1 Suitability of different types of feedstuff based on nutritional content

2.2 Feeding plans

Learners will understand different feeds with regard to the nutrient content, digestibility and palatability.

#### Topic 2.1

Learners will understand the nutritional value and properties of different foods, relating these to the nutritional needs and selection of an appropriate diet for given horses with differing nutritional requirements.

Learners will understand the nutritional content of different types of food, to include:

- roughage: hay and haylage
- concentrates: Mixes, straights, balancers
- specialist feeds: supplements.

Nutritional content taking into account:

- energy, protein, fat, vitamin and mineral content
- digestibility
- palatability.

#### Topic 2.2

Learners will explore the influence of nutritional needs on a feeding plan and the effects of feeding an alternative to the planned diet. Learners will understand how to develop a feeding plan to include,

- type of feed
- amount of feed/ration
- nutrients
- method of feeding
- cost.





## Learning outcome:

### 3. Understand the feeding requirements of the horse at different life stages

#### Topics

3.1 Calculate rations for horse diets

3.2 Dietary requirements for different life stages and conditions

#### Topic 3.1

Using a feeding plan, learners will calculate the requirements for a given horse and choose a diet to meet that requirement.

#### Topic 3.2

Learners will calculate the energy requirement of horses at different life stages and conditions, choose an appropriate diet to meet that requirement and compare the requirements of different life stages.

Life stages and conditions, to include:

- young
- maintenance
- veteran
- breeding/pregnancy/ lactation
- working
- obesity
- specialist veterinary diets
- recuperation.

Learners will understand the nutritional values of feed given to horses at a variety of life stages and conditions.

## Learning outcome:

### 4. Plan, monitor, record and evaluate diets and feeding regimes for horses

#### Topics

4.1 Monitor, record and evaluate the effectiveness of a given feeding plan

4.2 Design a feeding plan

#### Topic 4.1

Learners will evaluate a given feeding plan over a period of 4 weeks. Learners will accurately record the results of observations and evaluate effectiveness of the results, to include:

- overall health of the given horse: has the feeding plan provided a balanced diet, has the diet had a positive/negative effect?
- quantities of food and water consumption: exactly how much is the horse consuming, is it enough to provide a balanced diet?
- Condition: is the horse gaining or losing weight, is its coat in good condition?
- calculate costs of feeding: how much does it cost to feed the horse?

Record to include:

- consumption of food and water: amount and time taken to consume

- health status
- behaviour
- frequency and turbidity of urination
- frequency and consistency of defecation.

#### **Topic 4.2**

Learners will design a feeding plan for a given horse, taking into account, life stage, condition and work, to include:

- fresh water and methods of watering
- food chosen
- appropriate quantities of food
- frequencies and timing of feeding
- feeding methods
- alternatives to the plan dependant on food availability.

### **Guidance for delivery**

A wide range of delivery techniques should be possible for this unit. Lectures, discussions, seminar presentations, internet and/or library-based research and practical and interactive lessons can all be employed.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Learners must be given the opportunity to investigate a range of horses in different situations which reflect current industry practice.

### **Suggested learning resources**

#### **Books**

Equine Nutrition and feeding  
Published by: Wiley Blackwell, 4<sup>th</sup> edition, 2010  
ISBN-10: 1405195460  
ISBN-13: 978-1405195461  
Frape, D

Horse Nutrition and feeding  
Published by: 2nd Ed. Wiley Blackwell, 2<sup>nd</sup> edition, 1999  
ISBN-10: 0632050160  
ISBN-13: 978-0632050161  
Pillner, S

The Horse Nutrition Bible: The Comprehensive Guide to the Correct Feeding of your Horse  
Published by: David & Charles PLC, 2005  
ISBN-10: 0715322095  
ISBN-13: 978-0715322093  
Bishop, R

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|--------|------------|
| UAN:   | F/507/6885 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

This unit aims to provide learners with an understanding of the principles of horse behaviour and welfare. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is to develop the learners' knowledge and understanding of the horse's natural instincts and behaviour and the effects of domestication. The learner will also observe horse behaviour, record the results and analyse the findings. The learner will know how to promote the welfare of horses.

### Learning outcomes

In this unit, learners will be able to:

1. Understand the effect of evolution on horse behaviour
2. Understand horse behaviour
3. Determine the effects of domestication on behaviour of the horse
4. Understand how to promote the welfare of horses

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the delivery of this unit, learners are encouraged to carry out practical observations of horses in different environments.

## Learning outcome:

### 1. Understand the effect of evolution on horse behaviour

#### Topics

##### 1.1 Effects of evolution on horse behaviour

In this outcome, learners will consider the anatomical, physiological and behavioural changes that have occurred during the evolution of the horse.

#### Topic 1.1

Learners will understand adaptations as a result of evolution and their effect on behaviour.

Anatomical adaptations, to include:

- the increase in size and weight and changes to skull, eyes, ears, neck
- the reduction of toes to a single hoof, loss of pads, fusion of bones, lengthening of limbs and development of gaits.

Physiological adaptations, to include changes in:

- diet
- dentition and digestive tract
- development of the brain.

Behavioural adaptations, to include:

- survival
- instincts.

## Learning outcome:

### 2. Understand horse behaviour

#### Topics

##### 2.1 Natural environment

##### 2.2 Domestic environment

In this outcome, learners will compare the behaviour of a horse in both natural and domestic environments.

#### Topic 2.1

Learners will understand horses' natural lifestyle and instinctive behaviour, to include:

- herd environment
- social behaviour and hierarchy

- body language and communication
- flight or fight
- reproductive behaviour
- roaming
- trickle feeding.

### Topic 2.2

Learners will understand how intensive management practices affect equine behaviour, to include:

- loose boxes
- American barns
- stalls
- management practices to include stabling routines
- feeding and care
- exercise and turn out.

## Learning outcome:

### 3. Determine the effects of domestication on behaviour of the horse

#### Topics

3.1 Common effects of domestication on undesirable behaviours

3.2 Stereotypic behaviours and their causes

3.3 Management of stereotypic and undesirable behaviours

In this outcome, learners will examine traditional management practices and their effects on the behaviour of the horse. The causes of undesirable and stereotypic behaviours will be discussed and related to the way in which domesticated horses are commonly housed and managed.

#### Topic 3.1

Learners will analyse common effects on a horses' behaviour and temperament when being handled or ridden. Effects could include:

- biting, barging and nervousness when handled
- napping
- bucking
- easily spooked and excitable when ridden
- restriction of natural behaviours.

#### Topic 3.2

Learners will recognise types of stereotypical behaviour and determine their causes:

- Types, eg:
  - box walking
  - wind sucking
  - crib biting and weaving
- Causes, eg:
  - Stress
  - Restriction
  - Frustration
  - lack of stimuli

#### Topic 3.3

Learners will understand different management techniques and the ethics of their use, to minimise the occurrence of behaviours identified in Topic 3.1 and 3.2. Management techniques to include:

- increased turnout where possible
- ad lib forage
- increased opportunity for horse to socialise
- feed horse according to the work it is doing
- environmental enrichment
- group housing
- mirrors
- restrictive techniques eg:
  - cribbing collars
  - anti-weave grid.

### **Learning outcome:**

#### **4. Understand how to promote the welfare of horses**

### **Topics**

4.1 Issues surrounding equine welfare

4.2 Equine welfare organisations

In this outcome, learners will investigate issues relating to equine welfare. Learners should be encouraged to consider the welfare issues of horses in a wide range of contexts. This should lead into an investigation of the roles of equine welfare organisations.

#### **Topic 4.1**

Learners will understand issues surrounding equine welfare in relation to the five needs of animal welfare. Areas to assess against the five needs to include:

- feeding and watering
- healthcare
- environment
- exercise
- workload
- psychological
- neglect
- abandonment and cruelty
- specific discipline/use issues.

#### **Topic 4.2**

For purposes of assessment, there is no requirement for detail, but learners must have an awareness of the importance of rescuing, rehabilitating, rehoming, educating, campaigning and research, through each of the following equine welfare organisations.

- National Equine Welfare Council (NEWC)
- British Horse Society (BHS)
- Blue Cross
- World Horse Welfare (WHW)
- Royal Society for the Prevention of Cruelty to Animals (RSPCA).

## Guidance for delivery

This unit is designed to develop the learners understanding of the natural instincts and behaviours of the horse. Learners will then apply this to horses kept in a domesticated environment and investigate the effects of intensive management practices on behaviour. Observations of both stabled and grass kept horses will provide the learner with opportunities to identify normal, abnormal and stereotypical behaviours. Issues surrounding equine welfare will be investigated and the importance of welfare organisations considered. Learners must give due consideration to the health and safety issues involved when dealing with behavioural issues.

## Suggested learning resources

### Books

- |  |                          |
|--|--------------------------|
| The Nature of Horses: Their Evolution, Intelligence and Behaviour<br>Published by: W&N, 2009<br>ISBN-10: 1407228129<br>ISBN-13: 978-1407228129                             | Budiansky, S             |
| The Behaviour of the Horse<br>Published by: CABI Publishing, 1992<br>ISBN-10: 0851987850<br>ISBN-13: 978-0851987859  | Fraser, A. F             |
| The Behaviour of Horses in Relation to Management and Training<br>Published by: Allen, J.A, 1999<br>ISBN-10: 0851316883<br>ISBN-13: 978-0851316888                         | Kiley-Worthington, M.,   |
| The Domestic Horse: The O, Development and Management of its Behaviour<br>Published by: Cambridge University Press, 2005<br>ISBN-10: 0521891132<br>ISBN-13: 978-0521891134 | Mills, D & McDonnell, S  |
| Equine Behaviour: Principles and Practice<br>Published by: WileyBlackwell, 1998<br>ISBN-10: 0632048786<br>ISBN-13: 978-0632048786  | Mills, D. & Nankervis, K |

### Websites

- |  |  |
|--|--|
| National Equine Welfare Council                        | <a href="http://www.newc.co.uk">www.newc.co.uk</a>             |
| Blue Cross UK  | <a href="http://www.bluecross.org.uk">www.bluecross.org.uk</a> |
| British Horse Society                                  | <a href="http://www.bhs.org.uk">www.bhs.org.uk</a>             |
| Horse and Pony Protection Association                  | <a href="http://www.happa.org.uk">www.happa.org.uk</a>         |
| Redwings Horse Sanctuary                               | <a href="http://www.redwings.co.uk">www.redwings.co.uk</a>     |
| Royal Society for the Prevention of Cruelty to Animals | <a href="http://www.rspca.org.uk">www.rspca.org.uk</a>         |
| Wood Green Animal Centres                              | <a href="http://www.woodgreen.org.uk">www.woodgreen.org.uk</a> |

World Horse Welfare  
The Horse Trust Charity

[www.worldhorsewelfare.org](http://www.worldhorsewelfare.org)  
[www.horsetrust.org.uk](http://www.horsetrust.org.uk)



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|---------------|------------|
| <b>UAN:</b>   | J/507/6886 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

The purpose of this unit is for learners to have an understanding of the principles of working horses from the ground and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is to develop the learners' practical skills in traditional methods of schooling from the ground, whilst developing an understanding of contemporary approaches to training from the ground. This unit is largely practically based and the learner will work horses on the lunge as well as understand how to use alternative methods to exercise.

### **Learning outcomes**

In this unit, learners will be able to:

1. Exercise horses on the lunge
2. Understand other methods used to exercise and train horses from the ground
3. Understand contemporary methods of training horses from the ground
4. Assess and improve horses being worked from the ground.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working. Emphasis needs to be placed on the duty of care of learners to horses they are working with, and at no time should any of the activities have a negative impact upon horse welfare. Learners should also be encouraged to work towards Industry Standards.

### Learning outcome:

#### 1. Exercise horses on the lunge

### Topics

1.1 Benefits of training horses on the lunge

1.2 Select and fit tack and equipment for exercising horses on the lunge

1.3 Lungeing to exercise horses

The learner should select, fit and use appropriate tack and equipment for lungeing and should carry out traditional lungeing techniques to exercise the horse. The handler should also develop the ability to assess the lungeing area for suitability. Alongside the practical lunge sessions the learner should discuss the benefits of training horses on the lunge.

#### Topic 1.1

Learners will understand the benefits of training horses in the lunge.

#### Topic 1.2

Learners will know how to select, fit and use appropriate tack and equipment for exercising horses on the lunge:

- Bridle
- Bit
- Saddle/Roller
- Lunge cavesson
- Lunge line
- Lunge whip
- Side reins
- Boots.

#### Topic 1.3

Learners will lunge a horse, taking into consideration:

- safety of horse and handler
- Personal Protective Equipment (PPE)
- lunge area
- control of horse ie vocal commands, handlers body posture and position
- exercises ie transitions, circle sizes, paces
- warm up and cool down procedures.

## Learning outcome:

### 2. Understand other methods used to work and train horses from the ground

#### Topics

- 2.1 Benefits of training horses in long reins
- 2.2 Tack and equipment for long reining
- 2.3 Long reining

#### Topic 2.1

Learners will understand the benefits of training horses in long reins/long reining/loose schooling.

#### Topic 2.2

Learners will understand how to use appropriate tack for long reining:

- Saddle/roller
- Bridle
- Bit
- Lunge lines
- Whip
- Boots

#### Topic 2.3

Learners will understand when exercising through long reining/loose schooling, the following needs must be taken into consideration:

- safety of horse and handler
- Personal Protective Equipment (PPE)
- long rein area
- control of horse ie vocal commands, handlers body posture and position
- exercises ie transitions, school movements, poles, paces
- assistance where necessary
- warm up and cool down procedures.

## Learning outcome:

### 3. Understand contemporary methods of training horses from the ground

#### Topics

- 3.1 Contemporary methods of training
- 3.2 Handling techniques from the ground

In this outcome learners will be required to investigate contemporary approaches to training horses from the ground and analyse their use. It is expected that this outcome is delivered in both theoretical and practical sessions.

#### Topic 3.1

Learners will understand differences between contemporary and traditional methods for training from the ground.

#### Topic 3.2

Learners will understand the value of using a range of handling techniques, to include:

- use of handlers body language to influence the horse

- setting and maintaining standards of behaviour of the horse.

### Learning outcome:

#### 4. Assess and improve horses being worked from the ground

### Topics

4.1 Assess horses way of working

4.2 Work towards improving horses way of going including the use of training aids

Learners will be expected to assess and improve horse's way of working. The learner should develop a good working knowledge of all the training aids available but not necessarily be expected to use all of them as it may not be appropriate. The training aids used on particular horses should take into account age, level of training, discipline horse is working at and the ability of the handler.

#### Topic 4.1

Learners will carry out an assessment of the horse and its way of working in relation to the scales of training.

#### Topic 4.2

After initial assessment of the horse, learners will suggest and implement appropriate improvements which may include appropriate training aids and exercises:

- Training aids eg side reins, bungee, Chambon, de Gogue, Pessoa
- Exercises eg transitions, circle size, paces, leg yield

Learners will reflect on the effectiveness of the training session.

### Guidance for delivery

This unit is designed to provide the learner with sound knowledge and skills required to work horses from the ground.

Throughout the unit, the emphasis should be on safe working and wearing correct PPE. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours.

### Suggested learning resources

#### Books

Breaking and Schooling: Training your Horse from the Ground Up  
Published by: The Lyons Press, 1995  
ISBN: 1558214194

Henderson, C & Russel, L

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| <b>UAN:</b>   | L/507/6887 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

**What is this unit about?**

The purpose of this unit is for learners understand the principles of equitation. Learners will develop an understanding of how and why theory is fundamental to riding horses. It will equip learners with underpinning knowledge which directly supports practical riding units.

**Learning outcomes**

In this unit, learners will be able to:

1. Understand the influence of the rider on the horse
2. Understand how to assess horses
3. Understand techniques for training on the flat
4. Understand jumping techniques for training over fences

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand the influence of the rider of the horse

##### Topics

- 1.1 Riders position
- 1.2 Rider aids
- 1.3 Rider health and fitness
- 1.4 Rider psychology

In this outcome, learners will understand how different variables of the rider influence the horse including position, aids, health, fitness and psychology.

##### Topic 1.1

Learners will understand a rider's balanced position on the flat and over fences and how deviations can influence the horses' way of going.

##### Topic 1.2

Learners will understand how riders aids influences the horses way of going, to include:

- natural
- artificial
- aids for common movements

##### Topic 1.3

Learners will understand the importance of fitness and core strength to the rider, as well as balanced health and nutrition requirements.

##### Topic 1.4

Learners will understand how rider psychology can influence the rider of the horse, to include:

- common performance limitations eg confidence, competition nerves, peer pressure, riding a new horse
- overcoming performance limitations eg visualisation, neuro-linguistic programming

### Learning outcome:

#### 2. Understand how to assess horses

##### Topics

- 2.1 Common terminology used when assessing the horses' way of going
- 2.2 Assess horses static and dynamic conformation

Learners are expected to use their knowledge of terminology and process for assessment throughout the remaining delivery of this unit.

##### Topic 2.1

Learners will understand common terminology for assessing the horses' way of going and common issues.

Common terminology:

- Impulsion
- Straightness
- Contact
- Outline
- Suppleness
- Rhythm
- Balance
- Tracking up.

Common issues:

- Above the bit
- Over-bent
- Hollow
- On the forehand
- Stiffness
- Rushing
- Tension
- Evasion.

### Topic 2.2

Learners will understand the process for assessing a horse and rider, to include:

- initial static assessment of horse eg age, type, conformation, experience and stage of training, history
- initial dynamic assessment of horse
- identification and prioritising areas for development.

## Learning outcome:

### 3. Understand techniques for training on the flat

#### Topics

3.1 Scales of training

3.2 School movements and exercises

In this outcome learners will gain an understanding of the techniques used for developing a horses' flatwork. Visits to competitions and use of visiting speakers are encouraged in the development of learner understanding.

#### Topic 3.1

Learners will need to understand scales of training.

#### Topic 3.2

Learners will understand the horses' sequence of footfalls, paces and variations within ie collected, working, medium, extended. Learners will understand school movements and a range of exercises to improve the horses' way of going.





## Learning outcome:

### 4. Understand jumping techniques for training over fences

#### Topics

4.1 Recognising optimum jumping technique

4.2 Common problems associate with jumping

4.3 Exercises and methods to improve jumping technique

#### Topic 4.1

Learners will understand the phases of jumping and the influence the rider may have on performance. Learners will know different requirements for show jumping and cross-country.

#### Topic 4.2

Learners will understand the common problems in relation to jumping of the horse and rider. Learners will know different requirements for show jumping and cross-country.

Common problems may include:

- refusing
- run outs
- rushing
- confidence
- poor position
- balance.

#### Topic 4.3

Learners will understand effective exercises and methods to improve horse and rider technique over fences, to include:

- types of fences
- distances between fences
- range of teaching and training exercises eg poles, grid work, linking fences together
- developing horses way of going
- developing rider security and balance eg light seatwork, standing up in stirrups, improving core strength.

## Guidance for delivery

This unit is designed to provide the learner with the ability to consider and apply the theory of equitation when training horses.

Throughout the unit, there will be an emphasis on safe working practices. It is expected that learners are aware of safe working practices and familiar with accepted practices and behaviours within the context of which they are working.

## Suggested learning resources

### Books

|   |                              |
|---|------------------------------|
| The BHS Manual of Equitation<br>Published by: Kenilworth Press Ltd., 2006<br>ISBN: 1872119335   | British Horse Society        |
| The Manual of Equitation: Complete Training of Horse and Rider (British Horse Society)<br>Published by: Kenilworth Press Ltd., 1992<br>ISBN: 1872082387 | British Horse Society        |
| The Course Companion for BHS Stage II<br>Published by: J.A.Allen & Co Ltd., 2000<br>ISBN: 0851318264  | Cave, M                      |
| The Course Companion for BHS Stage III<br>Published by: J.A.Allen & Co Ltd., 1999<br>ISBN: 0851316567   | Cave, M                      |
| The BHS Complete Training Manual for Stage 2<br>Published by: Kenilworth Press Ltd., 2009<br>ISBN: 1905693283   | Auty, I                      |
| The BHS Complete Training Manual for Stage 1<br>Published by: Kenilworth Press Ltd., 2008<br>ISBN: 1905693207   | Auty, I & Linington-Payne, M |
| The British Horse Society Riding Manual<br>Published by: Barron's Educational Series, 2008<br>ISBN: 0764161124  | Linington-Payne, M           |
| Horse Care and Riding: A Thinking Approach<br>Published by: David & Charles PLC, 1998<br>ISBN:0715302200  | McBane, S                    |

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| <b>UAN:</b>   | R/507/6888 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

The purpose of this unit is to provide learners with an understanding of how to contribute to managing an equine event and how these can be put into practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

It aims to provide learners with an understanding of the principles of organising and running an equine event and how this can be applied in practice. The learner will also be able to contribute towards the planning, running and evaluation of an equine event.

### **Learning outcomes**

In this unit, learners will be able to:

1. Understand regulatory frameworks relevant to equine event management
2. Demonstrate business management skills required to run equine events
3. Plan and contribute towards running equine events
4. Evaluate the success of an equine event

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand regulatory framework relevant to equine event management

### Topics

- 1.1 Rules and regulations of competitions
- 1.2 Roles of Governing Bodies in competitions
- 1.3 Relevant legislation

In this outcome, learners will review the rules and legislation that apply to running an event. Learners will explore the various rule books and understand of how to use these in relation to a given discipline. Although the unit content lists numerous affiliated clubs/association, not all of these need to be covered, but there must be some variation in coverage to illustrate different types of rules and regulations that apply. During the practical running of an event learners will know exactly how to access this information and how to apply the rules.

#### Topic 1.1

Learners will know rules and regulations of competitions, to include:

- Relevant rules set by affiliated and other bodies for example British Dressage (BD)
- British Equestrian Vaulting, British Eventing (BE)
- British Harness Racing Club (BHRC)
- British Horse Ball Association
- British Horse Driving Trials Association (BHDTA)
- British Reining, British Show-jumping (BSJA)
- British Show Hack, Cob and Riding Horse Association
- British Show Pony Society (BSPS)
- Endurance GB
- Hurlingham Polo Association (HPA)
- Ponies Association UK
- Mounted Games Association
- Trec
- UK Polocrosse Association (UKPA).

#### Topic 1.2

Learners will understand the roles and responsibilities of Governing Bodies, to include:

- British Equestrian Federation (BEF)
- British Horse Society (BHS)
- International Federation for Equestrian Sports (FEI)
- The Pony Club.

#### Topic 1.3

Learners will know legislation that needs to be adhered to when running an event, to include:

- Current legislation and Codes of Practice
- Health and Safety at Work etc Act 1974
- Animal Welfare Act 2006
- The different Horse Passport Regulations across the UK
- Environmental regulations

- insurance regulations.

### **Learning outcome:**

## **2. Demonstrate business management skills required to run equine events**

### **Topics**

- 2.1 Financial operations required for competitions
- 2.2 Contribute to the promotion of events
- 2.3 Produce promotional material for events

In this outcome, learners will explore financial, marketing, promotional and advertising aspects of promoting events to ensure that learners gain a thorough understanding of all aspects of event management. When contributing to the actual event, learners will be responsible to undertaking these activities in a practical context.

#### **Topic 2.1**

Learners will understand how to carry out financial operations, to include:

- budget
- income, (forecast, actual), entry money, sponsorship, trade stands, advertising
- expenditure (forecast, actual), judges expenses and gifts, prizes (rosettes and prize money), hire of toilet facilities, refreshments and hospitality, Public Address system, score sheets, advertising, printing, staffing costs (if applicable)
- profit and loss, reconciliation of projected and actual costs
- petty cash.

#### **Topic 2.2**

Learners will understand how to promote events through a variety of different mediums, to include:

- leaflets
- posters
- show schedules
- magazine
- newspaper adverts
- newspaper articles
- radio
- use of affiliated clubs and societies
- TV
- the Internet.

#### **Topic 2.3**

Learners will produce promotional material for events using:

- In house
- use of printing firms
- use of external agencies
- display of materials
- distribution of materials
- key features and qualities of publicity displays.

Information to be included: activities, price, date, time, target groups, contact name and telephone number.

## Learning outcome:

### 3. Plan and contribute towards running equine events

#### Topics

3.1 Organising forward planning activities for equine events

3.2 Site and people management of equine events

3.3 Managing equine events

3.4 Report the results of the equine event as appropriate to the type of competition

#### Topic 3.1

Booking services:

- Volunteers
- Judges
- Catering
- human and animal first aid

Administration:

- allocation of roles before and during an event (show secretary, scorers, runners, ring stewards, arena party, commentator, judges, course builder, car park attendants, health and safety person, catering and hospitality, timekeeper)
- ordering and booking equipment and materials (for example prizes and rosettes), availability and maintenance of equipment (tools and facilities)
- competitors' times
- contingency arrangements in case of adverse weather conditions.

#### Topic 3.2

- Plan of site
- parking considerations
- toilet facilities
- catering considerations
- roped off areas
- signage
- course building and setting up arenas (including displays)
- secretaries and scorers facilities
- site health and safety
- security
- Volunteer management and motivation
- hospitality for judges and VIPs
- care of the public
- care of competitors
- roles of organisers

#### Topic 3.3

- Allocation of competitors times and numbers
- score calculation
- display of results
- adherence to competition rules
- prize giving

#### Topic 3.4

- Report results to appropriate publications and Governing Bodies

- Posting score sheets/winnings to absent competitors

### **Learning outcome:**

#### **4. Evaluate the success of an equine event**

##### **Topics**

- 4.1 Monitoring and evaluation of an equine event
- 4.2 Financial outcome of an equine event in an appropriate format
- 4.3 Improvements for future event

In this outcome, learners are encouraged to assess the success of the event they have organised. This is an essential aspect of event management as it informs the organiser of the viability of running this event in the future and how many competitors they will need to break even or make a profit.

##### **Topic 4.1**

Physical records:

- numbers of public attending
- numbers of competitors
- recording of complaints
- corrective action taken
- dealing with problems.

Recording of participants views:

- Methods of collection and evaluation
- Adherence to time schedule evaluation
- Evaluate how financial resources are allocated and used.

##### **Topic 4.2**

Learners will complete financial records required to account for income and expenditure.

##### **Topic 4.3**

- Reflection on personal performance
- Providing solutions to problems
- Learning from experience
- Action plan for improvements for future events.

## Guidance for delivery

This unit is designed to develop the learners understanding and skills required towards the successful running of an equine event. It is anticipated that learners will participate in a real equine competition or event run by the centre for outside competitors. This need not be a special event for this unit, but if the centre is running regular competitions, these could be used for the delivery and assessment of the unit.

The event can be any type that the centre offers. It does not need to be an affiliated event, but it must be a credible competition which involves certain rules and results. Throughout the delivery of this unit, health and safety must be emphasised throughout, not only as far as the learners are concerned, but also safety with due regard to the public. The need to improve the practical knowledge and management of equine competitive events has become more important due to the increasing demands of health and safety regulations and the number of events and competitors taking part.

## Suggested learning resources

### Books

|   |                                       |
|---|---------------------------------------|
| Eventing: Preparation, Training and Competition<br>Published by: The Crowood Press, 1988<br>ISBN: 1852230339                    | Bradwell, J                           |
| Horse Business Management: Managing a Successful Yard, 3rd Edition<br>Published by: Blackwell Science, 2001<br>ISBN: 0632058269 | Brown, J                              |
| Business Management for the Equine Industry<br><br>Published by: Blackwell Publishing, 2005<br>ISBN: 140512606X                 | Eastwood, S; Jensen, A &<br>Jordon, A |
| Accounting in the Horse Industry<br>Published by: Equi-Study, 2003<br>ISBN: 1873587538  | Equi Study                            |
| Equine Business Guide<br>Published by: Warwickshire College, 1999<br>ISBN: 0951095560   | Noughton, B                           |
| Dressage Rule Book 2006<br>Published by; British Dressage, 2006   | British Dressage Group                |
| British Eventing Rules 2006<br>Published by: British Horse Society, 2006  | British Eventing                      |
| The BHS Hunter Trial Rules and Regulations<br>Published by: The British Horse Society, 2006                                     | British Horse Society                 |
| TREC Rulebook<br>Published by: The British Horse Society, 2006  | British Horse Society                 |



BSJA Rules

British Show Jumping  
Association

Published by: British Show Jumping Association, 2006

### ***Journals and magazines***

- British Dressage journal
- British Eventing magazine
- BSJA journal
- Horse and Hound magazine

### ***Websites***

British Equestrian Federation

[www.bef.co.uk](http://www.bef.co.uk)

British Horse Society

[www.bhs.org.uk](http://www.bhs.org.uk)

British Dressage

[www.britishdressage.co.uk](http://www.britishdressage.co.uk)

British Eventing

[www.britisheventing.co.uk](http://www.britisheventing.co.uk)

British Show Pony Society

[www.britishshowpony  
society.co.uk](http://www.britishshowpony<br/>society.co.uk)

British Showjumping

[www.bsja.co.uk](http://www.bsja.co.uk)

Endurance GB

[www.endurancegb.co.uk](http://www.endurancegb.co.uk)

|               |            |
|---------------|------------|
| <b>UAN:</b>   | Y/507/6889 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

This unit also provide learners with an understanding of the principles of horse fitness and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The learner will be able to explain the physiological effects on body systems whilst considering effects of stress and changes in metabolism. The learner will know how to prepare horses for fittening programmes, including nutritional and health care requirements. A fitness plan for a given horse will be designed and reviewed with an assessment of the horse and suitability of the programme taking place. The learner will also understand methods used to monitor horse fitness including identification of key indicators.

This unit has close links to Unit 353: Biological systems of horses.

### **Learning outcomes**

In this unit, learners will be able to:

1. Understand physiological effects of fittening on the systems of the horse
2. Understand the requirements of horse fitness preparation
3. Plan horse fitness programmes
4. Monitor horse fitness

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand physiological effects of fittening on the systems of the horse

##### Topics

1.1 Physiological effects of training

1.2 Stress

In this outcome, learners will develop an understanding of the physiological changes to horses during a fittening programme.

##### Topic 1.1

Learners will understand the physiological effects and adaptations of training on the systems of the horse:

- Cardiovascular
- Respiratory
- Muscular-skeletal
- Thermo-regulatory response.

##### Topic 1.2

Learners will understand the effects of stress, both physical and psychological, on the horse eg sweating, injury, dehydration, fatigue.

### Learning outcome:

#### 2. Understand the requirements of horse fitness preparation

##### Topics

2.1 Preparation for fittening and the processes of roughing off

2.2 Types of work used in selected horse fitness programmes

This outcome covers the requirements for getting up and roughing horses before or after training (competition/hunting) seasons.

##### Topic 2.1

Learners will understand the preparation for fittening and the processes of roughing off, taking into consideration:

- seasonal and environmental considerations
- management system - transition from stable to field kept and vice-versa
- feeding requirements ie increase/decrease
- foot care and shoeing requirements
- clipping/rugging up requirements
- tack and equipment
- health care eg worming, vaccinations
- grooming
- timescales.

## Topic 2.2

Learners will understand different types of work and justify their use.

Ridden exercise:

- roadwork
- hacking
- schooling
- hill work
- canter work
- fast work
- grid work
- jumping
- interval training.

Non-ridden exercise:

- lungeing
- long-reining
- loose schooling
- horse walker.

Alternative exercise methods:

- ride and lead
- swimming
- treadmills.

## Learning outcome:

### 3. Plan horse fitness programmes

#### Topics

##### 3.1 Design fitness programmes

In this outcome learners will be able to develop and justify fitness programmes for horses for various disciplines including hunting, show-jumping, eventing, dressage, endurance.

#### Topic 3.1

Learners will design a fitness programme, taking into consideration the following factors:

- current general health status and body condition
- current level of fitness
- how fit the horse has been
- age
- type
- injuries.

Programme to include:

- setting goals and timescales
- duration of training programme
- weekly activities (including type of work, days off, turn out if applicable)
- increasing level and duration of activity
- what to do if problems occur.

Learners will justify their choice of fitness exercises and timescales within their programme.

### **Learning outcome:**

#### **4. Monitor horse fitness**

### **Topics**

4.1 Measuring fitness

4.2 Assess fitness of a horse

In this outcome learners will have the opportunity to practically assess the fitness of horses using a variety of methods. Access to basic equipment to assess fitness is required, such as stethoscopes. It would be useful to allow learners to use heart rate monitors, but this is not an absolute requirement. Care should be taken to ensure safe working around horses when carrying out the practical activities.

#### **Topic 4.1**

Learners will understand key indicators used to monitor the success of the fitness programme, to include:

- heart rate
- respiratory rate
- recovery times
- bodyweight
- body condition
- mental status
- standard exercise tests eg treadmills
- interpretation of blood tests
- progress towards achieving goals eg skill development, performance indicators.

#### **Topic 4.2**

Learners will use key indicators to measure the fitness of a horse, to include:

- recovery rates to measure fitness (heart rate / respiration)

### **Guidance for delivery**

This unit is designed to provide the learner with sound understanding of the principles of fitness and training and the methods used to improve the fitness of horses. The learner will gain the knowledge required to plan fitness programmes for horses and will also practically monitor fitness levels. Emphasis should be placed upon safe working when learners are carrying out practical activities with horses to assess their fitness.

This unit lends itself to a variety of delivery methods. Tutors are encouraged to include visits to different yards and specialist establishments or research institutes where the more specialist aspects of assessment of fitness and training can be observed.

### **Suggested learning resources**

#### **Books**

Equine Exercise Physiology Pub  
Published by: Wiley Blackwell, 2002  
ISBN: 0632055524

Marlin, D & Nankervis, K

## Unit 361

## Exercising horses

|        |            |
|--------|------------|
| UAN:   | L/507/6890 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

This unit aims to provide learners with an understanding of the principles of riding and exercising horses and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of the unit is to enable the learner to exercise horses safely under saddle. Whilst learners are required to follow instructions, on completion of this unit they will be able to ride a horse in the arena, in the open and on a road.

This unit is closely linked to **Unit 358: Principles of equitation**.

### Learning outcomes

In this unit, learners will be able to:

1. Ride a horse in the school
2. Ride over poles
3. Ride a quiet horse on the road
4. Ride a quiet horse in the open

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

When delivering this unit, learners must have an appreciation for school rules and are encouraged to reflect on their riding throughout.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working. Emphasis needs to be placed on the duty of care of learners to horses they are working with, and at no time should any of the activities have a negative impact upon horse welfare.

## Learning outcome:

### 1. Ride a horse in the school

#### Topics

1.1 Checking and adjusting tack

1.2 Mount and dismount and adjust girth and stirrups

1.3 Ride school movements in a range of paces with and without stirrups

In this outcome, learners will be required to ride a horse within the riding school. This outcome should be delivered in a practical setting where learners are riding regularly under instruction. Learners should have the opportunity to work with a range of horses with the emphasis on riding safely in the riding school using all three paces of walk trot and canter. Safe working practices should be followed when preparing horses for work and when mounting.

#### Topic 1.1

The learner will know how to prepare for riding by checking and adjusting tack:

- Procedure for leading the horse to the riding area
- Check tack for safety comfort, cleanliness and fit
- Check and adjust if necessary, bit, nose band, throat lash, saddle, saddle cloth/numnah, girth, stirrup leathers, martingales, breastplates (as appropriate).

#### Topic 1.2

The learner will know how to mount and dismount:

- Mount horse, adjust girth and stirrups whilst mounted
- Dismount horse and loosen the girth, run up stirrup leathers, leading horse to and from arena.

#### Topic 1.3

The learner will know how to ride horses at walk, trot and canter:

- With and without stirrups in a range of paces
- School movements
- Transitions between all three paces
- Warm-up and cool-down
- Ride all movements in a group or ride order and individually in open order
- Riding the horse in the an appropriate pace and speed, specifically working paces with regard to the horses way of going, controlled forward movement, rhythm and bend
- Reflection of horse and rider performance.



## Learning outcome:

### 2. Ride over poles

#### Topics

2.1 Setting up a grid of poles

2.2 Riding in a balanced and light seat

In this outcome, learners will be required to ride over poles in a balanced and light seat in trot and canter. This outcome should be delivered in a practical setting where learners are riding regularly under instruction. Learners should have the opportunity to work with a range of horses with the emphasis on riding safely when working over poles. Learners should be made aware of health and safety and appropriate working practice when working over poles within a riding arena taking account of other users. The importance of pace and distances must be an important aspect of delivery.

#### Topic 2.1

Learners need to be able to set-up poles at correct distances for trot and canter.

#### Topic 2.2

The learner will learn how to ride Over poles in trot and canter, with an emphasis on:

- Secure and balanced position
- Control of horse
- The importance of rhythm and speed
- Pace and approach to poles
- Reflection of horse and rider performance

## Learning outcome:

### 3. Ride a quiet horse on the road

#### Topics

3.2 Ride a quiet horse on the road

In this outcome learners will be required to ride on the road. This outcome should be delivered in a practical setting where learners are riding regularly under instruction. Although it is accepted that there will be some formal delivery the importance of the practical component supported with demonstration is integral to the success of this outcome. Learners should be made aware of health and safety and appropriate working practice when working on the road. **An awareness of the Highway and Country Code is essential as is the respect of others users.** Health and safety with regard to appropriate dress must be strongly emphasised within the delivery of this outcome.

If suitable roads are not available, simulation is accepted.

#### Topic 4.1

The learner will be able to ride a quiet horse on the road and understand:

- basic principles of riding on the road
- safety considerations including letting others know the route, tack checks, mobile phone
- taking account of different times of the day and weather conditions (quiet, busy, light conditions)

- different types of road surfaces and hazards
- equipment and Personal Protective Equipment (PPE) for horse and rider
- riding at walk and trot.

## **Learning outcome:**

### **4. Ride a quiet horse in the open**

#### **Topics**

##### 4.1 Ride a quiet horse on the road

In this outcome learners will be required to ride in the open. This outcome should be delivered in a practical setting where learners are riding regularly under instruction. Although it is accepted that there will be some formal delivery the importance of the practical component supported with demonstration is integral to the success of this outcome. Learners should be made aware of health and safety and appropriate working practice when working in the open.

#### **Topic 4.2**

The learner will learn to ride a quiet horse in the open and understand:

- basic principles of riding in the open
- the Country Code
- safety considerations including letting others know the route, tack checks, mobile phone
- taking account of different times of the day and weather conditions (quiet, busy, light conditions)
- different types of terrain and hazards
- equipment and Personal Protective Equipment (PPE) for horse and rider
- use of walk, trot and canter
- safe and balanced riding position.

## Guidance for delivery

This unit is designed to provide the learner with the knowledge and skills required to ride a trained horse in a riding school, and over poles. It also covers riding on the road and in the open.

Riding and exercising horses is one of the most essential components of a horse's routine. It is essential that learners develop knowledge and skills through practice and riding instruction. Throughout the unit the emphasis should be on safe working. It is expected that learners will be aware of safe practice and accepted behaviour within the context of the riding environment.

Where appropriate, learners should be encouraged to explore alternative methods of mounting ie mounting from the left and from the right.

Learners working towards Level 3 are likely to have some riding experience including on the flat and over fences. The unit aims to extend the learner's knowledge and practical awareness of riding including working on the flat, grid work and gymnastic jumping, jumping a small course of fences, riding on the road and in the open. The emphasis on safety when riding is paramount and should be stressed throughout to provide learners with a knowledge of riding on the flat and over fences, and the checking of tack and equipment before any riding session indoors and outside.

## Suggested learning resources

### **Books**

BHS Manual of Equitation  
Published by: Kenilworth Press Ltd., 2006  
ISBN: 1872119335

BHS

The Official Highway Code  
Published by: Stationery Office Books, 2007  
ISBN: 0115528149

The Department for Transport and  
Driving Standards Agency

### **Website**

Highway Code

[www.direct.gov.uk/highwaycode](http://www.direct.gov.uk/highwaycode)

|               |            |
|---------------|------------|
| <b>UAN:</b>   | K/507/4645 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

The purpose of this unit is to introduce learners to common estate skills and knowledge and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or into further/higher education.

The learner will look at constructing, repairing and maintaining boundaries, structures and surfaces. They will build their experience and confidence in developing practical skills in a range of situations. The learner will be able to contextualise practical management work to a particular habitat that lies within their primary area of learning.

### **Learning outcomes**

In this unit, learners will be able to:

1. Construct, repair or maintain boundaries
2. Construct, repair or maintain structures
3. Construct, repair or maintain surfaces
4. Carry out practical habitat management work

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Construct, repair or maintain boundaries

##### Topics

- 1.1 Prepare for work on boundaries
- 1.2 Select equipment and materials
- 1.3 Construct, repair or maintain boundaries

In this outcome learners will develop the practical skills needed to construct, repair or maintain at least two different boundaries.

Boundaries, eg:

- hedge, bank, ditch,
- fence (post and rail, post and wire, electric, netting)
- wall (stone, brick)

##### Topic 1.1

Learners will plan the task, clear debris and prepare the site, ensure livestock and public safety, consider factors associated with the location (eg power supply, waste disposal, equipment and materials storage)

##### Topic 1.2:

Learners will select materials and equipment relevant to the task, taking into account health and safety, sustainable practice and cost implications

##### Topic 1.3:

Learners will undertake the task safely (eg implementation of risk assessment and appropriate Personal Protective Equipment (PPE)) and to the required standards

### Learning outcome:

#### 2. Construct, repair or maintain structures

##### Topics

- 2.1 Prepare for work on structures
- 2.2 Select equipment and materials
- 2.3 Construct, repair or maintain structures

In this outcome, learners will construct, repair or maintain at least two different structures. These may typically be constructed from wood, metal, stone or brick. Learners are not expected to be able to fully construct substantial structures such as animal or machinery housing, however, it is anticipated that delivery could include repair and maintenance of such larger structures as would be found in an estate setting.

Structures eg:

- Gate, stile, horse jump, bird box, table, bench, door, raised bed, composting area or swim platform. Large structures requiring repair or maintenance may include animal house or pen, machinery or feed store, garden furniture, shed and pergola.

### **Topic 2.1**

Learners will plan the activity, clear debris and prepare the site, ensure livestock and public safety, consider location factors (power supply, waste disposal, equipment and materials storage).

### **Topic 2.2**

Learners will select materials and equipment relevant to the task, taking into account health and safety, sustainable practice and cost implications.

### **Topic 2.3**

Learners will undertake the task safely (eg implementation of risk assessment and appropriate Personal Protective Equipment (PPE)) and to the required standards.

## **Learning outcome:**

### **3. Construct, repair or maintain surfaces**

#### **Topics**

3.1 Prepare for work on surfaces

3.2 Select equipment and materials

3.3 Construct, repair or maintain surfaces

In this outcome learners are required to construct, repair or maintain one surface (eg path, road and hard standing) which could be either solid (eg decking, concrete and paving), or loose (eg gravel, wood chippings and sand). Where appropriate, learners should be aware of timeliness considerations, for example preparing concrete at the right time for construction.

### **Topic 3.1**

Learners will plan the task, clear debris and prepare the site, ensure livestock and public safety, consider factors associated with the location (eg power supply, waste disposal, equipment and materials storage).

### **Topic 3.2**

Learners will identify and select materials and equipment relevant to the task, taking into account health and safety, sustainable practice and cost implications.

### **Topic 3.3**

Learners will undertake the task safely (eg implementation of risk assessment and appropriate Personal Protective Equipment (PPE)) and to the required standards.

## **Learning outcome:**

### **4. Carry out practical habitat management work**

#### **Topics**

- 4.1 Prepare for habitat management work
- 4.2 Select equipment and materials
- 4.3 Carry out practical habitat management work

In this outcome learners are required to undertake practical habitat management work (eg mowing, renovation, tree and shrub planting, clearing unwanted vegetation, coppicing, pruning, thinning, pond, stream and ditch clearance, and control of invasive species). Where appropriate, learners should be aware of time considerations, for example preparing concrete at the right time for construction.

#### **Topic 4.1**

Learners will plan the task, clear debris and prepare the site, ensure livestock and public safety, consider factors associated with the location (eg power supply, waste disposal, equipment and materials storage).

#### **Topic 4.2**

Learners will identify and select materials and equipment relevant to the task, taking into account health and safety, sustainable practice and cost implications.

#### **Topic 4.3**

Learners will undertake the task safely (eg implementation of risk assessment and appropriate Personal Protective Equipment (PPE)) and to the required standards.

### **Guidance for delivery**

This unit has a very practical focus, and aims to enable learners to develop estate skills which can be applied to a range of situations and circumstances. The unit has been written such that naturally occurring and locally relevant opportunities can be used in selecting sites, structures and surfaces to construct, repair or maintain.

As learners will be engaged in practical activity there should be an emphasis on safe working practices, including the use of appropriate personal protective equipment (PPE), and appropriate risk assessments should be undertaken. At Level 3 it is expected that learners will take an active part in completing risk assessments, so that this becomes an integral part of all practical activity. Learners should also be made aware of the impact on the environment, and sustainability concepts should also be demonstrated where possible.

Learners should have the opportunity to undertake estate skills activity in a land-based setting wherever possible to maximise the vocational relevance. It will be most beneficial if the structures, boundaries and surface selected are for a clear purpose above and beyond delivery of this unit. It is recognised that there will not be opportunities to carry out construction, repair *and* maintenance in each of the categories, but it would be appropriate for the skills of construction, repair and maintenance to each be developed in one aspect of the unit.

It is anticipated that most delivery of this unit will take place in a practical setting, with supervised practice of skills. Delivery will also include some classroom based activity in ensuring learners have a good understanding of planning, materials selection and preparation, and underpinning knowledge.



## Suggested learning resources

### Books

|   |                                      |
|---|--------------------------------------|
| Dry Stone Walling: A Practical Handbook<br>Published by: The Conservation Volunteers, 1999<br>ISBN-10: 0946752192                         | Agate, E (Ed); Brooks, A & Adcock, S |
| Fencing: A Practical Handbook<br>Published by: The Conservation Volunteers, 2001  | Agate, E                             |
| Footpaths: A Practical Handbook<br>Published by: The Conservation Volunteer, 2001   | Agate, E                             |
| Hedging: A Practical Handbook<br>Published by: The Conservation Volunteer, 1998<br>ISBN-10: 0946752176                                    | Agate, E & Brooks, A                 |
| Tree Planting and Aftercare: A Practical Handbook<br>Published by: The Conservation Volunteer, 2001<br>ISBN-10: 0946752257                | Agate, E (Ed)                        |
| Tool Care: A Maintenance and Workshop Manual<br>Published by: The Conservation Volunteer, 2000  | Agate, E                             |
| Waterways & Wetlands: A Practical Handbook<br>Published by: The Conservation Volunteer, 2001  | Agate, E                             |
| Woodlands: A Practical Handbook<br>Published by: The Conservation Volunteer, 2002<br>ISBN-10: 0946752338                                  | Agate, E (Ed)                        |
| Hedges and Hedgelaying – A Guide to Planting, Management and Conservation<br>Published by: The Crowood Press, 2006<br>ISBN-10: 1847976174 | Maclean, M                           |
| The Smallholder's DIY<br>Published by: Gold Cockerel Books, 1999<br>ISBN-10: 0947870172   | Roberts, M                           |

### Websites

|  |  |
|--|--|
| The Conservation Volunteers                        | <a href="http://www.tcv.org.uk">www.tcv.org.uk</a>                 |
| Department for Environment, Food and Rural Affairs | <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>             |
| Health and Safety Executive                        | <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>                 |
| The Wildlife Trusts                                | <a href="http://www.wildlifetrusts.org">www.wildlifetrusts.org</a> |
| Forestry Commission                                | <a href="http://www.forestry.gov.uk">www.forestry.gov.uk</a>       |

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|---------------|------------|
| <b>UAN:</b>   | R/507/6891 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

This unit aims to provide learners with an understanding of the principles of caring for the competition horse and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The aim of this unit is to provide the learner with skills and knowledge to be able to prepare a horse for a competition and provide care for it throughout the day. The unit includes the theory behind the preparation of the horse prior to competition, including routine and specialist care and monitoring fitness. The learner will develop the skills to prepare the horse and the necessary equipment for the competition day and they will be required to look after a competition horse for the duration of the event. The unit also covers the immediate and long-term aftercare of the horse, equipment and vehicle

### **Learning outcomes**

In this unit, learners will be able to:

1. Recognise the role of the competition groom
2. Determine how to prepare and care for the competition horse
3. Prepare horses and vehicles for transportation

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

This unit provides learners with the understanding of how to prepare, care for and transport horses for competitions. There is no expectation for learners to demonstrate this knowledge; however it is encouraged that where possible, tutors/employers can provide learners with practical experience.

## Learning outcome:

### 1. Recognise the role of the competition groom

#### Topics

1.1 Role of the competition groom

1.2 Tack and equipment requirements

#### Topic 1.1:

Learners will need to have an understanding of:

- management of self
- management of rider
- career progression and skill set requirements
- administrative requirements eg membership and entries, costs, seasonality, stabling accommodation, journey times.

#### Topic 1.2

Learners will need to have an awareness of and compare tack and equipment specifications between two or more disciplines eg dressage, show-jumping, cross-country.

## Learning outcome:

### 2. Determine how to prepare and care for the competition horse

#### Topics

2.1 Pre-competition care

2.2 Care during competition

2.3 Post-competition care

#### Topic 2.1

Learners will understand specialist care for competition horses, to include:

- fitness regimes / workload
- specific management considerations eg shoeing, bedding, ventilation
- feeding requirements
- avoidance of banned substances
- vaccination requirements
- welfare of the competition horse eg psychological demand.

#### Topic 2.2

Learners will understand care for the horse on the day of competition:

- logistics eg multiple entries / multiple riders, list of required equipment

- expectations of rider eg optimum performance
- responsibilities of the groom eg initiative, punctuality, efficiency, professionalism
- presentation of the horse eg plaiting
- settling horses on arrival
- warm-up / cool-down including injury check
- formal veterinary inspection
- conditions eg weather, surface, in-door/out-door, time of year.

### Topic 2.3

Learners will understand:

- immediate aftercare eg settling horses, remove tack and studs, sponge down, thorough health check, veterinary checks, re-hydration
- long term aftercare on site: eg feeding and watering, monitoring health and soundness, wash-down/grooming, rest, clothing, treatment (eg ice tight, stable bandages, magnets)
- care on returning to yard: eg feeding and watering, monitoring health and soundness, wash-down/grooming, rest, turnout, timescale to return to work, care of equipment and restocking, care of transport vehicle.

### Learning outcome:

#### 3. Prepare horses and vehicles for transportation

#### Topics

3.1 Roadworthiness and legal requirements of vehicle

3.2 Prepare horses for travelling

3.3 Load and unload horses

Initially quiet loaders should be made available but learners may have the opportunity to work with more difficult horses as their abilities develop. Current and relevant legislation should be covered regarding the transportation of horses.

#### Topic 3.1

The learner will learn to check the roadworthiness and legal requirements:

- Driver licensed to drive horsebox or trailer
- driver checks: oil, water, tyres, lights, brakes
- tax
- MOT or plating as appropriate for vehicle, HGV and non-HGV
- vehicle insurance
- safe travel area for horse including floor checks.

#### Topic 3.2

The learner will learn to prepare horses for travel, which may include:

- travelling boots/bandages
- rug according to conditions
- tail bandage and/or guard
- poll guard
- type of headcollar (leather or should have safe breaking point)
- preparation of travel area for horse
- comfort of horse eg ventilation, haynet if appropriate.

### Topic 3.3

Learners will load and unload horses including developing an understanding for reluctant/difficult loaders, taking into account:

- importance of confident attitude and stance of handler
- positioning of vehicle to encourage horse to load
- equipment for difficult loader eg bridle/chifney/pressure halter
- lunge lines
- health and safety eg gloves, safety boots, hard hat.

### Guidance for delivery

This unit is designed to provide the learner with the knowledge of preparing horse and rider for competition. The unit can primarily be delivered in a practical setting and could be evidenced from outside activity.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working.

The emphasis should not only be placed on doing but also planning and preparation in terms of horse and rider. It is important that the learner understands current rules and regulations and knows where to go to check up on any aspects of the set discipline.

Centres are encouraged to introduce employers and professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that some formal lectures will be necessary at this level but for this unit it is recommended that they are linked directly with interactive lessons in a real environment. Learners must be given the opportunity to see or deal with horses competing in a range of disciplines which reflect current industry practice.

### Suggested learning resources

#### **Books**

Care of the Competition Horse / Cross Country Riding  
Published by: Batsford Ltd., 1996  
ISBN: 0713481785

Pilliner, S & Cotton, S

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|---------------|------------|
| <b>UAN:</b>   | A/507/4648 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

**What is this unit about?**

The purpose of this unit is for learners look at the businesses within the land based sector, the role and responsibilities of those employed in land-based businesses and resource requirements.

This unit links closely to **Unit 302: Undertake and review work related experience in the Land-based Industries.**

**Learning outcomes**

In this unit, learners will be able to:

1. Understand the breadth and importance of an industry in the land-based sector
2. Understand business resources and structures
3. Understand the business marketplace
4. Understand how to use financial and physical record keeping systems

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand the breadth and importance of an industry in the land-based sector

### Topics

1.1 Importance to the economy

1.2 Associated businesses

In this outcome, learners will investigate the size, scope and importance of their specialist sector within the environment and land-based industries, and how this has developed over the last 50 years or so. They will also investigate the range of business types and other organisations that are represented in their sector, including important regulatory, professional or representative organisations. Wherever possible this should be related to specific businesses and organisations.

#### Topic 1.1

Learners will understand the importance of businesses within the industry to the economy:

- Using measures available to the industry, including:
  - value of output
  - contribution to Gross Domestic Product (GDP)
  - employment
  - land use
  - economic and social benefits
  - trends in importance
- Range of organisations:
  - typical types of businesses and other organisations (eg representative, regulatory, not-for-profit)
  - regional variations
  - changes and developments in the last 50 years

#### Topic 1.2

Learners will understand the range of associated businesses allied to the industry, to include:

- relevant industries in primary, secondary and tertiary industrial sectors (eg suppliers of raw materials, processors, distributors, retailers, service providers)
- associated organisations:
  - specific interrelationships between one business and other associated organisations eg:
    - suppliers of goods and services
    - representative organisations and professional bodies
    - regulatory bodies
    - competitors
    - customers
    - aims and roles of important organisations in the sector

### Learning outcome:

#### 2. Understand business resources and structures

## Topics

2.1 Legal structure and organisation

2.2 Physical resource requirements

2.3 Job roles and responsibilities

This outcome focuses on the legal and resource implications of constituting a business. Learners will learn about the range of business organisations in the private and public sectors, and the legal and practical implications of different business types. This should be related to the types of business important in their sector. Learners will investigate the physical resource requirements of businesses, and how they are managed.

### Topic 2.1

Learners will understand the legal structure and organisation for the following business types:

- sole trader
- partnership
- limited company
- not-for-profit organization
- charity
- public sector organisations
- organisation staffing structure

### Topic 2.2

Learners will understand the physical resource requirements of a selected land-based business, to include:

- property ie forms of tenure, appraisal of business potential
- vehicles and machinery
- tools and equipment
- materials ie stocks control procedures
- insurance of physical resources

### Topic 2.3

Learners will understand different job roles and responsibilities in a selected land-based business:

- Job roles relevant to the sector, including:
  - director
  - manager
  - supervisor
  - team worker
  - trainee
  - administrator
  - volunteer
  - sub contractor.
- For each of the above job roles, learners will explore:
  - job description (eg responsibilities for financial physical and human resources, staff motivation and performance management)
  - person specification (typical skills, qualifications and experience required to fulfil the role)
  - legal rights and responsibilities in work (eg pay, working hours, holidays, equal opportunities, health and safety, employment protection).

Learners will know relevant employment legislation, including:



- Employment Act 2002
- National minimum wage Act 1998
- Working times regulation Act 1998
- Equality Act 2010

### Learning outcome:

### 3. Understand the business marketplace

#### Topics

3.1 Marketplace, customers and competitors

3.2 Supply chain

3.3 Quality management

In this outcome, learners will analyse the market for a specific land-based business. This could involve a case study project and should identify, for that business, information on the content listed. External influences should be relevant and current to that business. Specific competitors should be identified and analysed to identify strengths and weaknesses to the case study business. When investigating the supply chain learners will need to identify the flow of resources from production of raw materials, through relevant manufacture and processing, to end consumers. Quality management will include reference to any formal standards or approvals that are relevant. It should also consider the quality standards required by the industry, any systems and practices that are used to achieve quality, and implications of failing to meet prescribed or assumed levels of quality.

#### Topic 3.1

Learners will understand the marketplace, customers and competitors for a land-based business by investigating the following:

- size of market ie value of sales, number of customers
- external influences on the market ie political, economic, socio-cultural, technological
- customer base ie number, type, characteristics, market segments
- competitor analysis ie direct and indirect competitors

#### Topic 3.2

Learners will understand the importance of efficiency and interdependency in a supply chain in a land-based context, considering the following:

- suppliers
- distributors
- customers
- supply chain assurance
- ethics

#### Topic 3.3

Learners will understand quality management systems and practices within a land-based business:

- Important aspects of quality in the sector
- Formal quality standards or approval eg BALI approved, Plant Passports, British Standards
- Informal systems and practices to achieve quality
- Problems arising if quality is not achieved

## Learning outcome:

### 4. Understand how to use financial and physical record keeping systems

#### Topics

##### 4.1 Financial records

##### 4.2 Physical records

##### 4.3 Monitor business performance and progress

This outcome focuses on the range of financial and physical records that are required to meet legal requirements as well as to ensure effective business operation. Learners will complete a range of financial records. They should be aware of paper-based and computerised systems for financial records but are not expected to become competent in the use of IT accounts software. The range of physical records investigated should be related to the needs of the learners' specialist sector, and should include important current examples of legally required records. In addition to completing a range of records, learners will investigate how specific examples can be used to aid decision making, monitor and control business performance.

#### Topic 4.1

Learners will understand the importance of keeping accurate financial records for a selected land-based business in relation to legal requirements and management efficiency. Learners will understand the following financial records:

- purchasing and ordering procedures
- order forms and orders
- deliveries and receipts
- invoices and sales records
- credit control
- payment methods
- bookkeeping ie cash analysis, petty cash, cash flow, budgets, computer accounts programmes
- basic accounts ie trading account, balance sheet, depreciation
- taxation ie VAT, income tax PAYE, national insurance contributions, corporation tax
- wage calculation.

#### Topic 4.2

Learners will understand the importance of recoding physical records for a selected land-based business, to include:

- production
- inputs
- staffing
- customers
- resource use
- data protection
- legal requirements to keep records eg pesticide use, veterinary medicines, transport, animal movement, passports

#### Topic 4.3:

Learners will understand how financial and physical records are used in monitoring business performance and progress to include:

- production levels
- costs of production
- financial efficiency

- monitoring against targets
- budgets
- previous periods
- relevant review periods ie weekly, monthly, annually
- appropriate remedial actions
- staff roles in recording and analysing information.

## Guidance for delivery

This unit is designed to provide the learner with an understanding of the business aspects of their industry. It is applicable to all sectors of the environment and land-based sector and learners focus their study on the sector most relevant to their vocational interests.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 3 but for this unit it is recommended that they are they are linked directly with interactive lessons in a real environment.

## Suggested learning resources

### **Books**

|   |                              |
|---|------------------------------|
| Business in Action<br>Published by: Hodder Arnold, 2002                                     | Gillespie, A                 |
| Business Studies, 3rd Edition<br>Published by: Causeway Press, 2004                         | Jones, R; Raffo, C & Hall, D |
| Farm Management Pocketbook, 40th Revised edition<br>Published by: The Anderson Centre, 2009 | Nix, J                       |
| Financial Management for Farmers and Rural Managers<br>Published by: Blackwell, 1997        | Warren, M                    |

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|--------|------------|
| UAN:   | D/507/4710 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

This unit aims to provide learners with an understanding of the importance of customer care and the principles of retail merchandising in the land-based sector. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

The learner will develop their customer service skills. The learner will understand how items are effectively displayed, along with how they are promoted and marketed. They will consider the principles of stock control and storage.

### Learning outcomes

In this unit, learners will be able to:

1. Deliver effective customer service
2. Understand how to display items for sale
3. Understand methods of promotion and marketing
4. Understand the principles of ordering, pricing and controlling retail stock

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Deliver effective customer service

### Topics

- 1.1 Review the needs of different customer groups
- 1.2 Demonstrate effective customer service skills
- 1.3 Evaluate customer service in a given land-based outlet

In this outcome, the focus is on customer service skills. It is anticipated that delivery of this unit will be through a mix of formal lectures, visits to appropriate outlets, and the opportunity to practise customer service skills in a real or simulated situation. Work placement in an appropriate setting would also help learners to develop effective customer service skills. It will be important to explore the potential impact of good and poor customer service on the business's current and future customers, and thus on the success of the business.

#### Topic 1.1

Learners will be able to recognise different customer groups and review their needs, to include: individuals, businesses. They will also be able to recognise customer classification eg age, sex, socio-economic group.

#### Topic 1.2

Learners will be expected to demonstrate effective customer service skills when dealing with customers, to include:

- effective communication (eg addressing customers face to face, appropriate telephone manner, effective written communication, use of social media)
- courtesy and helpfulness
- appropriate dress and body language
- product knowledge.

#### Topic 1.3

Learners will be able to evaluate customer service in a given land-based outlet taking the following into consideration: customer expectations, service standards, approach to customers, policies (eg refunds, complaints), after sales service, advice and assistance, compliance with Data Protection Act 1998.

## Learning outcome:

### 2. Understand how to display items for sale

#### Topics

- 2.1 Customer flow and space layout of a given land-based outlet
- 2.2 Product display systems
- 2.3 Influence of legislation on goods displayed

In this outcome, after appropriate classroom based activity, the learner will need access to land-based retail outlets to enable them to carry out the required analysis and evaluation of customer flow, space layout and display systems. It may be helpful to visit a larger outlet, possibly one that is part of a national chain, and a smaller independently owned one for comparison and to stimulate debate about the key factors. The study of relevant legislation may be assisted by considering case study examples of where this has been breached and the consequences of this to the business.

#### Topic 2.1

Learners will be able to analyse customer flow of a given land-based outlet in relation to the direction of customer movements, and clarity of store layout aiding customer flow, eg:

- store design and plan including position of entrance and exit
- signage location and clarity
- location of tills
- aisle widths
- access for customers including those with disabilities location of promotional offers.

#### Topic 2.2

Learners will evaluate product display systems of a given land-based outlet in relation to product groupings (eg by category of product, by species, according to perishability, seasonality, special promotions), types of display, location of displays.

#### Topic 2.3

Learners will understand how relevant legislation influences the display of goods in a land-based outlet. Relevant legislation would include: Sale of Goods Act 1968 (as amended 1979 & 1994), Trades Description Act 1968, Weights and Measures Act 1985, Consumer Protection Act 1987 (as amended 1994), Price Marking Order 2004.

## Learning outcome:

### 3. Understand methods of promotion and marketing

#### Topics

- 3.1 Methods of promotion
- 3.2 Marketing strategies for given land-based outlets
- 3.3 Recommend improvements to a given marketing strategy

This outcome requires learners to review promotional methods and marketing strategies for a selected land-based outlet. This could be the same outlet or a different one to those studied for

outcomes 1 and 2. It may be helpful to study a larger outlet where there is often more evidence of formal strategies. The evaluation of and recommendation of improvements to, a marketing strategy should be carried out in the context of a specific business objective.

### **Topic 3.1**

Learners will compare different methods of promotion available to land-based businesses, to include: advertising in different media, (eg radio, newspaper, internet, television), public relations and sponsorship, special offers and discounts, direct mailing.

### **Topic 3.2**

Learners will evaluate marketing strategies for given land-based outlets to include strategies relating to:

- product (eg product design, product range, packaging)
- price
- promotion (eg advertising, Public Relations and sponsorship, special offers and discounts, direct mailing)
- place (eg location, transportation, home delivery).

### **Topic 3.3**

Learners will be able to give recommendations to support a given objective, eg increase market share, increase sales, increase customer base.

## **Learning outcome:**

### **4. Understand the principles of ordering, pricing and controlling retail stock**

#### **Topics**

4.1 Buying and ordering processes

4.2 Stock control and storage methods

4.3 Pricing methods

This outcome could be delivered through more formal classroom based activity but it would be beneficial if this is supplemented with real work examples, through visits or guest speakers. It is important that learners develop an understanding of the different storage, legislative and security considerations for the varied types of stock which may be sold through a land-based outlet. This outcome also looks at buying, ordering and pricing methods and case study material would be useful to explore an appropriate range of methods.

#### **Topic 4.1**

Learners will evaluate buying and ordering processes used in land-based outlets, to include:

- methods of payment
- credit arrangements
- methods of ordering
- documentation
- locating suppliers
- stock delivery.



**Topic 4.2**

Learners will evaluate different methods of controlling stock, to include: stock rotation, planning to meet demand, monitoring stock. They will also understand the methods of storing products to include: perishable and non perishable items, security, storage of plant health products, minimising wastage, compliance with relevant legislation and guidelines, eg DEFRA Code of Practice for Suitably Qualified Persons and Guidance for the Registration of Retail Premises 2008.

**Topic 4.3**

Learners will evaluate different pricing methods, to include:

- cost based
- competitor based
- offers and discounts.

## Guidance for delivery

This unit is designed to provide learners with an understanding of the important skills for those working in and managing land-based retail outlets. Centres are encouraged to find a selection of appropriate outlets which could be used for comparison and case study material. Examples may include farm retail shops, horticultural suppliers and garden centres.

As learners will be visiting other businesses and organisations, there should be an emphasis on safe working practices and appropriate risk assessments should be undertaken.

At level 3 learners will have significant experience as customers of retail outlets. This perspective and experience will be helpful in developing their understanding of customer service and marketing methods in the land-based sector. It will be important that teaching and delivery focuses on the application of knowledge and skills to outlets in the land-based sector that are as relevant as possible to learners' interests.

## Suggested learning resources

### Books

- |   |  |
|---|--|
| Customer Service for Dummies<br>Published by: Wiley Publishing, 2006<br>ISBN-10: 0471768693<br>ISBN-13: 978-0471768692                                | Leland, K & Bailey, A                        |
| S/NVQ 3 Customer Service Candidate Handbook<br>Published by: Butterworth Heinemann, 2001<br>ISBN-10: 0435452274<br>ISBN-13: 978-0435452278            | Bradley, S; Hebron, L & Woods, A             |
| Marketing: Concepts and Strategies<br>Published by: Houghton Mifflin, 5 <sup>th</sup> edition, 2005<br>ISBN-10: 061853203X<br>ISBN-13: 978-0618532032 | Ferrel, O.C; Dibb, S; Simkin, L; Pride, W.M. |
| Business studies<br>Published by: Causeway Press Ltd., 4 <sup>th</sup> edition, 2008<br>ISBN-10: 1405892315<br>ISBN-13: 978-1405892315                | Hall, D & al.                                |
| Business Studies - Second Edition<br>Published by: Nelson Thornes, 1994<br>ISBN-10: 0748718761<br>ISBN-13: 978-0748718764                             | Needham, D & Dransfield, R                   |

### Websites

- |                            |  |
|----------------------------|--|
| Business education website | <a href="http://www.bized.co.uk">www.bized.co.uk</a> |
|----------------------------|--|

Business Link website  
Marketing resources  
Case study materials and resources

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)  
[www.marketingteacher.com](http://www.marketingteacher.com)  
[www.thetimes100.co.uk](http://www.thetimes100.co.uk)

## Unit 366

# Exploring improvements, opportunities for diversification and new business initiatives within the Land Based sector

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|--------|------------|
| UAN:   | K/507/6878 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

This unit aims to provide learners with an understanding of the principles of business planning and improvement in the land-based industries and how these can be put into practice.

The learner will explore business improvement, including opportunities for diversification, how it can give a competitive advantage and reduce environmental impact. They will learn the skills necessary for developing a business idea, and preparing a business plan.

### Learning outcomes

In this unit, learners will be able to:

1. Understand business improvement in land-based industries
2. Plan opportunities for practical business improvement
3. Produce business plans.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand business improvement in land-based industries

### Topics

1.1 Strategies a land-based business can adopt to improve performance

1.2 How land-based business can achieve competitive advantage

1.3 How a land-based business can improve its environmental impact

In this outcome, learners will investigate how business improvement should be sought in all of the key functional areas. They will discover that a sound business strategy derives from an understanding of current strengths, weaknesses, opportunities and threats and provides a focus for future improvements and development. They will also learn about the importance of sustainability and the need for businesses to reduce their environmental impact.

#### Topic 1.1

Learners will understand how the following strategies can improve business performance:

- consolidation
- expand market share
- product development
- market development
- diversification
- SWOT analysis.

Learners will understand key indicators of improved business performance, to include:

- Improved effectiveness and efficiency in key business functional areas eg products, services, marketing, customer relations, staffing, staff management, working practices, production efficiency, financing, financial control
- internal factors eg resources and management
- external factors eg political, economic, socio-cultural and technological.

#### Topic 1.2

Learners will understand how businesses can achieve a competitive advantage through:

- cost of service
- differentiation eg quality, location, customer service and perceived added value
- use of marketing mix eg product, price, place, promotion.

#### Topic 1.3

Learners how businesses can improve its environmental impact taking the following into consideration:

- resource use
- waste
- recycling

- pollution ie chemical, biological, visual, audible, light
- road traffic
- carbon footprint
- enhancement of the environment (eg preservation or creation of habitats, conservation of structures)
- principles of sustainability
- relevant environmental legislation:
  - Wildlife and Countryside Act 1981 (as amended 1991)
  - Environmental Protection Act 1990 (as amended 1995)
  - Control of Substances Hazardous to Health (COSHH) 2002
  - The Control of Pollution Regulations (Oil Storage) (England) Regulations 2001
  - Water Framework Directive (WFD)
  - Cross Compliance, Nitrates Directive, Waste Management (England and Wales) Regulations 2006.

### Learning outcome:

## 2. Plan opportunities for practical business improvement

### Topics

2.1 Potential improvements in a business within a land-based context

2.2 Plan for achieving business improvements or diversification within a land-based context

In this outcome, learners will identify specific improvements that could be made in a selected business from some of the key functional areas listed. These improvements could involve opportunities for business diversification, but learners should be cautioned that diversification is often a high risk strategy and opportunities need to be carefully evaluated. Learners will need to prepare a detailed plan for implementation of proposed improvements.

#### Topic 2.1

Learners will explore a selected business and identify improvements, as specified in Topic 1.1.

#### Topic 2.2

Learners will plan for achieving business improvements or diversification, taking into account:

- specific actions
- rationale
- timescales
- resource implications
- financial implications ie costs, likely returns
- key factors for success and risks
- forward, backward, horizontal diversification
- opportunities in relation to resources, skills and finance needed.

### Learning outcome:

## 3. Produce business plans

## Topics

- 3.1 Research the market for a land-based business idea
- 3.2 Develop a land-based business idea
- 3.3 Produce business plans

In this outcome, learners will propose a land-based business plan. This could be based on business improvements or developments identified in outcome 2, a diversification proposal or for a new business start-up.

### Topic 3.1

Learners will carry out market analysis using primary and secondary data, to include:

- size
- trends
- competition
- segmentation
- target market.

### Topic 3.2

Learners will propose a business development including:

- establishment of a new business
- diversification or development of new enterprise
- recommendations for implementation of improvements to an existing business.

### Topic 3.3

Learners will prepare a business plan for business idea developed. The completed business plan should be addressed to a specific audience and include:

- business products or services
- aims and objectives
- market analysis ie size, trends, competition, segmentation, target market
- physical resources ie property, machinery, vehicles, equipment and stock
- human resources ie staffing structure, management and key personnel, job descriptions and person specifications
- promotion ie media and cost
- financial forecasts ie setting up costs, pricing, income, costs, profit and monthly cash flow forecast
- finance needs
- sources of finance ie equity, borrowing and grants
- legal issues ie business type, trading terms and conditions, trading standards, licences, relevant current legislation, planning permission, health and safety, fire regulations, regulatory bodies, sources of advice.

## Guidance for delivery

This unit allows learners to explore the importance of improvement and planning for future business development. It should be related to the types of business relevant to the learners' vocational area and can include all forms of business. This may be not-for-profit organisation and not restricted to commercial private sector businesses.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.



## Unit 367

## Undertake a specialist project in the Land-Based sector

|        |            |
|--------|------------|
| UAN:   | D/507/4643 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

The purpose of this unit is for learners to gain an understanding of the principles of undertaking a specialist project and how this can be put into practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

Learners will develop project knowledge and skills by studying a chosen topic area through a project. They will explore topic areas that interest them and select one topic for their project. They will plan and carry out their specialist project working to meet deadlines and monitoring performance. Learners will prepare an evaluative report looking at how the project performed, if the schedule plan met the project aims and objectives and how improvements could be made in the future.

### Learning outcomes

In this unit, learners will be able to:

1. Develop proposals for specialist projects
2. Plan for specialist projects
3. Carry out specialist projects
4. Evaluate specialist projects

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Develop proposals for specialist projects

### Topics

1.1 Research topics for specialist sources using information sources

1.2 Project proposal

In this outcome, learners will need to identify a suitable topic for their investigative project. This should be relevant to their programme of study and have a particular interest for them, for example in relation to a special area of interest, experience or future employment of study ambitions. Ideal project topics could have a practical or theoretical focus, but all projects should include potential for research into existing literature and information sources as well as a practical investigation or application, so should be chosen in agreement with the tutor. Learners are likely to need guidance on suitable project topics and tutor support to ensure that selected topics are achievable in the timescale and with the resources available. The proposal should outline the aims and objectives, information sources, resource requirements, and the methodology by which the learner intends to complete the project, as well as their justification for topic selection. If appropriate to the investigation, a hypothesis should be included as part of the methodology.

#### Topic 1.1

Learners will use a range of information sources to research topics for specialist project, including:

- textbooks
- journals
- magazines
- internet
- trade literature
- television and radio
- subject experts.

Learners will comment on the validity and reliability of each type of information source.

Learners will carry out research using methods appropriate to the topic, for example:

- literature review
- trials, experiments
- practical activities
- questionnaires
- interviews
- surveys.

#### Topic 1.2

Learners will produce proposals for specialist projects to include:

- Title
- aims/objectives
- methodology
- information sources
- resources required for completion of the project ie advice and support, computers, materials

- justification of proposed project.

### **Learning outcome:**

## **2. Plan for specialist projects**

### **Topics**

2.1 Planning operations and resources

2.2 Selection of resources

In this outcome, learners will complete a detailed action plan for completion of the specialist project within the set timescale. This should include, as a minimum:

- a detailed breakdown of key milestones from starting the project up to submission of the completed project report
- resources required at each stage (and reasons for their selection)
- time expected for completion and interim target completion dates.

Learners should also consider possible setbacks to their planned schedule and contingency plans to ensure timely completion of the project.

### **Topic 2.1**

Learners will plan operations required to carry out a selected specialist project, to include:

- Project planning techniques:
  - critical path analysis
  - Gantt charts
- sequencing of activities
- working to deadlines
- allowing for other commitments
- project action plan:
  - aims
  - objectives
  - specific operations / tasks
  - start and completion dates
  - time required
  - resources required
  - possible disruptions to plan eg illness, IT problems, resource problems, cost
  - Contingencies
  - remedial actions.

### **Topic 2.2**

Learners will justify reasons for resources selected based on suitability, availability and cost, to include:

- people
- time
- buildings
- equipment
- animals
- materials
- literature and media eg internet, trade magazine
- IT applications and budget.

### **Learning outcome:**

## **3. Carry out specialist projects**

### **Topics**

3.1 Monitor progress

3.2 Health and safety implications

In this outcome, learners will conduct and complete their specialist project, collecting supporting evidence as appropriate, for example literature review, artefacts, witness statements, photographs or videos. Whilst doing this, they should maintain a log or diary of all actions, and regularly monitor their progress against their action plan. It would be appropriate for tutors to conduct progress reviews at key stages of the project. As part of conducting the project, learners should discuss any health and safety implications of their work, and identify any relevant legislation or codes of practice. Risk assessments may contribute to evidence of this.

#### **Topic 3.1**

When carrying out their project, learners will monitor progress against deadlines using a diary or action log.

Learners will monitor performance against:

- schedule plan ie daily, weekly, monthly progress
- budget
- other appropriate measures for each tasks.

Learners will capture reasons and remedial actions if falling behind schedule using a diary or action log.

Deadlines can be defined as interim, key milestones or final, and should be reviewed at regular intervals by tutor/supervisor.

#### **Topic 3.2**

Learners will discuss the health and safety implications, where applicable, of the specialist project, taking into consideration:

- health and safety
- risk assessment
- Personal Protective Equipment (PPE)
- relevant regulations and legislation
- codes of practice.

### **Learning outcome:**

## **4. Evaluate specialist projects**

### **Topics**

4.1 Report on project

4.2 Evaluating achievements and areas for improvement

In this outcome, learners will produce a summary report of their project and the process of its completion. This should cover, as a minimum:

- title
- aims / objectives

- review of existing literature / information
- methodology
- results / findings
- conclusions
- references.

#### **Topic 4.1**

Learners will report on the project either in a written report format, or verbally through a presentation.

#### **Topic 4.2**

Learners will evaluate achievements and areas for improvement for their specialist projects, including:

- conduct and management of the project:
  - action plan
  - keeping to deadlines
  - problems and remedial actions
  - project results/findings
  - strengths and weaknesses
- Areas for improvement:
  - Planning
  - Implementation methodology
  - results/findings
  - report
  - topics for further investigation.

### **Guidance for delivery**

This unit is designed to encourage and develop learners' independent thinking and research skills. The concept of the project is applicable across all of the vocational areas in the environmental and land-based sector, and learners should be guided and encouraged to select a project topic that is particularly relevant to their interests. Suitable project topics could include:

- trial or experiment
- investigation of an issue important to the sector
- production of a structure or artefact
- training programme
- improving a process
- investigation of a new product or service.

All referencing should comply with academic conventions.

The project evaluation should consider the strengths and weaknesses of the finished project and the process of its completion. Consideration of the usefulness and importance of project planning, and ways in which the project could have been improved.

### **Suggested learning resources**

#### **Books**

The Project Management Pocketbook  
Published by: Management Pocketbooks, 1998

Applegarth, M

The Definitive Guide to Project Management: The Fast Track to Getting the Job Done on Time and on Budget  
Nokes, S & Kelly, S  
Published by: Financial Times Prentice Hall, 2<sup>nd</sup> edition, 2007

Project Management for Dummies  
Published by: Wiley Publishing, 2001

Portney, S.E

|               |            |
|---------------|------------|
| <b>UAN:</b>   | H/507/6877 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

The purpose of this unit is for learners to have an understanding of grassland management and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

This unit enable learners to develop the knowledge and skills needed to successfully manage grassland. It can be applied to all grazing livestock enterprises and grass kept for conservation purposes.

### **Learning outcomes**

In this unit, learners will be able to:

1. Understand grasses and grass growth.
2. Understand the factors to consider when establishing and maintaining grass
3. Manage grassland for grazing
4. Know how to conserve grass.

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand grasses and grass growth

##### Topics

- 1.1 Terminology used in grass production and management
- 1.2 Relate growth patterns to the management of grass for grazing and conservation
- 1.3 Agronomic characteristics of key grass species/varieties
- 1.4 Agronomic characteristics of common weed grass species

This outcome serves as a general introduction to the unit as a whole, but will be common to all areas in the UK. The terminology could be given in the form of a 'dictionary A-Z' at the start of the course so that students have a continual reference point. The growth pattern would ideally be taught to match the season of grass growth, which is likely to be mostly from early spring onwards. The agronomic characteristics of grasses and weeds could be taught both in a laboratory and in the field. Weeds should be observed at their different growth stages, especially when relatively small.

##### Topic 1.1

The learner will explain the terminology used in grass production and management.

Types of grassland:

- hill grazing
- permanent pasture
- leys (plants making up the sward)
- physiology of the grass plant (vegetative and inflorescence)
- digestibility of grass
- how it is measured and factors which influence this.

##### Topic 1.2

The learner will relate growth patterns to the management of grass for grazing and conservation:

- Establishment of grass (grassland production curve, seeds mixtures)
- Managing grass for grazing (hay and silage)
- Effect of soil type
- Fertiliser
- Climate and topography on grassland production.

##### Topic 1.3

The learner will discuss agronomic characteristics of key grass species/varieties.

Grass identification and assessment:

- recognise productive grassland species such as Italian rye grass
- perennial rye grass
- Timothy
- Cocksfoot
- meadow fescue
- white and red clover and some herbs.



- Identify attributes that make these species desirable.

#### **Topic 1.4**

The learner will discuss agronomic characteristics of common weed grass species:

- What makes a grass a weed
- grass weeds (annual meadow grass, chickweed, yorkshire fog, brome)
- use of grass keys to identify weed grass species
- environmental considerations.

### **Learning outcome:**

## **2. Understand the factors to consider when establishing and maintaining grass**

### **Topics**

2.1 Methods used to prepare a site for and establish a grass crop

2.2 Nutrient requirements for grassland and prepare a nutrient programme to meet production and sward needs

2.3 Controlling common weeds, pests and diseases of grass

2.4 Factors that contribute to sward deterioration

This outcome will need to be taught according to the season of grass establishment, which will be either autumn or spring. It would be useful for students to observe the results of a recent grassland establishment programme in order to base their comments from direct observation. Students should be made familiar with Department for Environment, Food and Rural Affairs (England) (Defra), Welsh Assembly Government (Wales), Scottish Executive Environment and Rural Affairs Department (SEERAD), Department of Agriculture and Rural Affairs (DARD NI) RB209 Fertiliser Recommendations handbook and the updated NVZ guidelines for manure applications. Regular crop walking to monitor weeds, pests and diseases as well as signs of sward deterioration such as poaching will need to be continually borne in mind by the tutor. The unit should therefore contain an equal mix of classroom and field studies.

#### **Topic 2.1**

The learner will compare the alternative methods used to prepare a site for and establish a grass crop:

- Soil type
- drainage and topography
- reseed techniques
- plough and reseed (Autumn and Spring)
- under-sowing
- direct drilling
- renovation
- partial and full.

#### **Topic 2.2**

The learner will assess nutrient requirements for grassland and prepare a nutrient programme to meet production and sward needs:

- Grass crop requirements
- Dry Matter production targets
- grassland pH targets

- the role of Nitrogen
- Phosphate
- Potash and Minor elements
- Nitrogen-Potash relationships
- Environmental considerations including Nitrate Vulnerable Zone (NVZ) calculations.

### Topic 2.3

The learner will describe how weeds, pests and diseases of grass can be controlled:

- Weed control:
  - mechanical (topping, rolling)
  - chemical (complete sward destruction, selective weed killers, weed wipers)
  - manual weeding
- Pest Control:
  - Moles
  - Rabbits
  - Deer
  - badgers and their effect on grassland
  - legislation and health and safety issues
- Diseases control:
  - common endoparasites with lifecycles for each
  - control measures and economic impact of neglect
  - rotational grazing
  - crop rotation
  - use of conservation crops to break disease cycles.

### Topic 2.4

The learner will discuss the factors that contribute to sward deterioration:

- Grazing Pressure (high and low)
- Drainage
- poor fencing
- soil type and poaching
- age of sward
- timeliness of machinery operations.

## Learning outcome:

### 3. Manage grassland for grazing

#### Topics

- 3.1 Soil sampling and analysis
- 3.2 Grass during the grazing season
- 3.3 Grassland improvement activities

#### Topic 3.1

The learner will carry out soil sampling and analysis:

- Set effective nutrient levels for pH and the major grassland nutrients
- take statistically valid soil samples and make field scale determination of pH
- P and K levels.

### Topic 3.2

The learner will monitor grass during the grazing season:

- Daily
- Weekly
- monthly checks
- assess for sward length
- quality
- presence of weeds
- damage
- topping
- management of grazing pressure
- boundary maintenance
- drainage
- rotational grazing
- nutrition
- weed control and their effects on sward
- re-seeding.

### Topic 3.3

The learner will carry out grassland improvement activities:

- Plan and monitor activities
- boundary maintenance
- rotational grazing/conservation cuts
- drainage maintenance
- fertiliser application
- weed control
- partial sward replacement
- topping.

## Learning outcome:

### 4. Know how to conserve grass

#### Topics

4.1 Common systems for grass conservation

4.2 Mechanical methods/treatments for conserving grass

4.3 Harvesting and storing conserved grass process

This outcome would likely be taught at the appropriate season, which is likely to be from mid-February onwards, in preparation for the forthcoming grazing and conservation activities. Tutors will possibly need to account for flexibility in following grass growth with respect to the apparent changing seasons and milder winters. Where possible, learners should be involved in a farms' preparation for both grazing and conservation, especially where silage takes place. There would need to be strict adherence to Health and Safety at all times where machinery and grazing livestock are concerned.

#### Topic 4.1

The learner will describe common systems of grass conservation:

- Field dried hay

- wrapped hay/haylage/silage
- clamped silage
- dried grass
- Fertiliser requirements
- sward composition
- time of cutting
- target D value.

#### **Topic 4.2**

The learner will describe the alternative mechanical methods/treatments for conserving grass:

- Mowers and mower conditioners
- Tedding machines and their uses
- Wind row machines and their uses
- Baling machines (conventional, big round and big square)
- Wrapping machines, forage harvesters (self propelled and trailed).

#### **Topic 4.3**

The learner will describe the processes involved in harvesting and storing conserved grass.

Principles of preservation by:

- drying (hay)
- work plan/schedule of events
- weather forecasting
- mechanical handling
- example schedule of events
- target moisture content for baling.

Principles of preserving grass by wrapping:

- work plan/schedule of events
- weather forecasting
- mechanical handling
- wrapping
- transport and storage
- example schedule of events
- target moisture content for baling.

Principles of preserving grass by clamping:

- target pH of made silage
- desirable bacterial activity and how to promote it
- D Value - work plan/schedule of events
- weather forecasting
- mechanical handling,
- wrapping
- transport and storage
- example schedule of events
- target moisture content for baling.

## Guidance for delivery

This unit deals with the management of grass as a crop. Learners will look at methods of optimising grass productivity through its use both by the grazing animal and for conservation. Care will need to be taken to contextualise the study of grassland production to meet the requirements of the learners in their locality. Different emphasis will need to be placed on dairy cow grazing systems in lowland western areas than in hill farming areas or equine areas.

## Suggested learning resources

### Books

- |  |   |
|--|---|
| Farm Machinery<br>Published by: Old Pond Publishing, 2005<br>ISBN: 1903366682  | Bell, B                                       |
| Culpin's Farm Machinery<br>Published by: Blackwell Science, 2006<br>ISBN: 0632051825   | Culpin, C & Bloxham, P                        |
| Soil<br>Published by: The Crowood Press, 2002<br>ISBN: 0852365594  | Davies, B; Eagle, D & Finney, F               |
| Lockhart and Wiseman's Introduction to Crop Husbandry: Including Grasslands<br>Published by: Butterworth-Heinemann, 2002<br>ISBN: 0080420028         | Finch, H; Samuel, A; Lockhart, J & Wiseman, A |
| Fertiliser Recommendations: For Agricultural and Horticultural Crops, (RB209)<br>Published by: The Stationery Office Books, 2002<br>ISBN: 0112430589 | DEFRA   |
| Improved Grassland Management<br>Published by: The Crowood Press, 2002<br>ISBN: 0852365438   | Frame, J                                      |
| Grasses: A Guide to Their Structure, Identification, Uses and Distribution, 3rd Edition<br>Published by: Penguin Books, 1992<br>ISBN: 0140132279     | Hubbard, C                                    |
| Farm Management Pocketbook, 37th Edition<br>Published by: The Andersons Centre, 2009<br>ISBN: 0954120159   | Nix, J  |
| The Agricultural Notebook, 20th Edition<br>Published by: Blackwell Science, 2003<br>ISBN: 0632058293   | Soffe, R                                      |

The UK Pesticide Guide  
Published by: CABI Publishing, 2009  
ISBN: 1845930452

Whitehead, R

Silage  
Published by: Chalcombe Publications, 2005  
ISBN: 0948617500

Wilkinson, J

### ***Journals and magazines***

- Farm Contractor
- Farmers Guardian
- Farmers Weekly
- Grass and Forage Farmer
- Grass and Forage Science

### ***Websites***

|   |   |
|---|---|
| Bayer Crop Science  | <a href="http://www.bayercropscience.co.uk">www.bayercropscience.co.uk</a>  |
| British Grassland Society   | <a href="http://www.britishgrassland.com">www.britishgrassland.com</a>  |
| Environment, Food and Rural Affairs   | <a href="http://www.defra.gov.uk">www.defra.gov.uk</a>  |
| Department for Welsh Assembly Government  | <a href="http://www.wales.gov.uk">www.wales.gov.uk</a>  |
| Scottish Executive Environment and Rural Affairs Department   | <a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>  |
| Department of Agriculture and Rural Affairs (Northern Ireland)  | <a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>  |
| European Fertiliser Manufacturers Association   | <a href="http://www.efma.org">www.efma.org</a>  |
| Health and Safety Executive   | <a href="http://www.hse.gov.uk">www.hse.gov.uk</a>  |
| Institute of Grassland and Environmental Research Environment Agency: Best Farming Practices: Profiting From a Good Environment | <a href="http://www.iger.bbsrc.ac.uk">www.iger.bbsrc.ac.uk</a>  |
| Natural England: Entry Level Stewardship Handbook   | <a href="http://www.wensumalliance.org.uk/publications/EA_Best_farming_practices.pdf">http://www.wensumalliance.org.uk/publications/EA_Best_farming_practices.pdf</a> |

## Unit 369

## Riding horses on the flat

|        |            |
|--------|------------|
| UAN:   | Y/507/6892 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

The purpose of this unit is to provide learners with an understanding of the principles of riding horses on the flat and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

This unit contributes to the riding skills of learners who may wish to progress into work and continue their training in the equine industry towards being a rider, trainer or instructor. It focuses on developing a sound, practical base for riding and training horses. Whilst largely practical, learners will be encouraged to engage with the theory of training horses on the flat to enhance their abilities.

Learners should have completed, or working towards completing, **Unit 358: The principles of equitation** and **Unit 361: Exercising horses** prior to taking this unit.

### Learning outcomes

In this unit, learners will be able to:

1. Demonstrate riding position on the flat
2. Ride horses on the flat
3. Assess a horse on the flat

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working. Emphasis needs to be placed on the duty of care of learners to horses they are working with, and at no time should any of the activities have a negative impact upon horse welfare. Learners should also be encouraged to work towards Industry Standards.

### Learning outcome:

#### 1. Demonstrate riding position on the flat

##### Topics

1.1 Riding position

1.2 Apply natural and artificial aids

In this outcome, learners will be required to develop a correct flat work riding position. The emphasis should be placed on the correct application of the aids and the maintenance of an effective position.

##### Topic 1.1

Learners will demonstrate a correct riding position in all three paces with and without stirrups:

- Supple balanced independent seat
- Straight line through shoulder, hip and heel
- Straight line through elbow, hand and rein
- Sitting tall with shoulders above seat
- Secure lower leg.

##### Topic 1.2

Learners will be required to apply natural and artificial aids, as appropriate, at all paces.

### Learning outcome:

#### 2. Ride horses on the flat

##### Topics

2.1 Ride horses on the flat

2.2 Exercises used to maintain horses level of training

Learners will be required to develop an understanding and ability to ride a horse. The importance of adopting an appropriate outline and contact, showing balance, suppleness, rhythm, tempo and impulsion should be highlighted.

##### Topic 2.1

Learners will work the horse on the flat demonstrating an awareness of the different scales of training, to include:

- riding in open order
- warm-up and cool-down.

##### Topic 2.2

Learners will be required to carry out training exercises to maintain flatwork:

- School figures and movements
- Transitions



- Lateral work.

### Learning outcome:

#### 3. Assess a horse on the flat

#### Topics

- 3.1 Assess a horse's way of going
- 3.2 Reflect on riding session

Learners will be required to assess a horse's way of going. The emphasis on linked work and how exercises and movements should be sequenced is important. This should include the methods and procedures used to assess a horse.

##### Topic 3.1

Learners will need to demonstrate a suitable assessment process for the horse's way of going. Considerations of the rider's influence must also be taken into account.

##### Topic 3.2

Learners will be required to reflect on the riding session and justify selection of exercises chosen.

### Guidance for delivery

This unit is designed to provide the learner with the ability to ride and assist with training horses to enhance quality of work, whilst considering the theory of training.

Throughout the unit, there should be an emphasis on safe working practice. It is expected that learners will be made aware of safety and familiar with accepted behaviours within the context of which they are working.

### Suggested learning resources

#### Books

|  |                              |
|--|------------------------------|
| The BHS Manual of Equitation<br>Published by: Kenilworth Press Ltd., 2006<br>ISBN: 1872119335                  | British Horse Society        |
| The Course Companion for BHS Stage III<br>Published by: J.A.Allen & Co Ltd.,1999<br>ISBN: 0851316567           | Cave M.                      |
| The BHS Complete Training Manual for Stage 1<br>Published by: Kenilworth Press Ltd., 2008<br>ISBN: 1905693207  | Auty, I & Linington-Payne, M |
| The British Horse Society Riding Manual<br>Published by: Barron's Educational Series, 2008<br>ISBN: 0764161124 | Linington-Payne, M           |

Horse Care and Riding: A Thinking Approach  
Published by: David & Charles PLC, 1998  
ISBN: 0715302200

McBane, S

## Unit 370

## Riding horses over fences

|        |            |
|--------|------------|
| UAN:   | D/507/6893 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

The purpose of this unit is for learners to the principles of riding horses over fences and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

This unit contributes to the riding skills of learners who may wish to progress into work and continue their training in the equine industry towards being a rider, trainer or instructor. It focuses on developing a sound, practical base for riding and training horses. Whilst largely practical, learners will be encouraged to engage with theory of training horses over fences to enhance their abilities.

Learners should have completed, or working towards completing, **Unit 358: The principles of equitation** and **Unit 361: Exercising horses** prior to taking this unit.

### Learning outcomes

In this unit, learners will be able to:

1. Jump a grid of fences
2. Jump a course of fences
3. Jump a course of cross-country fences

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviours within the context in which they are working. Emphasis needs to be placed on the duty of care of learners to horses they are working with, and at no time should any of the activities have a negative impact upon horse welfare. Learners should also be encouraged to work towards Industry Standards.

## Learning outcome:

### 1. Jump a grid of fences

## Topics

### 1.1 Jump down a grid of fences

In this outcome, learners should gain an understanding of riding gymnastic jumping and grid work exercises to a height range of 2'6" (80cm) - 2'10" (90cm). This outcome should be delivered in a practical setting where learners are riding regularly under instruction. Learners should have the opportunity to work with a range of horses with the emphasis on riding safely when working over fences. Learners should be made aware of health and safety and appropriate working practice when working around and over jumps within a riding arena and in open spaces taking account of other users. The importance of pace and distances must be an important aspect of delivery and reaffirm safety considerations.

#### Topic 1.1

Learners will be required to jump through a grid of fences and maintain a balanced position considering the horses type and stage of training. The grid must include, at a minimum, two uprights and a spread:

- Secure, balanced and effective position (including stirrup length)
- Reaction to changes within a grid
- Control of horse
- The importance of rhythm and speed
- related distance between fences (as in more than two non jumping strides)
- bounces, doubles including one and two non-jumping strides
- Pace and approach to include: choice of trot and canter, corner, line in front of a fence, pace in front of fence, position at corner and through approach, position at take off, in flight and getaway, the importance of riding away from fences and riding the corner after fences
- Reflection of horse and rider performance.

## Learning outcome:

### 2. Jump a course of fences

## Topics

### 2.1 Ride a horse to maintain its level of training

In this outcome, learners will be required to ride over a course of fences to a height range of 2'6" (80cm) - 2'10" (90cm). This outcome should be delivered in a practical setting where learners are riding regularly under instruction. Learners should have the opportunity to work with a range of

horses with the emphasis on riding safely when working over jumps. Learners should be made aware of health and safety and appropriate working practice when working around and over jumps within a riding arena taking account of other users. The importance of pace and direction must be an important aspect of delivery and reaffirm safety considerations.

### **Topic 2.1**

Learners will ride horses to maintain its level of training round a course of show jumps, to include a minimum of 8 fences including two spreads, a related distance, a dogs leg and a double:

- Walking the course and considering how best to ride and approach fences
- Secure, balanced and effective position between and over fences (including stirrup length)
- Reaction to changes within a course
- Control of horse and consideration for maintaining level of training
- The importance of rhythm and speed, taking into account surface, facilities, space,
- Pace and approach to include: choice of trot and canter, corner, line in front of a fence, pace in front of fence, position at corner and through approach, position at take off, in flight and getaway, the importance of riding away from fences and riding the corner after fences
- Reflection of horse and rider performance.

## **Learning outcome:**

### **3. Jump a course of cross-country fences**

#### **Topics**

3.1 Adjust speed with regard to the terrain

3.2 Riding over cross country fences

3.3 Secure and balanced position when riding round a course of cross country fences

In this outcome, learners will be required to ride cross country fences in the open to a minimum height of 2'3" (70cm). This outcome should be delivered in a practical setting where learners are riding regularly under instruction. Learners should be made aware of health and safety and appropriate working practice when working in open spaces. Health and safety with regard to appropriate dress must be strongly emphasised within the delivery of this outcome. The importance of stressing the requirement of maintaining pace control and direction while working in a variety of situations should be confirmed to enhance health and safety considerations.

### **Topic 3.1**

Learners must be able to adjust speed with regard to terrain:

- location of and type of fences which may include:
  - combinations
  - the use of trot canter and gallop
  - the maintenance of rhythm and control
  - adjusting pace within a pace
  - use of aids
  - ground conditions and light.

### **Topic 3.2**

Learners must be able to ride over cross country fences. Consideration of the horses basic way of going which should include:

- the awareness and ability to ride forward
- maintain rhythm and pace and riding in the correct form which should include preparation
- selection and riding at the appropriate speed to take account of space

- facilities
- terrain
- weather
- other users
- canter speed
- control
- approach and getaway from fences
- riding between fences
- maintenance of leg and hand aids.

### Topic 3.3

Learners must be able to maintain a secure position when riding round a course of cross country fences, taking into consideration:

- riding in forward position
- poised position and light seat
- riding position approaching a fence
- riding position over a fence
- recovery
- landing and riding away from a fence
- stirrup length
- balance
- hand leg co-ordination
- using the jump position, and adopting a more upright posture as required
- maintaining leg and hand aids
- when and when not to adopt a jumping position
- adapting position to changes around a course of cross country fences.

### Guidance for delivery

This unit is designed to provide the learner with the knowledge and skills required to ride a trained horse in a riding school, over a line of grid fences and over a show jumping course and cross country fences.

Riding horses over fences is one of the most essential components of a horse's routine. It is essential that learners develop knowledge and skills through practice and riding instruction. Throughout the unit the emphasis should be on safe working. It is expected that learners will be aware of safe practice and accepted behaviour within the context of the riding environment.

### Suggested learning resources

#### Books

The BHS Manual of Equitation British Horse Society  
 Published by: Kenilworth Press Ltd., 2006  
 ISBN: 1872119335

Teaching Jumping Houghton Brown, J.  
 Published by: WileyBlackwell, 1997  
 ISBN: 0632041275

Training Show Jumpers Paalman, A & Holstein, G  
 Published by: J A Allen, 1999  
 ISBN: 0851315485

Training the Show Jumper  
Published by: Kenilworth Press Ltd., 1987  
ISBN: 0901366740

Hadley, S

***Journals and magazines***

- Horse and Hound

## Unit 371

## Introduction to equestrian coaching

|               |            |
|---------------|------------|
| <b>UAN:</b>   | M/507/6896 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### What is this unit about?

The purpose of this unit is for learners to understanding of the principles of equestrian teaching and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The unit provides learners with the skills necessary to apply basic principles of equitation and stable management in a teaching context. The learner will develop the skills to include clarity of communication and confidence with dealing with a range of learning needs. The unit enhances understanding of equitation and stable management techniques. Learners will develop their teaching ability by conducting riding lessons on the flat and over ground poles plus a lead rein and lunge lesson and deliver a short lecture.

This unit links closely to **Unit 358: The principles of equitation**, and **Unit 357: Working and training horses from the ground**.

### Learning outcomes

In this unit, learners will be able to:

1. Prepare lessons for teaching
2. Teach and evaluate a riding lesson
3. Teach and evaluate a lead-rein and lunge lesson
4. Deliver a short interactive presentation.



## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Prepare lessons for teaching

##### Topics

1.1 Plan the content and structure of a lesson

1.2 Horse welfare

In this outcome, learners will be required to develop an understanding of lesson planning, the purpose of planning and the use of documentation in the recording and development process. Learners will be expected to use lesson plans formulated within this outcome for sessions delivered in outcomes 2, 3 and 4.

##### Topic 1.1

Learners will create lesson plans using appropriate format, taking into account:

- aims and objectives
- risk assessment
- needs of the learner
- timings
- interactive activities
- resources and equipment required
- assessment of progress and feedback against aims and objectives.

##### Topic 1.2

When planning lessons, learners will need to take into account:

- care and welfare of the horse
- managing workload and horse
- fitness of horse
- suitability of horse with rider.

### Learning outcome:

#### 2. Teach and evaluate a riding lesson

##### Topics

2.1 Group lessons on the flat

In learning outcomes 2 and 3 the learner will be expected to participate in a range of centre based teaching sessions. Learners must be aware of health and safety regulations at their centre and be aware of the accident procedure.

Learners will teach and evaluate group lessons on the flat according to agreed lesson plans.

### **Learning outcome:**

#### **3. Teach and evaluate a lead-rein and lunge lesson**

##### **Topics**

3.1 Lead rein lessons

3.2 Lunge lessons

Learners must be aware of health and safety regulations at their centre and be aware of the accident procedure.

Learners will teach and evaluate lead rein and lunge lessons according to agreed lesson plans.

### **Learning outcome:**

#### **4. Deliver a short interactive presentation**

##### **Topics**

4.1 Prepare a short interactive presentation

4.2 Deliver a short interactive presentation

4.3 Evaluate success of presentation

In this outcome learners will be expected to participate in centre based interactive presentation sessions. Subject content should be based around relevant coaching topics, eg:

- nutrition and hydration
- conditioning for sport
- awareness of drugs in sport
- customer care
- care of riding school horse
- horse welfare.

##### **Topic 4.1 + 4.2**

Interactive presentations could include:

- use of equipment and props
- questioning techniques
- hand-outs
- assessment for learning

##### **Topic 4.3**

Learners will be required to carry out a self-evaluation of their performance and recognise progress made by the participants.

## Guidance for delivery

This unit is designed to provide the learner with an introduction to equestrian coaching. The unit does not qualify an individual to teach however it does provide a sound basis of equine teaching and practice from which to develop the skills required to become a coach.

It is essential that learners develop knowledge and skills through participation in organised teaching practice sessions. Throughout the unit the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and accepted behaviour within the context in which they are working.

Learners should be encouraged to observe lecture sessions both practical and theoretical. Emphasis should continually be placed on safe working practice within all delivered lecture sessions.

Learners working toward Level 3 are likely to have some experience of riding and dealing with others in riding and practical situations. They should have some awareness and developed a responsibility for their own safety and the safety of others and horses within their charge. The unit aims to extend the learners knowledge and practical experience of working safely within a training environment.

## Suggested learning resources

### **Books**

The Course Companion for the BHS Preliminary Teaching Test  
Published by: J.A.Allen & Co Ltd; Reprinted 2002 edition (1999)  
ISBN-10: 0851316859  
ISBN-13: 978-0851316857

Cave, M

Coaching The Rider: theory and Practice  
Published by: WileyBlackwell, 1995  
ISBN-10: 0632039310  
ISBN-13: 978-0632039319

Houghton-Brown, J

Teaching Jumping  
Published by: WileyBlackwell, 1997  
ISBN-10: 0632041277  
ISBN-13: 978-0632041275

Houghton-Brown, J

The Riding Instructors Handbook  
Published by: David and Charles, 1981  
ISBN-10: 0715381024  
ISBN-13: 978-0715381021

Mortimer, M

## Unit 372

## The principles of horse rehabilitation and therapy

|        |            |
|--------|------------|
| UAN:   | H/507/6894 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

The purpose of this unit is for learners to have an understanding of the principles of horse rehabilitation and therapy and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The learner will understand the nature of horse performance injuries, common sites, possible causes and diagnostic techniques used. The requirements and effective use of therapeutic techniques will also be understood, reviewed, compared and evaluated. The learner will also know equine rehabilitation techniques and complimentary therapies used to improve performance, as well as have an understanding on laws and regulations relating to rehabilitation referrals. The factors that affect the process of referral will also be covered.

### Learning outcomes

In this unit, learners will be able to:

1. Assess conformation of the horse
2. Understand common horse performance injuries
3. Understand diagnostic and therapeutic techniques
4. Understand rehabilitation techniques and the use of complimentary therapies

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

Throughout the unit there will be an emphasis on safe working practices. It is expected that learners are aware of safety and familiar with accepted behaviour within the context of which they are working.

### Learning outcome:

#### 1. Assess conformation of the horse

##### Topics

- 1.1 Determine conformation
- 1.2 Recognise deviations and their effect

##### Topic 1.1

Learners will examine parameters for conformation. Both static and dynamic assessments need to be carried out.

##### Topic 1.2

Learners will need to identify common static and dynamic conformational faults and their effects on soundness and performance.

### Learning outcome:

#### 2. Understand common horse performance injuries

##### Topics

- 2.1 Common horse injuries and degenerative conditions
- 2.2 Factors that put horses at risk of injury

In this outcome, learners will be required to acquire an understanding of a range of performance injuries and their causes. They will also develop an awareness of the processes used for identifying and recognising injury. They should be given opportunities to recognise a range of clinical signs and indicate what performance injury could be being demonstrated.

##### Topic 2.1

Learners will understand cause, manifestation and effect of common injuries and conditions eg:

- tendon injuries
- arthritic conditions
- bone fractures.

##### Topic 2.2

Learners will examine factors that put horses at risk of injury eg:

- Fatigue
- inadequate training
- surface.

## Learning outcome:

### 3. Understand diagnostic and therapeutic techniques

#### Topics

3.1 Diagnostic techniques

3.2 Therapeutic techniques

In this outcome, learners will be expected to justify the use of selected diagnostic and therapeutic techniques, taking into account the following considerations:

- How they work
- Reasons for selection of therapy
- Benefits and possible contraindications
- Rules and regulations.

#### Topic 3.1

Learners will understand a range of techniques to diagnose performance injuries and degenerative conditions. Techniques could include, but not limited to:

- static and dynamic examination
- nerve-block
- ultrasound
- radiography
- MRI.

#### Topic 3.2

Learners will understand a range of therapeutic techniques to treat performance injuries and degenerative conditions. Techniques could include, but not limited to:

- pharmaceutical
- therapeutic ultrasound
- heat and cold
- chartered physiotherapy
- electro-therapy.

## Learning outcome:

### 4. Understand rehabilitation techniques and the use of complimentary therapies

#### Topics

4.1 Rehabilitation techniques

4.2 Use of complimentary therapies

In this outcome, learners will be expected to justify the use of selected rehabilitation techniques and complimentary therapies, taking into account the following considerations:

- How they work
- Reasons for selection of therapy
- Benefits and possible contraindications
- Rules and regulations

#### Topic 4.1

Learners will understand a range of rehabilitation techniques for performance injuries and degenerative conditions. Techniques could include, but not limited to:

- swimming
- treadmills
- pole work
- hill work
- training aids.

#### **Topic 4.2**

Learners will understand a range of complimentary therapies for performance injuries and degenerative conditions. Therapies could include, but not limited to:

- manual therapy
- magnetic therapy
- acupuncture
- homeopathy.

## Guidance for delivery

This unit is designed to provide the learner with knowledge and understanding of horse rehabilitation and therapy. This will be achieved by the examination of performance injuries, effective use of diagnostic techniques, therapeutic techniques, rehabilitation and the use of complimentary therapies. The learner will also gain an understanding of veterinary referral procedures and laws and regulations associated with equine rehabilitation.

Learners working towards Level 3 may have experience with horse performance injuries. This unit aims to extend the learners knowledge and understanding involved with performance injuries to make learners aware of diagnostic, therapeutic and rehabilitation techniques and how they can be supported with the use of complimentary therapies.

Centres are encouraged to introduce employers and specific professionals from industry to provide interesting and relevant information to the learner.

## Suggested learning resources

### **Books**

Complete Holistic Care and Healing for Horses: The Owner's Veterinary Guide to Alternative Methods and Remedies  
Brennan M L and Eckroate N

Published by: Kenilworth Press Ltd., 2006

ISBN: 1872119342

Equine Injury, Therapy and Rehabilitation

Bromiley, M W.

Published by: Blackwell Publishing, 2007

ISBN: 1405150613

Naturopathy for Horses

Emich, G

Published by: J.A.Allen & Co Ltd., 1994

ISBN: 0851316000

Veterinary Manual for the Performance Horse (Essential Series) Loving, N S.

Published by: WileyBlackwell, 1995

ISBN: 0632039142

The Injured Horse

Sutton, A

Published by: David & Charles PLC, 2003

ISBN: 0715314210

The BHS Veterinary Manual (British Horse Society)

Stewart Hastie, P & Vincer, C

Published by: Kenilworth Press Ltd., 2006

ISBN: 1872082578

### **Journals and magazines**

- Equine Veterinary Journal



- Journal of Equine Veterinary Education

|               |            |
|---------------|------------|
| <b>UAN:</b>   | K/507/6895 |
| <b>Level:</b> | 3          |
| <b>GLH:</b>   | 60         |

### **What is this unit about?**

This unit aims to provide learners with an understanding of the principles of equine stud and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

The unit provides an introduction into the principles and practices of stud work. It covers some of the knowledge, understanding a skills required to undertake a range of stud tasks.

The learner will be able to understand the requirements for breeding programmes and the selection of breeding stock. They will participate in a range of routine stud duties and will know how to plan, monitor and record care routines and activities in the yard. The learner will also cover the theory of the preparation necessary for foaling and the after care of the mare and foal.

### **Learning outcomes**

In this unit, learners will be able to:

1. Understand the planning and management of breeding programmes
2. Participate in routine stud activities
3. Determine how to plan, monitor and record routine care for breeding stock
4. Understand the foaling process and aftercare of mare and foal

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Understand the planning and management of breeding programmes

##### Topics

1.1 Physical, mental and genetic qualities of stock for breeding purposes

1.2 The importance of planning and monitoring breeding programmes

1.3 Methods of breeding improvement techniques

In this outcome, learners will be expected to gain experience of planning and monitoring breeding programmes and breeding improvement techniques. Visits to studs and the input of professional stud practitioner's are encouraged. The evaluation of real stock is considered essential for learners to gain a visual understanding of stock assessment (conformation and temperament).

##### Topic 1.1

Proven ability of parents, temperament of parents and related stock, conformation strengths and weaknesses, health, achievements, fertility, genetic potential, size, other progeny.

##### Topic 1.2

Maintenance of records, records that need to be kept to include general health and well being, feeding and monitoring.

##### Topic 1.3

Performance testing for stallions and mares, blood line history, stud book records, Thoroughbred and non-Thoroughbred industry, sports horse development, artificial insemination, embryo transfer, the inducement of ovulation.

### Learning outcome:

#### 2. Participate in routine stud activities

##### Topics

2.1 Routine activities associated with stud practices

2.2 Performing routine stud activities

2.3 Safe working practices and use of Personal Protective Equipment when carrying out routine stud activities

In this outcome, learners will be expected to gain experience of routine activity. Although it is accepted that some formal delivery and direction is required the opportunity for learners to take part in daily routine active it is essential for them to gain an undertaking of stud work which should include care at grass and stable, groups of horses, grooming mucking out and handling and the assessment of basic condition. Visits to studs and the input of professional stud practitioner's are encouraged. There should be a strong emphasis on safe working practice.

##### Topic 2.1

Grassland and stable management, daily weekly and ongoing routine care of breeding stock to include mares, stallions, youngsters, managing horses at grass and stabled, groups of mares and youngsters, mucking out stables with stock, grooming, handling, feeding during and after

pregnancy, leading and exercise, diagnosis of pregnancy, covering of mares, caring for the mare during pregnancy, care of mare during foaling and after, care of the foal, daily health checks, warmth, injury, general condition and weight, standard equine signs of good health, assessing nutritional needs.

#### **Topic 2.2**

- Undertaking routine activity to include grassland and stable management
- Daily weekly and ongoing routine care of breeding stock to include mares, stallions, youngsters, managing horses at grass and stabled, groups of mares and youngsters, mucking out stables with stock, grooming, handling, feeding, leading and exercise, checking mares for signs of being in season
- Carrying out health checks to include warmth, injury, general condition and weight, standard equine signs of good health, assessing nutritional needs.

#### **Topic 2.3**

Maintaining safe working practices when carrying out routine activity to include the handling of stock, stallions, mares with foals and youngsters through out all routine activity, mucking out grooming, daily care, leading in hand, working in stables and in pastures, turning out and bringing in horses from the field, use of PPE.

### **Learning outcome:**

#### **3. Determine how to plan, monitor and record routine care for breeding stock**

#### **Topics**

3.1 Plan and monitor routine care for breeding stock

3.2 Record information on breeding stock as a result of monitoring care for stallions and mares

In this outcome, learners should be given the opportunity to plan and monitor routine care and record information on breeding stock. Visits to studs and the input of professional stud practitioner's are encouraged. The learners should be encouraged to handle horses with an emphasis on safe working practice.

#### **Topic 3.1**

Grassland and stable management, daily weekly and ongoing routine care of breeding stock to include mares, stallions, youngsters, managing horses at grass and stabled, groups of mares and youngsters, mucking out stables with stock, grooming, handling, feeding, leading and exercise, during and after pregnancy, leading and exercise, diagnosis of pregnancy, covering of mares, caring for the mare during pregnancy, care of mare during foaling and after, care of the foal.

#### **Topic 3.2**

Health records, oestrus cycle, service records, records of scans, ultra sounds, swabbing, checking for seasons, nutrition during and after pregnancy, diagnosis of pregnancy, covering of mares, foaling, care of mare and foal, handling young stock, routine care of stallion, feeding.

### **Learning outcome:**

#### **4. Understand the foaling process and aftercare of mare and foal**

#### **Topics**

4.1 The requirements for the preparation of foaling

4.2 The stages of the normal foaling process and signs of abnormal foaling

4.3 The aftercare of the mare and foal following foaling

In this outcome, learners will be expected to gain an understanding of the foaling process. This should include the period up to foaling, signs of imminent foaling, immediate after care and routine care the following day.

#### **Topic 4.1**

Preparation of foaling box or area, bedding, hygiene, cleanliness, foaling inside out, preparation of the mare equipment that might be needed, set up Closed Circuit Television (CCTV) in box, staffing.

#### **Topic 4.2**

Signs of foaling in the period leading up to foaling, signs of imminent foaling, walking, sweating, facial signs, running milk, three stages of foaling, recognition of dystocia, foal in malposture, the birthing process, immediate care after foaling, when to call the vet.

#### **Topic 4.3**

Care of the foal in the first few hours, feeding the mare, setting bed fair, warmth, check the mare has passed the placenta, need for stitching, check for milk, colostrum, standing, suckling, meconium, turning out for the first time, handling the foal, leading in hand, health checks.

### **Guidance for delivery**

This unit is designed to provide the learner with the skills and knowledge to participate in the planning, monitoring and maintenance of the stud environment. The learner will be able to evaluate and examine the management of breeding programmes, take part in routine activity, know basic monitoring and recording requirements of breeding stock and be aware of the foaling process. The learner will be able to compare different breeding improvement techniques and describe the after care of the mare and foal.

Throughout the unit the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and familiar with accepted practices and behaviour within the context in which they are working.

Some learners working towards level 3 may have some stud work experience but many may not. The unit aims to extend the stud work knowledge of the learners and provide an insight and clear understanding of stud work. In addition there should be a strong practical awareness of working safely within a working stud stable yard environment. Learners must be encouraged to take responsibility for the health and safety of themselves and other workers. The health and welfare of horses is essential. Use should be made of routine activity and reference to other units is to be encouraged.

### **Suggested learning resources**

#### **Books**

Breeding and Youngstock  
Published by: J A Allen, 1996  
ISBN: 0851316475

Brega J.

Practical Stud Management  
Published by: Howell Book House Inc., 1990  
ISBN: 0876058855

Rose, J & Pilliner, S

Stallions Their Management and Handling  
Published by: J A Allen, 1999  
ISBN: 0851312569

Dougall, N

## Unit 374

# Introduction to the principles of young horse handling, training and backing

|        |            |
|--------|------------|
| UAN:   | T/507/6897 |
| Level: | 3          |
| GLH:   | 60         |

### What is this unit about?

This unit aims to provide learners with an understanding of the principles of young horse handling, training and backing and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

This unit aims to provide the learner with an understanding of the skills necessary to handle and prepare young horses for the introduction of tack and equipment. The unit also covers the skills required to introduce young horses to equipment and it provides an understanding of the importance of correct handling and techniques during early stages of training. The learner will also contribute to the training of young horses from the ground and to report on progress and well-being throughout. The unit also provides an understanding of the correct procedures associated with training young horses and the importance of early handling and following correct procedures to minimise risks to humans or horses. It covers the equipment and techniques and also risks to humans, horses and others when handling and training young horses.

### Learning outcomes

In this unit, learners will be able to:

1. Introduce young horses to equipment
2. Contribute to the training of the young horse from the ground
3. Assist in the introduction of the horse to the rider
4. Understand how to contribute to the training and backing of the young horse

## Scope of content

This section gives details of the scope of content to be covered in the teaching of the unit to ensure that all the learning outcomes can be achieved.

### Learning outcome:

#### 1. Introduce young horses to equipment

### Topics

- 1.1 Basic handling and preliminary training procedures to the horse
- 1.2 Select and fit suitable equipment to the horse
- 1.3 Maintain physical and mental well-being of the horse throughout procedures
- 1.4 Monitor progress of the young horse, recommending further training requirements as appropriate

In this outcome, learners will be able to introduce young horses to equipment through basic handling and preliminary training techniques. It is important to progress at the pace of the individual horse and it will be necessary to carry out this outcome in a practical situation either at the centre or working with a local stud who are prepared to have learners assisting with their young horses.

#### Topic 1.1

Basic handling:

Grooming procedure to include use of hand, soft cloth and brushes, working gradually over entire body, ensure safety of handler and young horse/foal at all times, getting young horse accustomed to having all legs felt all the way down front and back, teaching young horse/foal to lift legs, tap all around feet with hoof pick, picking out feet into skip, introduce head collar and lead rope, introduction of leading through an appropriate method such as cloth around quarters, use assistance where necessary.

Preliminary training:

Training prior to weaning, the use older horse as guidance, make use of mare where possible and the fact that foal will naturally want to follow them

Horse's natural instincts, mare and foal relationship, foal slip, early leading, stable rubber, teaching to tie up

#### Topic 1.2

Headcollar and leadrope, simple snaffle bridle with young horse bit, roller and pad, use of saddles with regard to the security of girths, irons and leathers.

#### Topic 1.3

Condition and fit of equipment, comfort of horse, stress levels and anxiety of horse, familiarity of handler and location, methodical progression at pace of individual animal, safety of handler and horse, safe location, hazards, assistance where necessary, handling techniques.

#### Topic 1.4

- The importance of an appointed supervisor in charge of young horse's progression, importance of continuity of handlers, record progress in writing.
- Recommendations for further training Potential issues and solutions: rushing, falling in on the circle, bucking.





## Learning outcome:

### 2. Contribute to the training of the young horse from the ground

#### Topics

- 2.1 Select and fit suitable tack for training the young horse from the ground
- 2.2 Assist with the training of the young horse from the ground safely
- 2.3 Report the horse's progress and well-being throughout the training process

This outcome covers training the young horse from the ground and although the learner is not expected to be in charge in situation they will be expected to make a significant contribution. The learners should review a range of suitable tack for the young horse and assess what would be standard industry norm in the majority of cases. They should also be expected to complete progress sheets to report back on the horses which they are working with over a period of time.

#### Topic 2.1

Bridle, long reins, lunge line, roller, saddle, overgirth, lunge cavesson, lunge whip, neck strap, protection for horse

#### Topic 2.2

Enclosed space: appropriate area, surface, secure, perimeter fencing or wall, hazards, other horses  
In the open: surface, hazards, use of companion animal

#### Topic 2.3

Written records maintained of all aspects of welfare and training, reports to supervisor, feedback to owners, future plans in calendar form, recording systems, security of records.

## Learning outcome:

### 3. Assist in the introduction of the horse to the rider

#### Topics

- 3.1 Prepare horse and area for backing according to requirements
- 3.2 Assist with introducing the horse to the rider according to current good practice

This outcome will not be covered in a one off session, but will need to be a series of practical sessions preferably with more than one horse in order that the learner will be able to assist in the introduction of the horse to the rider. Alternatively if the horses are not available on site then the centre could link with a local yard that would be prepared to allow the learners to assist in backing sessions. Use of demonstration or film clips is useful to give learners an idea of how young horses can react and seeing procedures in action.

#### Topic 3.1

Suitable area, surface, hazards, perimeter fence or wall, snaffle bridle, young horse bit, saddle, numnah, stirrups, overgirth, breastplate, boots, lunge line, lunge whip, lunge cavesson, factors that may influence procedure such as distractions outside, other horses in the arena.

#### Topic 3.2

Safety of handlers, horse and rider, Personal Protective Equipment (PPE), suitable area, procedure to take into consideration progress of individual horse, warm up of horse, positioning of horse, rider, handler and assistant, potential issues, procedure to follow current industry best practice and safety guidelines.



## Learning outcome:

### 4. Understand how to contribute to the training and backing of the young horse

#### Topics

- 4.1 Procedures for introducing, fitting and using tack and equipment for young horses
- 4.2 The importance of correct handling and introduction of equipment in the early stages of training
- 4.3 The procedures associated with training young horses from the ground and backing
- 4.4 Hazards and risks associated with training young horses from the ground and backing

This outcome brings together the practical work undertaken and looks at the necessity of carrying out such procedures. It would be useful for learners to observe an experienced professional undertaking an alternative method of training young horses and it should be pointed out that great care should be taken when anyone inexperienced is trying out one of these alternative methods.

#### Topic 4.1

Safety to handlers and horses, horse welfare, reduction of accidents and injuries, snaffle bridle and suitable bit, roller, saddle, stirrups, girth, overgirth, side reins, lunge cavesson, introducing saddle (location, timing, safety aspects, additional equipment, horse's response, potential reactions), introducing bridle (suitable bit, fitting, mouth assessment).

#### Topic 4.2

Accepted industry practice, safety to handlers and horses, basis for further training, progression, importance of introducing discipline and good manners at an early age, the psychology of young horses, procedures for coping with difficulties.

#### Topic 4.3

Grooming, tying up, leading, turning out, catching, lungeing, assistant, leaning over, sitting on, walking with rider, mounting, further work with rider, use of older horse, alternative methods such as Parelli or Monty Roberts, psychology of young horses, safety, areas for exercise and their effect on methods chosen.

#### Topic 4.4

Unpredictable reactions from horse: rearing, bucking, bolting, barging, planting  
Injuries to handler or rider (kicks, falls)  
Risks to horse: injury, bad experience, metal scarring, poor handling

## Guidance for delivery

This unit is designed to provide the learner with sound knowledge and skills required to work with young horses. It is important at this level to work with an experienced trainer and to assist and learn from experience how to handle, train and back young horses. The emphasis for this unit should be on safe working practice and learners should apply previous experience gained working with adult horses. It is accepted that formal lectures will be necessary at level 3 but for this unit it is recommended that the majority is undertaken with interactive lessons in a real environment. Learners must be given the opportunity to deal with a range of young horses in different situations which will enable them to see how differently the young, untrained horse may react.

## Suggested learning resources

### **Books**

From Birth to Backing: The Complete Handling of the Young Horse      Maxwell, R & Sharples, J  
Published by: David & Charles PLC, 2001  
ISBN: 0715312841

## Appendix 1 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on [www.cityandguilds.com](http://www.cityandguilds.com).

### ***City & Guilds Centre Manual***

This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:

- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

### ***Our Quality Assurance Requirements***

This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on

**Walled Garden:** how to register and certificate candidates on line

**Events:** dates and information on the latest Centre events

**Online assessment:** how to register for e-assessments.

## Useful contacts

### UK learners

General qualification information

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E: [learnersupport@cityandguilds.com](mailto:learnersupport@cityandguilds.com)

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### International learners

General qualification information

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E: [intcg@cityandguilds.com](mailto:intcg@cityandguilds.com)

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### Centres

Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results

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E: [centresupport@cityandguilds.com](mailto:centresupport@cityandguilds.com)

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### Single subject qualifications

Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change

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E: [singlesubjects@cityandguilds.com](mailto:singlesubjects@cityandguilds.com)

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### International awards

Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports

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E: [intops@cityandguilds.com](mailto:intops@cityandguilds.com)

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### Walled Garden

Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems

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E: [walledgarden@cityandguilds.com](mailto:walledgarden@cityandguilds.com)

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### Employer

Employer solutions, Mapping, Accreditation, Development Skills, Consultancy

E: [business@cityandguilds.com](mailto:business@cityandguilds.com)

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: [feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

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## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.

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- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The Standard Copying Conditions (see the City & Guilds website) also apply.

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