

# **Entry 2 Skills for Working Life (4807-02)**

July 2014 Version 1.0



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July 2014  
Version 1.0

**Assessment recording documents for  
Horse Care (Units 225-229)**

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# HORSE CARE E2

Unit no: 225	Unit title: <b>Recognise colours, markings and points of the horse</b>	Credit Value 1										
<p><b>Guidance:</b> For this unit, pictures of horses of different colours and markings could be used if there are not enough variations of different colours/markings in the real horses available. However, some of the colours <b>must</b> be recognised by using real horses or ponies.</p>												
<p>Learning Outcome: The Learner will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise colours, markings and points of the horse</li> </ul>												
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:20%;"><b>Assessor Initials/Date</b></td> <td></td> </tr> <tr> <td style="width:20%;"></td> <td></td> </tr> <tr> <td style="width:20%;"></td> <td></td> </tr> <tr> <td style="width:20%;"></td> <td></td> </tr> <tr> <td style="width:20%;"></td> <td></td> </tr> </table>			<b>Assessor Initials/Date</b>									
<b>Assessor Initials/Date</b>												
E												
<b>Practical Evidence</b>												
<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>												
<ul style="list-style-type: none"> <li>• Recognise <b>six</b> horse colours (<i>state which colours have been correctly recognised</i>):</li> </ul>												
	Colour 1:	<ul style="list-style-type: none"> <li>- grey</li> <li>- black</li> <li>- roan</li> <li>- palomino</li> <li>- piebald</li> <li>- skewbald</li> <li>- chestnut</li> <li>- bay</li> <li>- dun</li> </ul>										
	Colour 2:											
	Colour 3:											
	Colour 4:											
	Colour 5:											
	Colour 6:											
<ul style="list-style-type: none"> <li>• Recognise <b>three</b> markings (<i>state which markings were correctly recognised</i>):</li> </ul>												
	Marking 1:	<ul style="list-style-type: none"> <li>- socks</li> <li>- stockings</li> <li>- blaze</li> <li>- star</li> <li>- snip</li> </ul>										
	Marking 2:											
	Marking 3:											
<ul style="list-style-type: none"> <li>• Recognise <b>six</b> points of the horse (<i>state which points of the horse were correctly recognised</i>):</li> </ul>												
	Point 1:	<ul style="list-style-type: none"> <li>- hock</li> <li>- knee</li> <li>- fetlock</li> <li>- hoof</li> <li>- poll</li> <li>- withers</li> <li>- back</li> <li>- dock</li> </ul>										
	Point 2:											
	Point 3:											
	Point 4:											
	Point 5:											
	Point 6:											
<ul style="list-style-type: none"> <li>• Remove and store personal protective equipment safely</li> </ul>												
<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>												

Continued.....

## HORSE CARE E2

Unit 225: Recognise colours, markings and points of the horse

Continued.....

Knowledge Evidence <i>(evidence of answers given to be recorded in portfolio)</i>			
		• A reason for being able to recognise individual horses	
<b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

# HORSE CARE E2


Unit no: 226	Unit title: <b>Skip out a stable</b>	<b>Credit Value 2</b>									
<p><b>Guidance:</b> For this unit, the supervisor should remove the horse or pony from the stable before the learner commences the assessment activities. There should be sufficient tools available to cover the range.</p>											
Learning Outcome:		The learner will be able to:									
		<ul style="list-style-type: none"> <li>• Skip out a stable correctly and safely</li> </ul>									
<b>Assessor Initials/Date</b>											
<b>Practical Evidence</b>											
			<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>								
			<ul style="list-style-type: none"> <li>• Recognise stable to be mucked out</li> </ul>								
			<ul style="list-style-type: none"> <li>• Recognise <b>three</b> of the following tools (<i>indicate which tools have been correctly recognise</i>):</li> </ul>								
			<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Tool 1:</td> <td style="width: 40%;">- brush/ broom</td> </tr> <tr> <td>Tool 2:</td> <td>- shovel</td> </tr> <tr> <td>Tool 3:</td> <td>- straw fork</td> </tr> <tr> <td></td> <td>- shavings fork</td> </tr> </table>	Tool 1:	- brush/ broom	Tool 2:	- shovel	Tool 3:	- straw fork		- shavings fork
Tool 1:	- brush/ broom										
Tool 2:	- shovel										
Tool 3:	- straw fork										
	- shavings fork										
			<ul style="list-style-type: none"> <li>• Recognise <b>one</b> piece of equipment (<i>state which was correctly recognised</i>):</li> </ul>								
			<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">Equipment type:</td> <td style="width: 40%;">- wheelbarrow</td> </tr> <tr> <td></td> <td>- skip</td> </tr> </table>	Equipment type:	- wheelbarrow		- skip				
Equipment type:	- wheelbarrow										
	- skip										
			<ul style="list-style-type: none"> <li>• Collect tools and equipment</li> </ul>								
			<ul style="list-style-type: none"> <li>• Check that tools and equipment are safe to use</li> </ul>								
			<ul style="list-style-type: none"> <li>• Enter the stable or loose box</li> </ul>								
			<ul style="list-style-type: none"> <li>• Pick up/remove droppings</li> </ul>								
			<ul style="list-style-type: none"> <li>• Place droppings in skip or wheelbarrow</li> </ul>								
			<ul style="list-style-type: none"> <li>• Tidy the area</li> </ul>								
			<ul style="list-style-type: none"> <li>• Shake up bedding and add new</li> </ul>								
			<ul style="list-style-type: none"> <li>• Dispose of waste material safely</li> </ul>								
			<ul style="list-style-type: none"> <li>• Remove and store personal protective clothing</li> </ul>								
			<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>								
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )											
			<ul style="list-style-type: none"> <li>• A reason for checking that tools are safe to use</li> </ul>								
			<ul style="list-style-type: none"> <li>• A reason for keeping the area around the stable tidy</li> </ul>								
<p><b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>											
Date all assessments completed for this unit:											
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner								



# HORSE CARE E2

Unit no: 227	Unit title: <b>Provide food and water for horses</b>	Credit Value 2										
<p><b>Guidance:</b> For this unit there must be a stable with a horse or pony in it. There must be pre-prepared food (concentrates) and hay or haylage (forage) available. Learners are not required to tie the hay-net up with a quick release knot – this can be done by the supervisor.</p>												
<p>Learning Outcome: The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Provide food and water to a horse correctly and safely</li> </ul>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="5" style="text-align: left;">Assessor Initials/Date</th> </tr> <tr> <td style="width: 15%; height: 30px;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> </table>			Assessor Initials/Date									
Assessor Initials/Date												
<b>E</b>												
<b>Practical Evidence</b>												
					<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>							
					<ul style="list-style-type: none"> <li>• Recognise horse to be fed and watered</li> </ul>							
					<ul style="list-style-type: none"> <li>• Recognise prepared food (concentrates)</li> </ul>							
					<ul style="list-style-type: none"> <li>• Recognise hay/haylage (forage)</li> </ul>							
					<ul style="list-style-type: none"> <li>• Collect feeding and watering equipment as appropriate (<i>state which equipment was collected</i>):</li> </ul>							
					<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Equipment collected:</td> <td style="width: 50%;"> <ul style="list-style-type: none"> <li>- haynet</li> <li>- water bucket</li> <li>- feed bowl</li> </ul> </td> </tr> </table>	Equipment collected:	<ul style="list-style-type: none"> <li>- haynet</li> <li>- water bucket</li> <li>- feed bowl</li> </ul>					
Equipment collected:	<ul style="list-style-type: none"> <li>- haynet</li> <li>- water bucket</li> <li>- feed bowl</li> </ul>											
					<ul style="list-style-type: none"> <li>• Fill bucket with clean water</li> </ul>							
					<ul style="list-style-type: none"> <li>• Carry water to the horse</li> </ul>							
					<ul style="list-style-type: none"> <li>• Check that feeding equipment is clean</li> </ul>							
					<ul style="list-style-type: none"> <li>• Collect pre-prepared feed</li> </ul>							
					<ul style="list-style-type: none"> <li>• Fill feed bowls with pre-prepared food as instructed</li> </ul>							
					<ul style="list-style-type: none"> <li>• Fill the hay-net</li> </ul>							
					<ul style="list-style-type: none"> <li>• Feed the horse</li> </ul>							
					<ul style="list-style-type: none"> <li>• Check that horse is eating</li> </ul>							
					<ul style="list-style-type: none"> <li>• Check that door of loose box is secure</li> </ul>							
					<ul style="list-style-type: none"> <li>• Remove and store personal protective clothing</li> </ul>							
					<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>							
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )												
					<ul style="list-style-type: none"> <li>• A reason for checking that the feeding container is clean</li> </ul>							
					<ul style="list-style-type: none"> <li>• A reason for tying a hay net with a quick release knot</li> </ul>							
					<ul style="list-style-type: none"> <li>• A reason for checking that the horse is eating</li> </ul>							
					<ul style="list-style-type: none"> <li>• A reason for lifting and carrying a filled hay net safely</li> </ul>							
<p><b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>												
Date all assessments completed for this unit:												
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner									

# HORSE CARE E2

Unit no: 228	Unit title: <b>Groom a horse</b>	<b>Credit Value 2</b>
<p><b>Guidance:</b> For this unit the learner will be required to groom a horse to a sufficient standard for it to be saddled. Assistance with tying the horse up with a quick release knot may be required. Assistance may also be required for picking out the horse's feet.</p>		
<p>Learning Outcome: The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Recognise, choose and use tools and equipment to groom a horse correctly and safely</li> </ul>		
<b>Assessor Initials/Date</b>		
		
<b>Practical Evidence</b>		
<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>		
<ul style="list-style-type: none"> <li>• Recognise <b>four</b> grooming tools (<i>state which tools were correctly recognised</i>):</li> </ul>		
Grooming tool 1:		<ul style="list-style-type: none"> <li>- metal curry comb</li> <li>- rubber curry comb</li> <li>- mane comb</li> <li>- hoof pick</li> <li>- dandy brush</li> <li>- body brush</li> <li>- pulling comb</li> <li>- water brush</li> </ul>
Grooming tool 2:		
Grooming tool 3:		
Grooming tool 4:		
<ul style="list-style-type: none"> <li>• Recognise head collars and lead ropes</li> </ul>		
<ul style="list-style-type: none"> <li>• Recognise horse to be groomed</li> </ul>		
<ul style="list-style-type: none"> <li>• Check that tools and equipment are safe to use</li> </ul>		
<ul style="list-style-type: none"> <li>• Collect tools and equipment</li> </ul>		
<ul style="list-style-type: none"> <li>• Approach horse quietly and safely</li> </ul>		
<ul style="list-style-type: none"> <li>• Put on head collar (<i>assistance may be required</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>• Secure horse safely (<i>assistance may be required</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>• Pick out feet safely (<i>assistance may be required</i>)</li> </ul>		
<ul style="list-style-type: none"> <li>• Remove mud and/ or bedding from body</li> </ul>		
<ul style="list-style-type: none"> <li>• Brush mane and tail</li> </ul>		
<ul style="list-style-type: none"> <li>• Untie horse and remove head collar</li> </ul>		
<ul style="list-style-type: none"> <li>• Clean and store tools and equipment safely</li> </ul>		
<ul style="list-style-type: none"> <li>• Clean and tidy work areas as necessary</li> </ul>		
<ul style="list-style-type: none"> <li>• Remove and store personal protective clothing</li> </ul>		
<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>		
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )		
<ul style="list-style-type: none"> <li>• A reason for picking out horses feet</li> </ul>		
<ul style="list-style-type: none"> <li>• A reason for grooming a horse</li> </ul>		
<p><b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>		
Date all assessments completed for this unit:		
Name of Assessor	Signature of Assessor	Name of Learner


# HORSE CARE E2

Unit no: 229	Unit title: <b>Recognise a saddle and bridle</b>	<b>Credit Value 2</b>	
<p><b>Guidance:</b> For this unit, the learner will need to recognise parts of a standard saddle (GP, jumping or dressage) and a plain snaffle bridle.</p>			
<p>Learning Outcome:</p>		<p>The Learner will be able to:</p> <ul style="list-style-type: none"> <li>Recognise component parts of a bridle and saddle correctly and check that the bridle and saddle are safe to use</li> </ul>	
<b>Assessor Initials/Date</b>			
<b>Practical Evidence</b>			
<ul style="list-style-type: none"> <li>Recognise and wear personal protective clothing</li> </ul>			
<ul style="list-style-type: none"> <li>Recognise <b>four</b> items of saddlery <i>(state which 4 were correctly recognised)</i></li> </ul>			
Saddlery item 1:		<ul style="list-style-type: none"> <li>- stirrup irons</li> <li>- girth</li> <li>- numnah</li> <li>- bridle</li> <li>- saddle</li> <li>- stirrup leathers</li> </ul>	
Saddlery item 2:			
Saddlery item 3:			
Saddlery item 4:			
<ul style="list-style-type: none"> <li>Recognise <b>four</b> parts of the saddle <i>(state which 4 were correctly recognised)</i></li> </ul>			
Part 1:		<ul style="list-style-type: none"> <li>- saddle flap</li> <li>- stirrup bar</li> <li>- cantle</li> <li>- girth straps</li> <li>- pommel</li> <li>- seat</li> </ul>	
Part 2:			
Part 3:			
Part 4:			
<ul style="list-style-type: none"> <li>Recognise <b>five</b> components of a bridle <i>(state which 5 were correctly recognised)</i></li> </ul>			
Component 1:		<ul style="list-style-type: none"> <li>- headpiece</li> <li>- nose band</li> <li>- reins</li> <li>- brow band</li> <li>- cheek piece</li> <li>- throat lash</li> <li>- bit</li> </ul>	
Component 2:			
Component 3:			
Component 4:			
Component 5:			
<ul style="list-style-type: none"> <li>Check that bridle and saddle are safe to use</li> </ul>			
<ul style="list-style-type: none"> <li>Remove and store personal protective clothing</li> </ul>			
<ul style="list-style-type: none"> <li>Wash and dry hands</li> </ul>			
<b>Knowledge Evidence</b> <i>(evidence of answers given to be recorded in portfolio)</i>			
<ul style="list-style-type: none"> <li>A reason for checking that tack is safe</li> </ul>			
<ul style="list-style-type: none"> <li>A reason for checking the stitching on the stirrup leathers</li> </ul>			
<p><b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above</p>			
Date all assessments completed for this unit:			
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner

**E**



# HORSE CARE E2

Unit no: 219		Unit title: <b>Maintain a fence</b>		Credit Value 2	
<p><b>Guidance:</b> For this unit, if there are different tools/materials not listed, indicate which other tools were recognised by writing them in under 'other'. Assistance may be given in holding materials to be fixed.</p> <p>Learning Outcome:                      The learner will be able to:</p> <ul style="list-style-type: none"> <li>• Maintain a fence correctly and safely</li> </ul>					
<b>Assessor Initials/Date</b>					
					
<b>Practical Evidence</b>					
					<ul style="list-style-type: none"> <li>• Recognise and wear personal protective clothing</li> </ul>
					<ul style="list-style-type: none"> <li>• Recognise and check the fence to be maintained</li> </ul>
					<ul style="list-style-type: none"> <li>• Check with supervisor what needs to be maintained or mended</li> </ul>
<ul style="list-style-type: none"> <li>• Collect tools as appropriate (<i>indicate which tools (at <b>least two</b>) were used:</i>)</li> </ul>					
				Tools used:	<ul style="list-style-type: none"> <li>- crowbar</li> <li>- saw</li> <li>- claw hammer</li> <li>- fencing pliers</li> <li>- spade/spit</li> <li>- other</li> </ul>
					<ul style="list-style-type: none"> <li>• Check tools are safe to use</li> </ul>
<ul style="list-style-type: none"> <li>• Collect materials required (<i>indicate which materials (at <b>least two</b>) were used</i>)</li> </ul>					
				Tools used:	<ul style="list-style-type: none"> <li>- nails/staples</li> <li>- panels</li> <li>- rails</li> <li>- wire</li> <li>- posts/stakes</li> <li>- other</li> </ul>
					<ul style="list-style-type: none"> <li>• Repair damage, with assistance if required</li> </ul>
					<ul style="list-style-type: none"> <li>• Clear the site after work has been completed</li> </ul>
					<ul style="list-style-type: none"> <li>• Clean and store tools correctly and safely</li> </ul>
					<ul style="list-style-type: none"> <li>• Return unused materials to store</li> </ul>
					<ul style="list-style-type: none"> <li>• Dispose of waste</li> </ul>
					<ul style="list-style-type: none"> <li>• Remove and store personal protective clothing</li> </ul>
					<ul style="list-style-type: none"> <li>• Wash and dry hands</li> </ul>
<b>Knowledge Evidence</b> ( <i>evidence of answers given to be recorded in portfolio</i> )					
					<ul style="list-style-type: none"> <li>• A reason for maintaining a fence</li> </ul>
					<ul style="list-style-type: none"> <li>• A reason for clearing the site after work has been completed</li> </ul>
<b>DECLARATION</b> – The Learning Outcome has been achieved by satisfactory performance of all the components listed above					
Date all assessments completed for this unit:					
Name of Assessor	Signature of Assessor	Name of Learner	Signature of Learner		

## 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).

**Centre Manual - Supporting Customer Excellence** contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. 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
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

**Our Quality Assurance Requirements** encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

**Access to Assessment & Qualifications** provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Qualifications and Credit Framework** : general guidance about the and how qualifications will change, as well as information on the IT systems needed and FAQs
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for e-assessments.

## Useful contacts

<b>UK learners</b> <b>General qualification</b>	<b>T: +44 (0)844 543 0033</b> <b>E: learnersupport@cityandguilds.com</b>
<b>International learners</b> General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413
<b>Centres</b> Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>centresupport@cityandguilds.com</b>
<b>Single subject qualifications</b> Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: <b>singlesubjects@cityandguilds.com</b>
<b>International awards</b> Results, Entries, Enrolments, Invoices, Missing or late exam	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>intops@cityandguilds.com</b>
<b>Walled Garden</b> Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: <b>walledgarden@cityandguilds.com</b>
<b>Employer</b> Employer solutions, Mapping, Accreditation, Development Skills,	T: +44 (0)121 503 8993 E: <b>business@cityandguilds.com</b>
<b>Publications</b> Logbooks, Centre documents,	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413

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The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Licence to Practice (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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