

# Pearson BTEC Level 3 National Extended Certificate in Equine Management



## Specification

---

*First teaching from January 2017*

*First certification from 2018*

Issue 5



# **Pearson BTEC Level 3 National Extended Certificate in Equine Management Specification**

First teaching September 2017

Issue 5

### **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](https://www.pearson.com/qualifications). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](https://www.pearson.com/contactus)

### **About Pearson**

Pearson is the world's leading learning company, with 25,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at [qualifications.pearson.com](https://www.pearson.com)

This specification is Issue 5. We will inform centres of any changes to this issue. The latest issue can be found on our website.

*References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)*

ISBN 978 1 446 95083 8

All the material in this publication is copyright

© Pearson Education Limited 2021

# Welcome

With a track record built over 30 years of learner success, BTEC Nationals are widely recognised by industry and higher education as the signature vocational qualification at Level 3. They provide progression to the workplace either directly or via study at a higher level. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications. What's more, well over 100,000 BTEC students apply to UK universities every year and their BTEC Nationals are accepted by over 150 UK universities and higher education institutes for relevant degree programmes either on their own or in combination with A Levels.

## Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

When creating the BTEC Nationals in this suite, we worked with many employers, higher education providers, colleges and schools to ensure that their needs are met. Employers are looking for recruits with a thorough grounding in the latest industry requirements and work-ready skills such as teamwork. Higher education needs students who have experience of research, extended writing and meeting deadlines.

We have addressed these requirements with:

- a range of BTEC sizes, each with a clear purpose, so there is something to suit each learner's choice of study programme and progression plans
- refreshed content that is closely aligned with employers' and higher education needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means some are set by you to meet local needs, while others are set and marked by Pearson so that there is a core of skills and understanding that is common to all learners. For example, a written test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We are providing a wealth of support, both resources and people, to ensure that learners and their teachers have the best possible experience during their course. See *Section 10* for details of the support we offer.

## A word to learners

Today's BTEC Nationals are demanding, as you would expect of the most respected applied learning qualification in the UK. You will have to choose and complete a range of units, be organised, take some assessments that we will set and mark, and keep a portfolio of your assignments. But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to study further, go on to work or an apprenticeship, or set up your own business – your BTEC National will be your passport to success in the next stage of your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Students completing their BTEC Nationals in Equine Management will be aiming to go on to employment, often via the stepping stone of higher education. It was, therefore, essential that we developed these qualifications in close collaboration with experts from professional bodies, businesses and universities, and with the providers who will be delivering the qualifications. To ensure that the content meets providers' needs and provides high-quality preparation for progression, we engaged experts. We are very grateful to all the university and further education lecturers, teachers, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and higher education providers that have worked with us include:

*Andrew Monnington & Partners, Mapsons Farm Livery Yard*

*Beatrice Boyle – McTimoney Animal Practitioner*

*Blue Cross*

*Kontäkt Dressage.*

In addition, universities, professional bodies and businesses have provided letters of support confirming that these qualifications meet their entry requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 3 National Extended Certificate in Equine Management specification Issue 5 changes

Summary of changes made between the previous issue and this current issue	Page number
The last paragraph of the <i>Qualification and unit content</i> section has been amended to allow centres delivering the qualification above to alter the content to reflect the context of the country where it is being delivered.	Page 7

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](https://qualifications.pearson.com/en/support/contact-us.html).

# Contents

<b>Introduction to BTEC National qualifications for the equine management sector</b>	<b>1</b>
Total Qualification Time	2
Qualifications, sizes and purposes at a glance	3
Structures of the qualifications at a glance	5
Qualification and unit content	7
Assessment	7
Grading for units and qualifications	9
UCAS Tariff points	9
<b>1 Qualification purpose</b>	<b>10</b>
<b>2 Structure</b>	<b>12</b>
<b>3 Units</b>	<b>14</b>
Understanding your units	14
Index of units	17
<b>4 Planning your programme</b>	<b>107</b>
<b>5 Assessment structure and external assessment</b>	<b>110</b>
Introduction	110
Internal assessment	110
External assessment	110
<b>6 Internal assessment</b>	<b>112</b>
Principles of internal assessment	112
Setting effective assignments	114
Making valid assessment decisions	116
Planning and record keeping	118
<b>7 Administrative arrangements</b>	<b>119</b>
Introduction	119
Learner registration and entry	119
Access to assessment	119
Administrative arrangements for internal assessment	120
Administrative arrangements for external assessment	121
Dealing with malpractice in assessment	123
Certification and results	125
Additional documents to support centre administration	125
<b>8 Quality assurance</b>	<b>126</b>
<b>9 Understanding the qualification grade</b>	<b>128</b>
<b>10 Resources and support</b>	<b>132</b>
Support for setting up your course and preparing to teach	132
Support for teaching and learning	133
Support for assessment	133
Training and support from Pearson	134
<b>Appendix 1 Links to industry standards</b>	<b>135</b>
<b>Appendix 2 Glossary of terms used for internally-assessed units</b>	<b>136</b>



# Introduction to BTEC National qualifications for the equine management sector

This specification contains the information you need to deliver the Pearson BTEC Level 3 National Extended Certificate in Equine Management. The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is part of the suite of Equine Management qualifications offered by Pearson. In the suite there are qualifications that focus on different progression routes, allowing learners to choose the one best suited to their aspirations.

All qualifications in the suite share some common units and assessments, allowing learners some flexibility in moving between qualifications where they wish to select a more specific progression route. The qualification titles are given below.

Within this suite are BTEC National qualifications for post-16 learners wishing to specialise in a specific industry, occupation or occupational group. The qualifications give learners specialist knowledge and technical skills, enabling entry to an Apprenticeship or other employment, or progression to related higher education courses. Learners taking these qualifications must have a significant level of employer involvement in their programmes.

In the equine management sector these are:

Pearson BTEC Level 3 National Extended Certificate in Equine Management 601/9064/4

Pearson BTEC Level 3 National Foundation Diploma in Equine Management 601/9066/8

Pearson BTEC Level 3 National Diploma in Equine Management (Yard Management) 601/9056/5

Pearson BTEC Level 3 National Diploma in Equine Management (Equitation) 601/9062/0

Pearson BTEC Level 3 National Extended Diploma in Equine Management 601/9059/0.

This specification signposts all the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7*. Information on how we can support you with this qualification is given in *Section 10*.

The information in this specification is correct at the time of publication.

## Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

BTEC Nationals have been designed around the number of hours of guided learning expected. Each unit in the qualification has a GLH value of 60, 90 or 120. There is then a total GLH value for the qualification.

Each qualification has a TQT value. This may vary within sectors and across the suite depending on the nature of the units in each qualification and the expected time for other required learning.

The following table show all the qualifications in this sector and their GLH and TQT values.

## Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
<b>Pearson BTEC Level 3 National Extended Certificate in Equine Management</b>	360 GLH (560 TQT) Equivalent in size to one A Level. 5 units of which 4 are mandatory and 1 is external. Mandatory content (83%). External assessment (33%).	This qualification offers an engaging programme to support learners who want to pursue a career in the equine sector. It is intended as a Tech Level qualification. This size of qualification allows learners to study related and complementary qualifications alongside it, without duplication of content. It can prepare learners for a range of apprenticeships in the equine sector, or direct entry to roles such as trainee groom or stable yard worker. When taken alongside further Level 3 qualifications, it supports progression to a range of higher education courses in equine management.
<b>Pearson BTEC Level 3 National Foundation Diploma in Equine Management</b>	540 GLH (880 TQT) Equivalent in size to 1.5 A Levels. 7 units of which 6 are mandatory and 2 are external. Mandatory content (89%). External assessment (44%).	This qualification is designed as a one-year, full-time course, or as part of a two-year, full-time study programme for learners who want to take it alongside another area of complementary study. It is intended as a Tech Level qualification and supports progression to careers in the equine management sector. This qualification is primarily for learners who are intending to gain employment directly, in roles such as assistant groom or yard assistant, but can also be used to progress to an apprenticeship or a higher education course in equine management.
<b>Pearson BTEC Level 3 National Diploma in Equine Management (Yard Management)</b>	720 GLH (1210 TQT) Equivalent in size to two A Levels. 10 units of which 8 are mandatory and 2 are external. Mandatory content (83%). External assessment (33%).	This qualification is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. It is intended as a Tech Level qualification and supports progression to careers in the equine management sector. The qualification is a one-year, full-time course that is a comprehensive introduction to the sector, and is primarily for learners who are intending to gain employment directly, in roles such as yard supervisor or event supervisor, or progress to an apprenticeship. The qualification focuses on management roles in the sector.

*continued on next page*

Title	Size and structure	Summary purpose
<b>Pearson BTEC National Diploma in Equine Management (Equitation)</b>	720 GLH (1180 TQT) Equivalent in size to two A Levels. 10 units of which 8 are mandatory and 2 are external. Mandatory content (83%). External assessment (33%).	This qualification is designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study. It is intended as a Tech Level qualification and supports progression to careers in the equine management sector. The qualification is a one-year, full-time course that is a comprehensive introduction to the sector, and is primarily for learners who are intending to gain employment directly, in roles such as trainee riding instructor or ride leader, or progress to an apprenticeship or to higher education courses in equine management that focus on equitation.
<b>Pearson BTEC National Extended Diploma in Equine Management</b>	1080 GLH (1730 TQT) Equivalent in size to three A Levels. 15 units of which 9 are mandatory and 3 are external. Mandatory content (67%). External assessment (33%).	This qualification is a two-year, full-time course for post-16 learners and is intended as a Tech Level qualification. It is designed for learners who want to focus their studies on the equine management sector, with a firm intention of progressing to employment in one of the wide variety of riding and non-riding management roles available. Science options have been included to aid those learners who intend to further their studies in higher education.

## Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute. The full structure for this Pearson BTEC Level 3 National in Equine Management is shown in *Section 2*. **You must refer to the full structure to select units and plan your programme.**

### Key

Unit assessed externally	<b>M</b>	Mandatory units	<b>O</b>	Optional units
<b>YM</b>	Yard Management		<b>E</b>	Equitation

Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)		Extended Diploma (1080 GLH)
				(YM)	(E)	
1 Equine Structure, Form and Function	120	M	M	M	M	M
2 Equine Diet and Nutrition	120		M	M	M	M
3 Managing Equine Disease	120					M
4 Work Experience in the Equine Sector	60	M	M	M	M	M
5 Horse Tack, Equipment and Rugs	60	M	M	M	M	M
6 Equine Health and Husbandry	60	M	M	M	M	M
7 Preparation and Presentation for Competition Disciplines	60	O	M	O	M	M
8 Equine Behaviour	60	O	O	O	O	M
9 Managing an Equine Yard	60			M		M
10 Equine Business Management	60		O	M		O
11 Horse Fitness	60				M	O
12 Schooling Horses on the Flat	60				M	O
13 Managing an Equine Event	60			M		O
14 Theory of Training Horses	60				O	O
15 Riding Horses in the Open	60	O	O	O	O	O
16 Ground Poles and Gridwork for Horses	60				O	O
17 Showjumping and Cross-country Courses	60				O	O
18 Estates Skills and Grassland Management	60	O	O	O	O	O

*continued on next page*

<b>Unit (number and title)</b>	<b>Unit size (GLH)</b>	<b>Extended Certificate (360 GLH)</b>	<b>Foundation Diploma (540 GLH)</b>	<b>Diploma (YM) (720 GLH)</b>	<b>Diploma (E) (720 GLH)</b>	<b>Extended Diploma (1080 GLH)</b>
19 Working Horses from the Ground	60			0	0	0
20 Introduction to Equestrian Coaching	60	0	0	0	0	0
21 Equine Stud Management	60			0		0
22 Managing Equine Injuries and Rehabilitation	60			0	0	0
23 Investigative Research Project in the Equine Sector	60					0
24 Practical Skills in Animal Science	60					0
25 Animal Metabolism	60					0
26 Equine Function at the Cellular Level	60					0

## Qualification and unit content

Pearson has developed the content of the new BTEC Nationals in collaboration with employers and representatives from higher education and relevant professional bodies. In this way, we have ensured that content is up to date and that it includes the knowledge, understanding, skills and attributes required in the sector.

Each qualification in the suite has its own purpose. The mandatory content provides a balance of breadth and depth ensuring that all learners have a strong basis for developing technical skills required in the sector. Learners are then offered the opportunity to develop a range of technical skills and attributes expected by employers with some opportunity to select between optional units where a degree of choice for individual learners to study content relevant to their own progression choices is appropriate. It is expected that learners will apply their learning in relevant employment and sector contexts during delivery and have opportunities to engage meaningfully with employers.

The proportion of mandatory content ensures that all learners are following a coherent programme of study and acquiring the knowledge, understanding and skills that will be recognised and valued. Learners are expected to show achievement across mandatory units as detailed in *Section 2*.

BTEC Nationals have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, planning and completing tasks to high standards, which are valued in both the workplace and in higher education.

Our approach provides rigour and balance, and promotes the ability to apply learning immediately in new contexts. Further details can be found in *Section 2*.

Centres should ensure that delivery of content is kept up to date. Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is specifically designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. There are three main forms of assessment that you need to be aware of: external, internal and synoptic.

### Externally-assessed units

Each external assessment for a BTEC National is linked to a specific unit. All of the units developed for external assessment are of 120 GLH to allow learners to demonstrate breadth and depth of achievement. Each assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners are permitted to resit external assessments during their programme. You should refer to our website for current policy information on permitted retakes.

The styles of external assessment used for qualifications in the equine management suite are:

- examinations – all learners take the same assessment at the same time, normally with a written outcome
- set tasks – learners take the assessment during a defined window and demonstrate understanding through completion of a vocational task.

Some external assessments include a period of preparation using set information. External assessments are available twice a year. For detailed information on the external assessments please see the table in *Section 2*. For further information on preparing for external assessment see *Section 5*.

## Internally-assessed units

Most units in the sector are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment of each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already. You will need to prepare to assess using the guidance in *Section 6*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- demonstrate practical and technical skills using appropriate equipment and techniques
- complete realistic tasks to meet specific briefs or particular purposes
- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence. For further information see *Section 6*.

## Synoptic assessment

Synoptic assessment requires learners to demonstrate that they can identify and use effectively, in an integrated way, an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole sector as relevant to a key task. BTEC learning has always encouraged learners to apply their learning in realistic contexts using scenarios and realistic activities that will permit learners to draw on and apply their learning. For these qualifications we have formally identified units which contain a synoptic assessment task. Synoptic assessment must take place after the teaching and learning of other mandatory units in order for learners to be able to draw from the full range of content. The synoptic assessment gives learners an opportunity to independently select and apply learning from across their programmes in the completion of a vocational task. Synoptic tasks may be in internally or externally assessed units. The particular unit that contains the synoptic tasks for this qualification is shown in the structure in *Section 2*.

## Language of assessment

Assessment of the internal and external units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 7*.

## Grading for units and qualifications

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to higher education, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U). The grade of Near Pass is used for externally-assessed units only. All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, **or** PP to D\*D\*, **or** PPP to D\*D\*D\*. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## UCAS Tariff points

The BTEC Nationals attract UCAS points. Please go to the UCAS website for full details of the points allocated.

# 1 Qualification purpose

## Pearson BTEC Level 3 National Extended Certificate in Equine Management

In this section you will find information on the purpose of this qualification and how its design meets that purpose through the qualification objective and structure. We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice about the size of qualification suitable at recruitment.

### Who is this qualification for?

The Pearson BTEC Level 3 National Extended Certificate in Equine Management offers an engaging programme to support learners who aspire to a career in the equine sector. It is intended as a Tech Level qualification, equivalent in size to one A Level, and as such is designed to meet the Tech Bacc measure when studied alongside Level 3 mathematics and the Extended Project Qualification (EPQ). This size of the qualification allows learners to study related and complementary qualifications without duplicating content. It gives good preparation for someone considering an apprenticeship in the equine sector. It also supports access to a range of higher education courses in the equine management sector when taken alongside further Level 3 qualifications.

No prior study of the sector is needed but learners should normally have a range of achievement at Level 2, in GCSEs or equivalent qualifications.

### What does this qualification cover?

The content of this qualification has been developed in consultation with employers and professional bodies to ensure that the content is appropriate for those working in working in the sector. In addition, higher education providers have been involved in order to ensure it supports progression towards further study.

There are four mandatory units that cover the following areas of equine management:

- Unit 1: Equine Structure, Form and Function
- Unit 4: Work Experience in the Equine Sector
- Unit 5: Horse Tack, Equipment and Rugs
- Unit 6: Equine Health and Husbandry.

Learners will be able to add one optional unit to the mandatory content such as:

- Unit 7: Preparation and Presentation for Competition Disciplines
- Unit 8: Equine Behaviour
- Unit 15: Riding Horses in the Open
- Unit 18: Estates Skills and Grassland Management
- Unit 20: Introduction to Equestrian Coaching.

All learners taking this qualification will be required to engage with sector employers as part of their course, including 75 hours of evidenced work experience with an employer in the sector, where opportunities will be given to develop practical skills in preparation for employment.

### What could this qualification lead to?

This qualification is designed primarily to support progression to employment. Learners completing this size qualification could access entry roles in areas such as:

- trainee stable yard worker
- trainee groom.

Learners who have taken additional Level 3 qualifications could increase professional industry skills, competencies and have increased responsibilities in the above job roles. Additional qualifications include:

- British Horse Society Stage 1
- British Horse Society Stage 2
- British Horse Society Stage 3.

When achieved alongside other Level 3 qualifications as part of a two-year programme of learning, learners will be able to progress to a range of specialist degree programmes in the equine management sector.

The qualification is intended to carry UCAS points and is recognised by higher education providers as contributing to meeting admission requirements for many relevant courses. If taken alongside A Levels in Biology and Chemistry, or a BTEC Diploma in the relevant field of study such as Applied Science, it could lead to many relevant courses in a variety of areas in the equine management sector, for example:

- BSc (Hons) in Equine Sports Coaching
- BSc (Hons) in Equine Sports Science
- BSc (Hons) in Equine Business Management
- BSc (Hons) in Equine Sports Therapy
- BSc (Hons) in Equine Science and Management
- BSc (Hons) in Equine Training and Management
- BSc (Hons) in Equine Behaviour.

Learners should always check the entry requirements for degree programmes with specific higher education providers.

Learners may also progress to an apprenticeship.

### **How does the qualification provide employability and technical skills?**

In the BTEC National units there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where employability skills are referred to in this specification, we are generally referring to skills in the following three main categories:

- **cognitive and problem-solving skills:** use critical thinking, approach non-routine problems applying expert and creative solutions, use systems and technology
- **intrapersonal skills:** communicating, working collaboratively, negotiating and influencing, self-presentation
- **interpersonal skills:** self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example, where learners are required to undertake real or simulated activities.

Many of the mandatory and specified optional units encourage learners to develop the specific practical skills that employers are looking for.

### **How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC Nationals provide transferable knowledge and skills that prepare learners for progression to university or other higher study either immediately or for career progression. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- being able to give presentations and being active group members.

BTEC learners can also benefit from opportunities for deep learning where they are able to make connections among units and select areas of interest for detailed study. BTEC Nationals provide a vocational context in which learners can become prepared for life-long learning through:

- effective writing
- analytical skills
- creative development
- preparation for assessment methods used in degrees.

## 2 Structure

### Qualification structure

#### Pearson BTEC Level 3 National Extended Certificate in Equine Management

##### Mandatory units

There are four mandatory units, one external and three internal. Learners must complete and achieve at Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units in group A. Learners must complete all the units in group B.

##### Optional units

Learners must complete at least one optional unit.

Pearson BTEC Level 3 National Extended Certificate in Equine Management				
Unit number	Unit title	GLH	Type	How assessed
<b>Mandatory units group A – learners complete and achieve all units</b>				
<b>1</b>	Equine Structure, Form and Function	<b>120</b>	<b>Mandatory</b>	External
<b>5</b>	Horse Tack, Equipment and Rugs	<b>60</b>	<b>Mandatory</b>	Internal
<b>6</b>	Equine Health and Husbandry	<b>60</b>	<b>Mandatory and Synoptic</b>	Internal
<b>Mandatory units group B – learners complete all units</b>				
<b>4</b>	Work Experience in the Equine Sector	<b>60</b>	<b>Mandatory</b>	Internal
<b>Optional units group C – learners complete 1 unit</b>				
<b>7</b>	Preparation and Presentation for Competition Disciplines	<b>60</b>	<b>Optional</b>	Internal
<b>8</b>	Equine Behaviour	<b>60</b>	<b>Optional</b>	Internal
<b>15</b>	Riding Horses in the Open	<b>60</b>	<b>Optional</b>	Internal
<b>18</b>	Estates Skills and Grassland Management	<b>60</b>	<b>Optional</b>	Internal
<b>20</b>	Introduction to Equestrian Coaching	<b>60</b>	<b>Optional</b>	Internal

## External assessment

This is a summary of the type and availability of external assessment, which is of units making up 33% of the total qualification GLH. See *Section 5* and the units and sample assessment materials for more information.

Unit	Type	Availability
<b>Unit 1: Equine Structure, Form and Function</b>	<ul style="list-style-type: none"><li>• A written examination set and marked by Pearson.</li><li>• 1 hour 30 minutes.</li><li>• Written submission.</li><li>• 80 marks.</li></ul>	<b>Jan and May/June First assessment May/June 2018</b>

## Synoptic assessment

The mandatory synoptic assessment requires learners to apply learning from across the qualification to the completion of defined vocational tasks. Within the assessment for *Unit 6: Equine Health and Husbandry* learners produce a portfolio of evidence relating to a range of equine management tasks involving the maintenance of equine health and welfare. Learners complete the tasks using knowledge and understanding from their studies of the sector and apply both transferable and specialist knowledge and skills.

In assessing the unit assignments will require learners to select from and apply their learning from across their programme. The unit provides further information.

## Employer involvement in assessment and delivery

You need to ensure that learners on this qualification have a significant level of employer involvement in programme delivery or assessment. See *Section 4* for more information.

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

#### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 2</i> .
<b>Summary of unit</b>	This new section helps teachers to see at a glance the main content areas against the learning aims and the structure of the assessment. The content areas and structure of assessment are required. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion.</p> <p>A full glossary of terms used is given in <i>Appendix 2</i>. All assessors need to understand our expectations of the terms used.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require learners to draw together learning from across the learning aims.</p>
<b>Essential information for assignments</b>	<p>This shows the maximum number of assignments that may be used for the unit to allow for effective summative assessment, and how the assessment criteria should be used to assess performance.</p>
<b>Further information for teachers and assessors</b>	<p>The section gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria.</p>
<b>Resource requirements</b>	<p>Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i>.</p>
<b>Essential information for assessment decisions</b>	<p>This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.</p>
<b>Links to other units</b>	<p>This section shows you the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.</p>
<b>Employer involvement</b>	<p>This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.</p>

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
<b>Unit title</b>	This is the formal title that we always use and it appears on certificates.
<b>Level</b>	All units are at Level 3 on the national framework.
<b>Unit type</b>	This shows if the unit is internal or external only. See structure information in <i>Section 2</i> for full details.
<b>GLH</b>	Units may have a GLH value of 120, 90 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours that are assessed. Includes information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grading descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you analyse requirements and prepare learners for assessment.
<b>Resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 10</i> .
<b>Links to other units</b>	This section shows the main relationship among units. This section can help you to structure your programme and make best use of materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

## Index of units

This section contains all the units developed for this qualification. Please refer to *pages 5–6* to check which units are available in all qualifications in the equine management sector.

Unit 1:	Equine Structure, Form and Function	19
Unit 4:	Work Experience in the Equine Sector	29
Unit 5:	Horse Tack, Equipment and Rugs	39
Unit 6:	Equine Health and Husbandry	49
Unit 7:	Preparation and Presentation for Competition Disciplines	59
Unit 8:	Equine Behaviour	69
Unit 15:	Riding Horses in the Open	77
Unit 18:	Estates Skills and Grassland Management	87
Unit 20:	Introduction to Equestrian Coaching	97



# Unit 1: Equine Structure, Form and Function

Level: **3**

Unit type: **External**

Guided learning hours: **120**

---

## Unit in brief

Learners study the anatomy and physiology of equine biological systems, along with basic genetics.

## Unit introduction

In such a broad industry, a working knowledge of equine structure, form and function is essential for successful engagement in many wide-ranging roles. Whether this is for enhancing performance, using knowledge of energy production and muscle movement, or understanding how biological systems interact to inform applied equine healthcare, an insight into equine structure, form and function is essential to understanding both domestic and wild equines.

In this unit, you will study the biological basis of equine locomotion through the study of the anatomy and physiology of the equine musculoskeletal system. Further analysis of the anatomical and physiological structure of equine circulatory, respiratory, reproductive, excretory, thermoregulatory, endocrine and nervous systems will give you a greater appreciation of the exquisite control and balance in these athletic creatures.

This unit will assist you in progressing to courses in farriery, or higher education courses such as equine health and science. It also gives you invaluable knowledge and understanding that will help you to progress to roles such as equine groom, stable manager or assisting in horse training.

## Summary of assessment

This unit is assessed by an examination set and marked by Pearson.

The examination will last for 1 hour and 30 minutes.

The paper will consist of a variety of question types, including short-answer and extended-writing questions that will assess learners' understanding of equine anatomy, physiology and genetics.

The number of marks for the paper is 80.

The assessment availability is January and May/June each year. The first assessment availability is May/June 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

## Assessment outcomes

**AO1** Demonstrate knowledge of the structure and function of equine body systems

Command words: complete, define, describe, explain, give, identify, label, plot, state

Marks: ranges from 1 to 5 marks

**AO2** Demonstrate understanding of the structure and function of equine body systems

Command words: describe, explain, give

Marks: ranges from 1 to 5 marks

**AO3** Analyse and evaluate biological information and data related to equine body systems

Command words: compare, discuss, explain

Marks: ranges from 4 to 8 marks

**AO4** Make connections between how equine body systems interact in order to function and adapt

Command words: compare, discuss, explain

Marks: ranges from 4 to 8 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Equine tissues

The structure and function of different tissue types and the link to their role in organs and organ systems.

#### A1 Tissue types

- Hierarchy of cells, tissues, organs and organ systems.
- Application of terminology related to tissues and systems: basal and apical surfaces; simple, stratified, pseudostratified, squamous, cuboidal.
- Structure and roles of types of epithelial (simple and stratified) and connective (general, loose, dense) tissue related to location and function.

#### A2 Skin

Structure and roles of skin:

- epidermis (keratinocytes, melanocytes, Merkel cells), basement membrane
- dermis (blood vessels, hair follicles, collagen, elastin, oil and sweat glands)
- subcutis (subcutaneous muscle and fat, blood vessels, nerves)
- hooves and hair as skin appendages.

#### A3 Bones

- Features of bones: condyles, facets, crests, epicondyles, tuberosities, foramen, fossa, fovea, sinus, epiphysis, diaphysis, hyaline cartilage.
- Anatomy of long bones (periosteum, compact and spongy bone, marrow) and osteons (Haversian canals, lacunae, canaliculi).

#### A4 Muscles, ligaments and tendons

Appearance, structure and function of the following tissues:

- muscles – cardiac, striated, smooth
- ligaments and tendons, to include muscle attachment to bones
- sliding filament theory of muscle contraction.

### B Equine biological systems

The structure and function of biological systems and their features and processes.

#### B1 Blood, respiratory and circulatory systems

- Structure and function of blood and its components, to include plasma, erythrocytes, platelets, lymphocytes (B cells in antibody production, T cells in cell-mediated immunity – details of immune response not required).
- Advantages of a double circulatory system.
- Structure of the equine heart, to include functions of chambers, valves and tissues.
- Initiation and regulation of heartbeat, to include roles of sinoatrial node, atrioventricular node, stretch receptors, bundle of His, Purkinje fibres.
- Cardiac cycle: atrial and ventricular systole and diastole, including position of valves and relative blood pressures at each point in the cycle.
- Arteries, veins and capillaries, aorta and vena cava.
- Structures and processes involved in inhalation, exhalation and gas exchange, to include lung, rib and intercostals.
- Changes in heart rate, respiratory rate and volume in response to changes in blood carbon dioxide and oxygen levels, to include oxygen debt from short-term anaerobic respiration.
- Simple equipment, methods and relevant calculations for analysing cardiovascular changes related to fitness, to include stethoscopes, stopwatches, heart rate monitors.

- Biological adaptations for efficient exchange of oxygen and carbon dioxide at exchange surfaces, red blood cells and the role of the equine spleen.
- Oxygen and carbon dioxide transport between lungs and tissues: oxyhaemoglobin, adult and foetal haemoglobin, oxymyoglobin and myoglobin, to include the Bohr effect.
- Lymphatic system: formation and constitution of lymph, structure and function of lymphatic system, including its role in immunity.

## **B2 Reproduction**

- Gross structure of male reproductive system, to include penis, scrotum, testes, accessory glands, glans penis, retractor penis muscle.
- Gross structure of female reproductive system, to include ovaries, oviduct, infundibulum, uterine body, uterine horns, broad ligaments, cervix, vagina, placenta and mammary glands.
- Definitions of and factors affecting anoestrus, oestrus and dioestrus (seasonal polyoestrus).
- Behavioural and physical signs of heat in the mare.
- Fertilisation, time delay before centric implantation.
- Normal gestation length.
- Main stages of neonatal development.

## **B3 Excretion**

The structure and function of the equine excretory system, and the processes carried out to meet waste removal needs.

- Gross structure of the excretory system, to include kidneys, ureters, bladder, urethra.
- Contribution of the liver to excretion (deamination, detoxification, bilirubin removal).
- Nephron structure, ultrafiltration, role of the loop of Henle in reabsorption of salts and water.
- Purpose and process of removing nitrogenous waste.

## **B4 Thermoregulation**

Regulation of equine body temperature in response to external temperature changes.

- Negative feedback control via heat loss or heat gain centres in the hypothalamus, to include the purpose of maintaining temperature within a narrow range (36.5–38.5 °C).
- Physiological responses to changes in temperature: shivering, evaporative cooling, role and effect of pili erector muscles, vasodilation or vasoconstriction of arterioles next to the skin, countercurrent mechanisms in limbs, changes in metabolic rate, sweating during exercise.
- Other thermoregulatory responses: seasonal coat changes, behavioural changes.

## **B5 Endocrine control**

The structure and function of the equine endocrine system in the context of equine survival and regulation of body systems.

- Locations, roles and secretions of the following glands: adrenal, pineal, pituitary, salivary, sweat, thyroid.
- Role and effect of hormones: site of secretion and target cells.
- Regulation of blood glucose by body tissues and organs, including the roles of insulin, glucagon.
- Role and effects of changing levels of hormones (to include oestrogen, progesterone, luteinising hormone (LH), follicle-stimulating hormone (FSH), androgen-binding hormone, prostaglandin, oxytocin, cortisol, gonadotrophins and testosterone) in male and females, as appropriate:
  - gametogenesis
  - oestrous cycle, seasonality and early pregnancy
  - parturition and lactation.
- Role and action of antidiuretic hormone (ADH) in osmoregulation.
- Role and action of epinephrine.

## B6 Nervous control and interaction with the environment

The structure and function of the equine nervous system in the context of equine survival and regulation of body systems.

- Central and peripheral nervous system components.
- Structure, locations and roles of sensory (afferent), interneurons (relay neurons) and motor (efferent) neurons and glial cells, to include myelinated/unmyelinated neurons.
- Transmission of action potentials along myelinated (saltatory conduction) and unmyelinated neurons, to include quantitative and qualitative interpretation of graphs representing changes in potential difference against time.
- Roles and processes of movement of neurotransmitters across synapses, neuromuscular junctions and neuroglandular junctions.
- Roles and regulation of the parasympathetic and sympathetic divisions of the autonomic nervous system.
- The role of and stages in voluntary and non-voluntary reactions and 'fight or flight' responses to perceived threats and predators.
- The role of receptors and sense organs in detecting stimuli.
- Equine eyes:
  - protective role and structure of the equine eyelids
  - general structure of the equine eye, to include sclera, cornea, corpora nigra, conjunctiva, pupil, iris, lens, ciliary body, retina, fovea, optic disc, optic nerve, medial and lateral rectus muscles, eyelids, nictitating membrane, vibrissae
  - equine vision, to include the involvement of the tapetum lucidum, rod and cone photoreceptors
  - equine orbit position, monocular and binocular vision and methods of focus.

## C Equine structure, movement and stability

Bones, joints and tissues in the equine musculoskeletal system, and their relation to external anatomy, conformation, movement and stability.

### C1 Gross equine anatomy

Locations of the following in relation to the points of the equine:

- skeletal divisions (axial and appendicular)
- vertebral column divisions and numbers (cervical, thoracic, lumbar, sacral, coccygeal)
- major bones – upper and lower jaw, scapula, humerus, radius, splint, cannon, sesamoid, long and short pastern, pisiform, ribs, ischium, femur, fibula, patella, tibia, hock – tuber calcis, tarsus, cuboid)
- main muscles – masseter, rhomboideus, trapezius, splenius, serratus, brachiocephalicus, sternocephalicus, pectoral, deltoid, latissimus dorsi, intercostals, abdominal, superficial gluteal, semitendinosus, radialis, common digital extensor, lateral digital extensor, deep digital flexor
- main ligaments – suspensory, superior and inferior check, collateral, annular and sesamoidean
- main tendons – common digital extensor, superficial digital flexor, deep digital flexor.

### C2 Hooves

- Internal anatomy of the hoof: coffin bone, navicular bone, navicula bursa, digital cushion, primary and secondary laminae.
- Externally visible structures of the foot and hoof: sole, frog (including central and collateral grooves), wall (including angles and bars), white line, coronet; use of hoof divisions toe, quarters and heel.
- Functions of internal and external features of the equine hoof in movement and maintaining stability.

### **C3 Joints**

- Locations and actions of major joints, to include the role of synovial fluid: jaw, shoulder, elbow, knee, fetlock, pastern, pedal, hip, stifle, hock – hinge and gliding.
- Limb movement, antagonistic action of muscle pairs, joint types and weight bearing during different gaits (walk, trot, canter, gallop).
- Joint types and the effect of equipment on joint angles and gait.

### **C4 Conformation**

Visual assessment of ideal and poor horse conformation features in diagrams of equines at stand.

- Balance: wither and hip height; topline and underline; heel height, flaring, frog and sole conformation.
- Back: swayback, roach backed, long backed.
- Neck: high/low set, ewe neck, laid back/upright shoulder.
- Front view of foreleg: bow-legged, toes in/out, knock-kneed.
- Side view of forelegs: camped-under, camped-out, knee-sprung, calf-kneed.
- Side view of hind legs: sickle-hocked, upright through hind limbs, camped-under, camped-out.
- Rear view of hind legs: base-wide, base-narrow, bow-legged, cow-hocked.
- Pastern and hoof angle.

## Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 3 Pass

Learners demonstrate knowledge and understanding of the functions of equine structures, such as tissues and organs, related to the functions of equine body systems. They understand the processes that lead to different types of equine movement. They understand how the biological systems of equines in normal health function and interrelate.

### Level 3 Distinction

Learners demonstrate a thorough understanding of the structure and function of equine tissues and organs, and how they contribute to the normal functioning of equine body systems. They demonstrate detailed knowledge of equine anatomy and the interrelated structures and processes that bring about movement in the equine. Learners will be able to make connections between control mechanisms at tissue, system and whole body levels. They can analyse and evaluate data and information relating to biological processes in familiar and unfamiliar contexts, and interpret this in order to draw reasoned and valid conclusions.

## Key words typically used in assessment

The following table shows the key words that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills.

Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.

Command or term	Definition
Compare	Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.
Complete	Learners provide all items.
Define	Learners state or describe the nature, scope or meaning of a subject as objective facts.
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject or process.
Discuss	Learners consider different aspects of a topic and how they interrelate.
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.
Give	Learners provide one or more piece(s) of information.
Identify	Usually requires some key information to be selected from a given stimulus/source.

<b>Command or term</b>	<b>Definition</b>
Label	Learners name or provide key information about a stimulus material.
Plot	Insert given data on a given graph. This may be a single point or involve drawing lines of best fit/completing a line graph/bar chart.
State	Learners express the condition of or facts about something definitely or clearly.

## Links to other units

This unit links to:

- Unit 2: Equine Diet and Nutrition
- Unit 3: Managing Equine Disease
- Unit 6: Equine Health and Husbandry
- Unit 11: Horse Fitness
- Unit 22: Managing Equine Injuries and Rehabilitation
- Unit 26: Equine Function at the Cellular Level.

## Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.



# Unit 4: Work Experience in the Equine Sector

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners research job roles in the equine sector and the progression routes to attain them, and they develop communication and employability skills through study and work experience.

## Unit introduction

Where do you picture yourself in five years' time? Do you know about the wide range of working opportunities open to you in the equine sector? Discovering these opportunities and understanding the skills and qualifications needed in order to gain employment in this sector will help you to answer these questions, as well as plan your career.

In this unit, as well as investigating employment opportunities, you will examine how good communication and employability skills can improve your prospects in gaining and staying in employment, and learn how and where to access information about employment vacancies and further courses of study. You will learn how to develop your curriculum vitae (CV) and adapt it for specific vacancies, and how to develop good communication, interview and customer service skills. You will apply for and take on available work experience roles in the sector and reflect on your own progress.

This unit will help prepare you for employment in the equine sector in roles such as event management assistant, riding school assistant, groom or yard assistant. It will also help you progress to higher education in courses such as a BSc (Hons) degree in Equine Training and Management or Equine Sports Coaching.

## Learning aims

In this unit you will:

- A** Investigate employment opportunities in the equine sector to target progression
- B** Develop communication and interview skills to improve employment prospects
- C** Undertake work experience in the equine sector to contribute to personal and professional development.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate employment opportunities in the equine sector to target progression	<b>A1</b> Scope of the equine sector <b>A2</b> Requirements for progression <b>A3</b> Relevant legislation for work placement opportunities	A portfolio of work-related learning research, completed application documents and mock interview outcomes, e.g. observation, video.
<b>B</b> Develop communication and interview skills to improve employment prospects	<b>B1</b> Applying for work experience activities <b>B2</b> Interview skills <b>B3</b> Reflecting on preparation and performance	
<b>C</b> Undertake work experience in the equine sector to contribute to personal and professional development	<b>C1</b> Practical work experience <b>C2</b> Work behaviours <b>C3</b> Reflecting on workplace practice	A report reflecting on work experience, informed by employer verification of participation and other feedback.

## Content

### Learning aim A: Investigate employment opportunities in the equine sector to target progression

#### A1 Scope of the equine sector

Analysis of progression opportunities to determine desirability, suitability and feasibility.

- Higher education – UCAS, entry requirements, student loans.
- Apprenticeships – requirements, timescales, pay scales, balance between academic and practical work, assessment, higher apprenticeships.
- Employment sectors:
  - public sector, e.g. education, government, local government (Department for Environment, Food and Rural Affairs)
  - private sector, e.g. riding schools, stud farms, horse riding instruction, racing yards
  - voluntary sector or charities, e.g. Royal Society for the Prevention of Cruelty to Animals (RSPCA), welfare charities and sanctuaries.
- Employment sectors, to include an appropriate broad representation of current industries, e.g. racing industries, military and police, nutrition development and equine paraprofessionals such as equine dental technicians.
- Self-employment, e.g. riding for training, riding instructor, equine therapist.

#### A2 Requirements for progression

- Knowledge of formal and informal requirements for progression.
- Entry criteria, including qualifications, skills and knowledge.
- Self-management, including study skills, presentation and attitude, time management and planning.
- Exit criteria for specific progression routes.
- Soft skills, including communication, problem solving, individual and team and leadership skills, personal management.

#### A3 Relevant legislation for work placement opportunities

- Safeguarding at work placements.
- Contracts of employment and working hours (in relation to age), including zero-hours contracts/fixed-term/hourly-paid/permanent (full/part) contracts, work time regulations, Pay As You Earn (PAYE), statutory leave, maternity/paternity leave, employment status.
- Different legal status of business: single owner (self-employed)/partnership/limited company/self-employed subcontractor.
- Awareness of the impact of current legislation supporting conduct in the workplace for employers and employees (full-time, part-time, casual, interns and work placements), such as:
  - health and safety at work legislation
  - equality legislation
  - data protection legislation
  - control of substances hazardous to health (COSHH) regulations
  - reporting of injuries, diseases and dangerous occurrences regulations (RIDDOR)
  - animal welfare legislation
  - equine codes of practice.

## **Learning aim B: Develop communication and interview skills to improve employment prospects**

### **B1 Applying for work experience activities**

- Selection of work, including different sources of vacancies such as websites, trade publications and sector-wide bodies, e.g. Lantra.
- Importance of reading job description, personal specification, including relevance of essential or desirable criteria, to include qualifications, skills, experience.
- Completion of CV and adapting CV or job application to specified vacancy.
- Letters of application, supporting statements and completing application forms, to include standing out from the crowd, addressing relevance to employers and how they might shortlist candidates.
- Correct use of language, grammar, spelling and punctuation.

### **B2 Interview skills**

Creating an impression through effective communication.

- Preparation and presentation skills, including:
  - planning and practice for the interview
  - interview styles, e.g. competency- or behavior-based, knowledge focused
  - personal appearance and hygiene
  - interpersonal skills and attitude
  - body language.
- Listening and talking skills, including:
  - interview conventions
  - use of language – what is/what is not appropriate
  - building rapport
  - developing a dialogue
  - effective listening and questioning
  - non-verbal communication, e.g. eye contact.

### **B3 Reflecting on preparation and performance**

- Reflecting on preparation for interviews and interview performance, including knowledge of employer and role, communication skills, professional behaviour.

## **Learning aim C: Undertake work experience in the equine sector to contribute to personal and professional development**

### **C1 Practical work experience**

Operating in workplace practices, including:

- knowledge of the purpose of the business and/or environment
- knowledge of reporting procedures with regards to behaviour and expectations, e.g. lateness, sickness, emergency
- health and safety protocols, e.g. fire safety, emergency procedures
- procedures to maintain confidentiality.

### **C2 Work behaviours**

- Completion of role to add value in the workplace:
  - understanding the extent and limitation of own roles and responsibilities
  - carrying out tasks according to roles and responsibilities
  - following instructions
  - communicating with others
  - self-management
  - working safely
  - reliability, regular attendance and commitment
  - punctuality

- use of initiative
- cooperation with colleagues and end users, e.g. customers, clients, other organisations.
- Obtaining feedback, including:
  - timesheets signed by an appointed person at work experience employment, confirming appropriate attendance and punctuality
  - employer or teacher observation/witness statements
  - employer feedback sheets, provided at intervals.

### **C3 Reflecting on workplace practice**

Reflecting on personal performance in relation to own career progression, to include:

- formative feedback from employer(s), colleagues, teacher, stakeholders
- performance self-assessment
- review of areas for development, to include SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, SMART (Specific, Measurable, Achievable, Relevant, Time-based) target setting, knowledge of SWOT and SMART in learning development.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Investigate employment opportunities in the equine sector to target progression</b>		
<p><b>A.P1</b> Explain the value of own research and preparation for work experience, related opportunities and progression routes.</p> <p><b>A.P2</b> Explain accurately the relevant legislation relating to a work placement.</p>	<p><b>A.M1</b> Analyse the value of own research and preparation for work experience, related opportunities and progression routes.</p>	
<b>Learning aim B: Develop communication and interview skills to improve employment prospects</b>		<p><b>AB.D1</b> Evaluate own preparation for and performance in work experience interview, including review of all future opportunities.</p> <p><b>AB.D2</b> Evaluate how effective own preparation for, and participation in, work experience can significantly enhance employment prospects.</p>
<p><b>B.P3</b> Explain the preparation and research required for a work experience interview.</p> <p><b>B.P4</b> Demonstrate communication and interpersonal skills as an interviewee for a selected work experience.</p>	<p><b>B.M2</b> Perform proficiently as an interviewee for a selected work experience, using appropriate communication and interpersonal skills.</p>	
<b>Learning aim C: Undertake work experience in the equine sector to contribute to personal and professional development</b>		<p><b>C.D3</b> Evaluate the effectiveness of the work experience carried out in improving occupational and personal skills to make best use of opportunities for employment.</p>
<p><b>C.P5</b> Explain how the work experience undertaken has improved occupational and personal skills for future opportunities.</p> <p><b>C.P6</b> Review how own performance during work experience contributed to the employer.</p>	<p><b>C.M3</b> Assess the value of the occupational and personal skills developed during work experience for future opportunities.</p> <p><b>C.M4</b> Analyse the impact on the employer of own performance during work experience.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, AB.D1, AB.D2)

Learning aim: C (C.P5, C.P6, C.M3, C.M4, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to a work experience role, for example work placement, part-time work, volunteering etc. Employers must be external to the centre.

Teachers should consider devising a set of criteria they can use to give feedback when carrying out practice interviews.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard**, learners must produce a written report evaluating the quality of their own preparation when seeking work experience. This will include their investigation and research, completion of application documents adapted for specific roles and completion of a mock interview or employer-evidenced real interview.

The report must include conclusions about the quality of each step of the preparation, linking this to the teacher's evaluation of the mock interview and the chance of securing employment. Learners must write a conclusion that includes clear understanding of best practice in this area.

**For merit standard**, learners must produce a written analysis of the quality of their own preparation when seeking work experience. This will include their investigation and research, completion of application documents adapted for specific roles and completion of a good mock interview, or employer-evidenced real interview. The analysis must include a detailed examination of each step of the preparation, linking this to the chance of securing employment. Learners must include an analysis of the teacher's evaluation of the mock interview.

**For pass standard**, learners must consider the value of their own preparation when seeking work experience, for example investigation and research, completion of application documents adapted to specific roles and completion of a mock interview, or employer-evidenced real interview. Learners must include links to the teacher's evaluation of the mock interview. Learners could include a SWOT analysis.

#### Learning aim C

Work experience reviewed by learners must comprise at least 60% of the work-experience hours required by the qualification.

**For distinction standard**, learners must undertake work experience and supply reasoning in their reflective reports to determine the effectiveness of the completed work experience and its capacity to improve their opportunities for employment. Their reasoning must consider the relationship between the occupational and personal skills developed during the work experience and how these may help them in securing future employment. The relationship between learners' own performance during work experience and its impact on the employer must also be covered. Learners must consider how well they prepared themselves for the work experience activities in order to gain the most from the experience(s). Learners' reflections should take account of employer and teacher feedback and their observations of learners during their work experience.

**For merit standard**, learners must undertake work experience and present in their reflective reports a relationship between the occupational and personal skills developed during the work experience, and a discussion about how these skills will help secure employment. Learners must consider the relationship between their own performance during the work experience and its impact on the employer. Learners' reflections should take account of employer and teacher feedback and their observations of learners during their work experience.

**For pass standard**, learners must undertake work experience and present in their reflective reports a consideration of how they developed different occupational and personal skills during their placement. Learners must make a formal assessment of their own performance during work experience based on feedback, including a SWOT analysis, and link this to their contribution to the employer. Learners' reflections should take account of employer and teacher feedback and their observations of learners during their work experience.

### Links to other units

This unit links with all others in the specification.

### Employer involvement

Learners must have access to a work experience placement in an equine sector setting. Learners must be given a work experience log so that they can record the skills they develop on their placement and plan for their development. Evidence must be obtained from employers showing that learners have undertaken the work-experience hours required for the qualification.



# Unit 5: Horse Tack, Equipment and Rugs

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners select and fit commonly used horse tack and auxiliary equipment when preparing horses for daily ridden work and rest, with regard to the welfare of the horse and the safety of riders.

## Unit introduction

The equine industry needs employees who are practical and who can select, fit and maintain a range of tack, equipment and rugs. If you are employed to look after horses then you must have the knowledge and skills to provide safe, efficient and effective routines for working with horse tack, equipment and rugs.

In this unit, you will develop the knowledge and skills needed to follow safe working practices and to have a confident and adaptable approach to horses. You will learn about the tack and auxiliary equipment that is commonly used when preparing horses for ridden work in everyday situations, and will practically apply this learning in the fitting and maintenance of tack and equipment. You will select, fit and maintain a variety of horse rugs with an understanding of the role of rugs in supporting the wellbeing of horses.

This unit will help you progress to work as a groom in a private yard, a rehabilitation centre, a riding school or a competition yard. The unit will also prepare you for further training and for higher education equine studies courses.

## Learning aims

In this unit you will:

- A** Understand the role of tack and equipment commonly used for working and exercising horses
- B** Fit and maintain tack and equipment for the comfort and safety of horses
- C** Select, fit and maintain horse rugs to support the health and welfare of horses.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the role of tack and equipment commonly used for working and exercising horses	<b>A1</b> Tack and equipment in everyday use <b>A2</b> Purpose and effect	A report on the purpose and effect of types of tack and their welfare implications.
<b>B</b> Fit and maintain tack and equipment for the comfort and safety of horses	<b>B1</b> Application and adjustment of tack and equipment <b>B2</b> Application and adjustment of boots <b>B3</b> Maintenance of tack and equipment	A portfolio evidencing practical skills in selecting and fitting types of: tack, auxiliary equipment, boots, rugs and related accessories. This will be supported by a presentation/report on the considerations for horse welfare and rider safety as appropriate.
<b>C</b> Select, fit and maintain horse rugs to support the health and welfare of horses	<b>C1</b> Selecting types of rug and accessories <b>C2</b> Fitting rugs <b>C3</b> Cleaning and storing rugs	A presentation/report on the considerations for horse welfare and rider safety as appropriate.

## Content

### Learning aim A: Understand the role of tack and equipment commonly used for working and exercising horses

#### A1 Tack and equipment in everyday use

Understanding the types of tack and equipment in daily use in equestrian establishments and their component parts.

- Bridles, to include:
  - snaffle bridle and nosebands, including cavesson, flash, grackle variations, drop, crank; modern designs, e.g. Micklem multibridle
  - five families of bit, including snaffle, pelham, gag, double, bitless
  - types of rein, e.g. plain, rubber, continental web
  - traditional bitless bridles such as the hackamore; modern bitless bridles, e.g. cross-under, side-pull.
- Martingales, to include running and standing; hunting breastplate.
- Saddles, to include:
  - general purpose saddle, jumping, dressage
  - stirrup irons, e.g. Fillis, safety, bent leg
  - girths to include elasticated, humane, synthetic waffle, contoured, cotton standard.
- Boots in everyday use, e.g. brushing boots of different style, overreach boots, tendon boots.
- Exercise sheets, numnahs and saddlecloths.

#### A2 Purpose and effect

- Method of control.
- Action of tack and equipment, to include bits, nosebands, martingales.
- Boots, to include:
  - protection from interference from other legs, penetration or concussion from external forces; issue of support/protection, e.g. effectiveness of support to musculoskeletal structures
  - reasons for not using boots and bandages, including waterlogging, overheating tendons during hard work, restriction of movement due to design of boot, discomfort due to poor design of boot, rubs from movement of boot, dirt between boot and skin.
- Consequences of ill-fitting tack and equipment:
  - discomfort and restricted blood flow, limb oedema, pressure points, circulatory disturbance, slipped bandages and pressure points, accident and/or injury.

## **Learning aim B: Fit and maintain tack and equipment for the comfort and safety of horses**

### **B1 Application and adjustment of tack and equipment**

Fitting of saddlery and equipment, evaluation of fit, and the importance of correct fit.

- Selection of appropriate equipment according to horse size, temperament, ability of rider, tack available.
- Methods of approach, including safety, slip knots, correct method of head collar restraint while bridling, horse welfare through correct handling, tying horse up while saddling, securing throat lash.
- Evaluation of fit, areas to concentrate on, including:
  - bridle – length of cheek pieces, tightness behind ears due to browband, bit size, fit of nosebands, throat lash
  - martingale/breastplate – depth through shoulder, depth at sternum, length of running martingale attachments
  - saddle – overall length, shoulder clearance, even contact of panels, gullet clearance and under the saddle arch, balance, e.g. pommel cantle line, no adverse movement, symmetrical, change of fit once mounted.
- Evidence of a poor fit, horse reaction deteriorating over time, rubs, sores.
- Recognition of damaged or worn tack:
  - assessment for safety, areas at increased risk of wear, to include reins and billets, bit, girth leathers and stitching, saddle tree, stirrup leathers, boot fastenings, dirty Velcro®
  - distinguishing between acceptable and excessive wear and tear, when to replace tack and equipment
  - effects of worn or damaged tack and equipment on the horse, e.g. sores, learned negative reactions to the tack
  - effects of worn or damaged tack and equipment on health and safety, e.g. snapped stirrup leathers, broken reins.

### **B2 Application and adjustment of boots**

- Safe working practices, identifying hazards, minimising risks, use of personal protective equipment (PPE).
- Correct and timely application of boots, to include brushing boots, tendon boots, over reach boots, fetlock boots.

### **B3 Maintenance of tack and equipment**

- Maintenance of horse tack and equipment:
  - method of washing, soaping and conditioning of leather bridles, saddles and auxiliary equipment, e.g. use of saddle soap, leather oil
  - method of washing, cleaning and the maintenance of synthetic bridles, saddles and auxiliary equipment
  - method of washing and cleaning horse bits
  - care of numnahs, saddle cloths, boots and bandages, including daily and weekly routines
  - correct storage of saddlery and equipment.
- Importance of clean tack and equipment, including supple leather, preventing breakages, preventing rubs and sores on the horse, checking for worn and damaged tack and equipment.

## **Learning aim C: Select, fit and maintain horse rugs to support the health and welfare of horses**

### **C1 Selecting types of rug and accessories**

Factors affecting selection and use of common rugs.

- Variety of rugs in common use in yards, ranging in size, cost and style, including:
  - types of rugs, including heavy/medium/lightweight turnout rugs, fly sheets, coolers, fleece rugs, summer sheets, stable rugs, under rugs and blankets
  - fly masks, nets and bonnets, anti-rub vests, hoods, surcingles, fillet strings, leg straps.
- Considerations made before rugging, including time of year, condition of horse, breed of horse, current level of work/grooming, available facilities, e.g. loose box, field only, field shelter
- Negative effects of rugging, e.g. overheating, rubs, accidents and injury.

### **C2 Fitting rugs**

Approaches to obtaining effective fit and use of rugs.

- Measuring the horse, e.g. chest to point of buttocks, sizing of rugs.
- Selection of appropriate rug considering design of rug, brands that fit specific shapes and sizes, e.g. warmblood, thoroughbred.
- Correct application and fitting of rugs, areas of concern, to include shoulder and neck, length and depth, shape of hood/neck cover.
- Adjusting rugs, e.g. buckles, straps and cross surcingles.

### **C3 Cleaning and storing rugs**

The importance of cleanliness and tidiness when storing rugs and associated equipment.

- Daily storage, maintenance and handling of rugs to preserve optimum condition and prolong their life.
- Cleaning of rugs, e.g. machine wash, professional cleaning and reproofing, cleaning routine, e.g. end of season, weekly machine wash, hygiene and disease control.
- Storage of rugs, to include bagging to prevent dust, mould, mice.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the role of tack and equipment commonly used for working and exercising horses</b>		<b>A.D1</b> Evaluate how tack and equipment design meets purpose and affects the welfare of the horse.
<b>A.P1</b> Explain the purpose and effect of horse nosebands and martingales. <b>A.P2</b> Explain the purpose and effect of horse bits in common use.	<b>A.M1</b> Analyse the purpose and effect of nosebands, martingales and bits in common use.	
<b>Learning aim B: Fit and maintain tack and equipment for the comfort and safety of horses</b>		<b>B.D2</b> Justify how the tack and equipment fitted meets the purpose, comfort and safety needs of the horse and rider.  <b>C.D3</b> Evaluate the need to rug horses with consideration to comfort, welfare and available facilities.
<b>B.P3</b> Demonstrate how to correctly fit horse tack and equipment. <b>B.P4</b> Discuss condition and fit of tack and equipment used.	<b>B.M2</b> Demonstrate how to confidently fit horse tack and equipment. <b>B.M3</b> Assess how the tack and equipment meets the comfort and safety needs of the horse and rider.	
<b>Learning aim C: Select, fit and maintain horse rugs to support the health and welfare of horses</b>		
<b>C.P5</b> Demonstrate how to correctly fit, remove and store rugs. <b>C.P6</b> Explain the purpose of rugs used and the effect on the horses.	<b>C.M4</b> Demonstrate how to confidently fit, remove and store rugs. <b>C.M5</b> Analyse the purpose and condition of rugs used, and the effect on the horses.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, B.M3, C.M4, C.M5, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- well-mannered horses for tacking up and fitting rugs
- PPE, BSI standard hat, boots, gloves
- snaffle bridle and nosebands, to include cavesson, flash, grackle variations, drop, crank; modern designs, e.g. Micklem multibridle
- horse bits – snaffle, pelham, gag, double, bitless, e.g. hackamore
- types of rein, e.g. plain, rubber, continental web
- modern bitless bridles, e.g. cross-under, side-pull
- martingales, to include running and standing, hunting breastplate
- general-purpose saddle, jumping, dressage; stirrup irons, e.g. Fillis, safety, bent leg, girths, to include elasticated, humane, synthetic waffle, contoured, cotton standard
- boots in everyday use, e.g. brushing boots of different style, overreach boots, tendon boots
- exercise sheets, numnahs and saddlecloths
- types of rugs, including heavy/medium/lightweight turnout rugs, fly sheets, coolers, fleece rugs, summer sheets, stable rugs, under rugs and blankets
- fly masks, nets and bonnets, anti-rub vests, hoods, surcingles, fillet strings, leg straps.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners must investigate and examine thoroughly the pressure points caused by nosebands, martingales and horse bit design. They must consider the training of horses using negative reinforcement, the advantages and disadvantages of causing pressure points and think about pain indicators when these items of tack and equipment are in use. Where possible, learners should suggest alternative types of equipment or further training to prevent impact on horse welfare.

**For merit standard**, learners must make a methodical and detailed examination of the interrelationship between the action of nosebands, martingales and horse bits in common use and the reasons why riders choose to use them. Learners must show that they fully understand the wide-ranging physical and mental effects that tack and equipment have on horses.

**For pass standard**, learners must clearly and comprehensively detail the reasons why nosebands, martingales and horse bits are used. Learners must cover the five families of horse bit and all the nosebands and martingales mentioned in the unit content. Learners will identify the points of pressure on the horse and how the action of using negative reinforcement (the removal of pressure) makes the nosebands, martingales and horse bits work when correctly fitted.

#### Learning aims B and C

**For distinction standard**, learners must tack up two different horses to at least merit standard. Learners must review thoroughly the horses' tack and equipment and give reasons why it is suitable for those horses. Learners should focus on the purpose, comfort and safety of the tack and equipment in daily use, not the temperament and character of the horse. For example, why the horse has a single-jointed loose ring snaffle, or a rubber mullen mouth snaffle, the advantage of rubber reins, or open-fronted tendon boots.

Learners must meet the practical element of rugging horses to at least merit standard. They will give a clear and detailed rationale for the need to rug the horses, including the advantages and disadvantages in view of comfort, welfare and available facilities. Learners should make decisions of best choice for a variety of situations and scenarios, treating each horse as an individual.

**For merit standard**, learners will tack up two different horses for daily exercise quickly, correctly and safely. Learners will adjust all tack and equipment efficiently to fit the horse as well as it can. Learners will make a detailed examination of the tack and equipment fitted to arrive at a conclusion on the level of comfort and safety the tack and equipment gives for both the horse and the rider.

Learners must carefully consider the fit and condition of every rug applied to the horses used. Learners will quickly and efficiently adjust the rugs to fit as well as possible and will identify the likely issues the rugs may cause. Learners will conclude whether the rugs used will impact the horses' welfare. Learners will store and provide afteruse care of rugs competently.

Learners will provide a methodical and detailed examination of whether rugging horses is necessary. Learners must take into account seasonal changes and weather fluctuations, available shelter, breed and type of horse, age and condition of horse and current level of work/grooming.

**For pass standard**, learners will tack up two different horses for daily exercise. Evidence might be gathered while tacking up for a riding lesson or hacking. Learners should fit the horses' usual tack correctly, it should include a snaffle bridle, martingale or hunting breastplate, a general-purpose saddle with either a numnah or a saddlecloth and the horses' everyday brushing boots. The tack should be different for each horse to ensure a wider tacking-up experience for learners. Learners will adjust the tack and equipment to fit the horse as well as it can and discuss with the teacher any issues of fit identified. Learners will examine the tack and equipment while fitting it and comment on its condition, highlighting any areas for concern. Photographs and observation records completed by the teacher should evidence practical activities.

Learners must apply and fit correctly a selection of indoor and outdoor rugs, covering all of the unit content. They must recognise whether the rugs fit well enough to be worn by the horses used. Learners must correctly remove rugs from horses and show how to hang them up to dry, adjusting straps and fittings so they do not break when handled off the horse. Learners will carry out daily care of dry rugs and show how their equestrian establishment stores rugs.

Learners will detail clearly why the horses are rugged, they will examine factors that must be considered before deciding to rug, including time of year, condition of horse, shelter available, breed of horse and current level of work/grooming. Learners will comment on rugging scenarios and requirements throughout the year, for example fly rugs, rain sheets and full hoods. They will detail the effect of rugging on horses' bodies, including overheating, rubs, accidents and injury, and give reasons and the circumstances for not using rugs.

## Links to other units

This unit links to:

- Unit 6: Equine Health and Husbandry
- Unit 7: Preparation and Presentation for Competition Disciplines
- Unit 12: Schooling Horses on the Flat
- Unit 15: Riding Horses in the Open
- Unit 16: Ground Poles and Gridwork for Horses
- Unit 17: Showjumping and Cross-country Courses
- Unit 19: Working Horses from the Ground
- Unit 20: Introduction to Equestrian Coaching.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving staff from local equine businesses
- contribution of ideas to unit assignment/project materials
- observation during work experience
- support from local equine-business staff as mentors.

# Unit 6: Equine Health and Husbandry

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners undertake the daily management tasks involved in maintaining equine welfare, including maintaining accommodation, feeding, health checks, grooming and clipping.

## Unit introduction

The equine industry employs a large number of people in a wide variety of roles. Central to many of these roles is an understanding of equine health and husbandry needs, along with the ability to carry out the daily tasks involved in maintaining good equine health and welfare in an efficient and effective manner.

In this unit, you will learn how to perform health checks through the recognition of the indicators of good health, how to manage common equine illness and injury, and the procedures involved in the daily management of equine health. You will gain the knowledge, understanding, skills and behaviours required to maintain a safe and suitable equine environment, this includes working independently, and as part of a team, to manage equine health, welfare and performance. This unit will help you develop practical skills in equine handling, bandaging, moving, clipping and grooming. To complete the assessment task within this unit, you will need to draw on your learning from across your programme.

This unit will support progression into working in the equine industry in many roles, including working as a stable hand, groom or assistant yard manager.

## Learning aims

In this unit you will:

- A** Explore management procedures to safely promote the health and safety of equines
- B** Carry out the daily management activities required to support equine health
- C** Handle, groom and clip equines to support their health and welfare.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore management procedures to safely promote the health and safety of equines	<b>A1</b> Health and safety <b>A2</b> Equine health indicators <b>A3</b> Equine illness and injury	Demonstration and discussion of practical health checks with teacher observations and witness statements.  Case study/report on health management in equine illness and injury.
<b>B</b> Carry out the daily management activities required to support equine health	<b>B1</b> Maintaining equine accommodation <b>B2</b> Feeding and watering	Practical portfolio of evidence, including visual evidence, witness statements and teacher observations of learners carrying out husbandry tasks, i.e. daily management, handling, clipping, grooming and hoof care.  Report on the safe use of equipment and techniques.
<b>C</b> Handle, groom and clip equines to support their health and welfare	<b>C1</b> Equine handling <b>C2</b> Grooming and hoof care <b>C3</b> Clipping	

## Content

### Learning aim A: Explore management procedures to safely promote the health and safety of equines

#### A1 Health and safety

- Personal health and safety:
  - correct fit and use of personal protective equipment (PPE) – hat, boots, gloves, jodhpurs, body protectors, clothing for working safely
  - manual handling and lifting techniques
  - identification of difficult temperaments.
- Checks of fencing, enclosures and fields for potential safety hazards, e.g. poisonous plants, sharp objects, fire risks.
- Hygiene procedures to prevent disease transmission, e.g. hand washing, quarantine and disinfection processes, one-to-one husbandry for infected equines.
- Completing and complying with risk assessments and hazard reduction documentation.
- Procedures following an incident involving handlers, equines or both, to include:
  - first-aid priorities; injury, accident and disease reporting procedures; breakout of fire; preparation for evacuation in the event of an emergency.

#### A2 Equine health indicators

Recognising and practical appraisal of factors that demonstrate good and poor equine health at different life stages, to include:

- normal ranges and correct methods of measuring temperature, pulse and respiration rates at rest, e.g. use of digital rectal thermometers
- fat coverage using body condition scoring methods
- normal posture at rest, e.g. alertness, normal weight distribution
- soundness when trotting up, e.g. gait, lameness
- condition of ears, eyes, nose, mouth, teeth, mucous membranes, limbs, genitals, anus
- coat condition, presence of lumps/bumps
- volume, colour and frequency of urination
- faecal consistency and colour
- levels of appetite and thirst
- normal individual behaviour, temperament and vocalisation.

#### A3 Equine illness and injury

Recognising the causes and effects of equine illness and injury, and the practical application of appropriate first-aid treatment to injuries.

- Signs and standard health checks for diseases and disorders, to include strangles, mudfever and rainscald, equine influenza, upper respiratory tract problems, ringworm, laminitis, equine grass sickness.
- Signs, administering preventative measures and methods of confirming parasite infestations, to include fly strike and worms, e.g. strongyles, ascarids (roundworms), tapeworm.
- Factors leading to common causes of lameness:
  - foot problems, e.g. hoof cracks, lost shoes/poor shoeing, navicular syndrome
  - lower leg problems, e.g. strains and sprains.
- Recognising different injury types and potential causes, to include bruises, incision and puncture wounds, lacerations, galls, grazes.
- Methods to stop bleeding, prevent infection and encourage healing using an equine first-aid kit, to include wound bathing, dressing and basic bandaging, poulticing, cold hosing.
- Application of stable bandages to prevent filled legs, for protection, to secure wound dressings, as a base for bandages higher up, e.g. knee or hock bandages.

## **Learning aim B: Carry out the daily management activities required to support equine health**

### **B1 Maintaining equine accommodation**

Purposes and use of materials, equipment and methods to maintain equine accommodation, to include:

- bedding:
  - types of bedding, e.g. straw, shavings, rubber matting
  - bedding systems, e.g. complete muck out, deep litter, skipping
- cleaning and disinfecting accommodation:
  - safe use of chemical cleaners
  - sweeping and raking
  - yard maintenance
  - field clearing.

### **B2 Feeding and watering**

Practical use of equipment and techniques to allow appropriate access to feed and water in both stable and field accommodation.

- Preparation and weighing of feeds, e.g. concentrates, mixes, forage.
- Positioning and use of feed containers, to include hay nets, over-door bucket holders, water buckets and salt blocks.
- Daily inspections of suitability and condition of equipment and grassland.

## **Learning aim C: Handle, groom and clip equines to support their health and welfare**

Practical use of appropriate techniques and equipment, which may be used for equine handling and care tasks.

### **C1 Equine handling**

Techniques and equipment used to safely handle horses.

- Approaching with care and mindfulness of the impact of sight and sound.
- Assessment of horse body language.
- Handling techniques used.
- Awareness of surroundings, other animals and people.
- Use of appropriate equine handling and restraint techniques and equipment, e.g. head collars, lead reins, holding up legs.

### **C2 Grooming and hoof care**

Advantages, disadvantages and appropriate selection and use of equipment and techniques, including differences in requirements for stabled and grass-kept equines.

- Reasons for grooming, including cleanliness, circulation, bonding, massage, checking for parasites, new lumps, swelling after exercise or rubs from tack.
- Grooming kit components.
- Assessment of grooming, preparation for and application of grooming techniques, full groom procedure, quartering.
- Bathing techniques, e.g. hosing down, use of shampoo, coat shine and conditioner.
- Trimming, e.g. ears, whiskers, feathers, tail; when not to trim, e.g. breed standards, welfare.
- Mane and tail care, including pulling, stripping, laying mane and plaiting tail for cleanliness.
- Consideration of appropriate methods to maintain human safety and equine welfare.

### **C3 Clipping**

When and why to clip and practical clipping procedures.

- Reasons for clipping, including:
  - time of year, including traditional practice and summer clipping, e.g. sport horses; clipping re-growth
  - health and welfare, e.g. Cushing's disease, parasite infestation such as leg mites
  - reduces heavy sweating, ease of care of working horses in the winter
  - types of clip including full, hunter, trace, chaser, blanket, bib.
- PPE including overalls, safety glasses, appropriate footwear.
- Practical clipping, use of assistants, assembly of clippers, maintenance of clippers during and after clipping, safety precautions, horse handling and methods of restraint, horse aftercare, e.g. additional rugs, hot clothing, solarium.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore management procedures to safely promote the health and safety of equines</b>		<b>A.D1</b> Justify decisions made involving health management issues in complex situations.
<b>A.P1</b> Perform equine health checks correctly in straightforward contexts. <b>A.P2</b> Explain equine health management issues.	<b>A.M1</b> Assess equine health management issues efficiently in a variety of situations.	
<b>Learning aim B: Carry out the daily management activities required to support equine health</b>		<b>B.D2</b> Justify the selection and use of equipment and techniques for daily management tasks that provide suitable equine environments and support equine health and welfare.  <b>C.D3</b> Justify handling, grooming and clipping decisions in different situations to support equine health and welfare.
<b>B.P3</b> Demonstrate safe equine daily management practices to meet welfare needs. <b>B.P4</b> Explain daily management practices required to support equine health	<b>B.M2</b> Demonstrate efficient equine daily management to meet welfare needs. <b>B.M3</b> Analyse how daily management tasks support equine welfare.	
<b>Learning aim C: Handle, groom and clip equines to support their health and welfare</b>		
<b>C.P5</b> Perform safe handling of equines using appropriate equipment and techniques for full grooming and clipping of horses <b>C.P6</b> Explain how to correctly clip and full groom horses	<b>C.M4</b> Perform efficient application of techniques and equipment in equine handling, grooming and clipping to support health and welfare. <b>C.M5</b> Assess how correct grooming and clipping routines support equine welfare.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, B.M3, C.M4, C.M5, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a variety of equines with different temperaments and health issues
- basic handling equipment such as head collars and lead ropes
- different types of bedding substrate
- full grooming kits, including strapping pads, wisps
- hot water resources for bathing horses, animal shampoo and conditioner
- basic plaiting equipment
- suitable clipping area, non-slip and brightly lit, clippers, extension lead and circuit breaker.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will demonstrate thoroughness in hands-on health checks and carry them out on two complex equines, such as those known to be more difficult in temperament, or with known health problems that complicate interpretation of standard health indicators. In discussion with teachers, learners will articulate well-reasoned conclusions regarding the purpose of each of the health checks they carry out and their judgement of the health situation of the equine.

Learners' written work will be detailed, with a wide range of factors considered when approaching aspects of how injury and illness can be managed. They will provide clear reasoning for their choices of health management strategies, in terms of advantages or disadvantages of the methods and equipment they select, in a coherent and logical fashion.

**For merit standard**, learners will perform more detailed health checks on two equines that are less easy to handle or whose health/life status may affect the interpretation of health indicators. With teachers, learners will discuss how the checks they perform are linked to the signs and symptoms of less obvious injury or illness.

In their case studies, learners will approach the health management strategies of injury and illness with consideration of how the overall health of the individual is affected. They will also consider the impact of the health management strategies on other handlers and equines who come into contact with the affected animal.

**For pass standard**, learners must correctly perform basic health checks on two equines that are easy to handle and have straightforward health requirements. In discussion with teachers, they must correctly communicate the health situation of the equines and give reasons for their conclusions.

In the given case studies, they will identify obvious injuries and illness, correctly detailing stages, techniques and equipment in appropriate health management strategies.

#### Learning aims B and C

For the purposes of assessment, reference in the following to 'husbandry' includes those activities specified in the content, i.e. maintenance of equine accommodation, equine feeding and watering, and equine handling, grooming, clipping and hoof care.

**For distinction standard**, learners will demonstrate safe and effective use of equipment and techniques to carry out husbandry tasks. They will do this with a confidence that is clearly based on extensive underpinning knowledge and understanding of best practice in equine husbandry. Learners will demonstrate skilled equine handling before, during and after husbandry tasks, coordinating team help as necessary. They will consistently behave in a manner that promotes high standards of equine welfare and wellbeing, both independently and as part of a team. They must justify their use of equipment, materials and methods, giving advantages and disadvantages of their use and suggesting alternatives where appropriate.

**For merit standard**, learners will use time and resources without excessive waste to safely carry out husbandry tasks. They must work autonomously in a team environment. Learners will safely handle two equines before, during and after routine husbandry tasks, including full grooming procedures. Learners must evidence they have independently completed one full, hunter or blanket clip, including preparation of the clipping area, maintenance of the clippers throughout the process and aftercare of the horse. They will show that they have taken steps to minimise risks to handlers and equines through preparing for and anticipating potential problems that may occur during these tasks. Learners will consider the factors involved in the selection and use of equipment, techniques and resources for efficient working.

**For pass standard**, learners must demonstrate the correct selection and application of PPE appropriate to the tasks or handling they are carrying out. They will behave appropriately to maintain the health and safety of themselves and others, including the correct storage of equipment and materials, demonstrating an awareness of their roles and responsibilities as the member of a team. Learners will use appropriate equine handling techniques to minimise stress. They will demonstrate the correct use of basic equipment and techniques to carry out routine husbandry tasks as specified in the unit content, for example full grooming routines. Learners must evidence practical experience of clipping horses, this may be a contribution to horse clipping in a focused area, or a bib clip.

In written accounts learners will give reasons for their choices of equipment and techniques used to carry out husbandry and grooming tasks.

### Links to other units

The assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Equine Structure, Form and Function
- Unit 2: Equine Diet and Nutrition
- Unit 4: Work Experience in the Equine Sector
- Unit 5: Horse Tack, Equipment and Rugs
- Unit 7: Preparation and Presentation for Competition Disciplines.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving staff from local equine businesses
- contribution of ideas to unit assignment/project materials
- observation during work experience
- support from local equine business staff as mentors.



# Unit 7: Preparation and Presentation for Competition Disciplines

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop the skills needed when working as a competition groom for different equine sporting disciplines and post-competition care to optimise horse health and welfare.

## Unit introduction

The equine sporting industry requires employees who are efficient and able to demonstrate high standards of horse turnout. Sporting disciplines may include competitions such as eventing, dressage, showjumping or showing.

In this unit, you will investigate the requirements of pre-competition preparations, including transportation, selection of tack and equipment, grooming, bathing and plaiting. You will develop an understanding of the importance of post-competition care, including exercise, transport, tack, rugs and auxiliary equipment. You will need to think about ways to promote equine health and welfare, the legal requirements of transportation and health and safety.

This unit will prepare you for employment or apprenticeship opportunities in the equine industry such as competition grooming, or it will help you progress to higher education.

## Learning aims

In this unit you will:

- A** Understand horse and rider turnout requirements for competitive sporting disciplines
- B** Carry out pre-competition preparation for competition horses
- C** Undertake the preparation of horses and vehicles for transportation.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand horse and rider turnout requirements for competitive sporting disciplines	<b>A1</b> Tack, equipment and transportation method <b>A2</b> Pre-competition preparation <b>A3</b> Competition procedure and aftercare	A report on the rules and regulations of tack and equipment at equine competitions, and the preparation, management and aftercare on a competition day.
<b>B</b> Carry out pre-competition preparation for competition horses	<b>B1</b> Grooming and presentation of horses <b>B2</b> Selecting and fitting competition tack <b>B3</b> Selecting and fitting protective equipment	A portfolio evidencing practical skills of correct care and preparation of competition horses, including selecting and fitting tack, auxiliary equipment, bandages and boots. Practical transportation activities will be carried out, supported by photographic evidence, witness statements and/or observation records.
<b>C</b> Undertake the preparation of horses and vehicles for transportation	<b>C1</b> Preparation of transportation vehicle <b>C2</b> Preparation of horses for travelling <b>C3</b> Loading and unloading horses safely <b>C4</b> Maintenance of horse transportation vehicles	

## Content

### Learning aim A: Understand horse and rider turnout requirements for competitive sporting disciplines

#### A1 Tack, equipment and transportation method

Factors that influence the selection of tack, equipment and methods of horse transportation.

- Tack and equipment rules, e.g. British Showjumping (BS), British Dressage (BD), British Eventing (BE); discipline trends, requirements and capability of horse and rider, horse welfare.
- Selection of tack, boots, bandages and travel equipment:
  - comfort and fit of boots and bandages, waterlogging, overheating tendons during hard work, restriction of movement due to design of boot, discomfort due to poor design of boot, rubs from movement of boot, dirt between boot and skin
  - comfort and fit of tack, cost of tack and equipment, tradition, trends, design, e.g. Micklem bridle, Fairfax performance girth.
  - horses' temperaments, e.g. sensitivity and nervousness
  - environment and weather.
- Selection of method of transportation:
  - trailer and towing vehicle, HGV/non-HGV horsebox
  - cost of purchase and running
  - forward facing, backward facing, herringbone.

#### A2 Pre-competition preparation

- Planning the competition day, time management:
  - preparation of tack and equipment, to include tack cleaning, safety checks, boots/bandages, tail guard, rugs, food, water, grooming kit
  - checklist loading of tack and equipment, to include rider clothing, e.g. hat, jacket, jodhpurs, riding boots, back protector, first-aid kit, documentations
  - transport, to include lorry/trailer checks, e.g. fuel, oil, water, flooring, hitch, safety checks, journey and timescale, e.g. location, timings
  - preparation of horse, including washing, grooming and plaiting.
- Consideration of the legal and welfare requirements when transporting horses:
  - Welfare of Animals During Transport (2007), Equine Industry Welfare Guidelines Compendium, watering, feeding, opportunities to rest, health of the horse, documentation
  - regulations for driver and accompanying personnel, including economic/non-economic activity, driver hours, operator licensing, transport to or from veterinary practices, journey times, competency of the handlers, certificates of competence, authorisation, contingency plans, journey log, trailer test
  - transport legislation, including design of the vehicle, heavy goods vehicle (HGV)/non-HGV and trailers, space allowances, temperature limits, partitions, weight limits, Equine Industry Welfare Guidelines Compendium.
- Method of transportation, and its effect on horse stress:
  - trailer and towing vehicle, HGV/non-HGV horsebox
  - forward facing, backward facing, herringbone.

#### A3 Competition procedure and aftercare

- Handling and restraint of horses when in a new environment, including behaviour of horse, safety measures and useful equipment.
- Rider preparation, to include checking into secretary box, collecting number, course walking, correct dress etiquette according to discipline, e.g. hat, hair net, boots, back protector.
- Horse preparation, to include grooming, finishing touches, e.g. quarter markers, hoof oil, wiping over, fitting of tack and equipment, preparation for warm-up.

- Additional requirements, e.g. safety aspects such as leaving horses unattended, personal belongings and valuables, adverse weather, overnight stabling needs.
- Immediate and long-term aftercare, with consideration of health and welfare, to include walking, cooling procedures, removal of tack, washing off, health checks, leg treatments and bandaging, rehydration, rest periods, day off, further health checks.
- Checks and replenishments, e.g. first-aid kit, health products.
- Aftercare of tack and equipment, to include cleaning and storage.
- Aftercare of transport, e.g. disinfecting, disease control, maintenance checks.
- Record keeping, e.g. competition records update.

## **Learning aim B: Carry out pre-competition preparation for competition horses**

### **B1 Grooming and presentation of horses**

- Grooming requirements for specific disciplines and breeds, including natural mane and feathers, quarter marker styles.
- Initial assessment of horse, to ensure correct approach:
  - horse temperament and body language, e.g. calm, nervous, position of ears
  - assessment of health indicators, e.g. eyes, nose, bodyweight, gait and demeanour.
- Assessment of coat and mane type and equipment needed to carry out grooming and bathing safely and effectively.
- Selection and use of grooming and bathing equipment, including brushes, scissors, hoof pick, shampoo, conditioner.
- Horse bathing techniques, with consideration of health and safety and horse welfare.
- Drying methods after being bathed, including removing excess water, use of rugs.
- Plaiting techniques, mane and tail, e.g. raised tail plaits, size of mane rosettes, bands and thread.

### **B2 Selecting and fitting competition tack**

Fitting of tack and equipment, evaluation of fit, importance of correct fit, to include:

- competition legal bridles with appropriate noseband to include cavesson, flash, drop, grackles
- types of rein, to include plain, plaited, rubber, half rubber, continental web, laced
- bits allowed in specific competition disciplines
- double bridles
- types of breastplates/breast girths and martingales, to include five-point breastplate, hunting breastplate, breast girths, running martingale, standing martingale, bib martingale, Irish martingale
- specialist tack, e.g. overgirths, training aids used in warm-up
- types of saddles and girths:
  - dressage, jumping, close contact
  - girths, to include elasticated, humane, synthetic waffle, contoured, stud, cotton standard
  - numnahs, saddle cloths, tombstone pads
- assessment of condition of tack and equipment to meet health and safety needs of rider, and welfare of horse.

### **B3 Selecting and fitting protective equipment**

- Correct application and fitting of boots and bandages to prevent accident and/or injury, including different types of padding, e.g. fibregee, Gamgee, modern leg wraps.
- Safe working practices, identifying hazards, minimising risks, using personal protective equipment (PPE).
- Correct and timely application of travel, fleece/polo wraps and exercise bandages, direction to wrap bandages around the leg.
- Correct and timely application of boots, to include brushing boots, tendon boots, over reach boots, fetlock boots, cross-country boots.

## **Learning aim C: Undertake the preparation of horses and vehicles for transportation**

### **C1 Preparation of transportation vehicle**

Preparation for loading horses into either a horsebox or trailer with towing vehicle:

- vehicle checks and roadworthiness, to include fuel, oil, water, lights, brakes, tyres
- flooring, safety checks, bedding, e.g. straw, shavings, wood-pulp pellets, haynets, provision of water
- hitch, partitions, use of assistants
- storage of tack and equipment.

### **C2 Preparation of horses for travelling**

Factors to consider when preparing horses for transportation, including weather and temperature.

- Risk assessment:
  - loading and unloading horses, timings of journeys, location and route planning, health and safety, breaks within the journey.
- Selecting of tack, equipment and clothing for travelling:
  - bandages for travel, travel boots, knee boots, hock boots, poll guard, tail guard/bandage, appropriate rug.
- Fitting of tack, equipment and clothing for travelling:
  - evaluation of fit, importance of correct fit, consequences of ill-fitting tack.

### **C3 Loading and unloading horses safely**

- Siting of trailer or lorry for safe loading/unloading.
- Dealing with reluctant horses and understanding the causes of reluctance:
  - use of assistants, to include lunge lines, retraining of difficult loaders, causes of reluctant loading, e.g. road conditions, driving styles, driving speed.

### **C4 Maintenance of horse transportation vehicles**

- Importance of trailer servicing – lifespan and value, annual service, walk-around checks, including electronic connections, jockey wheel, mirrors, breakaway cable, reflectors, lights, wheels and tyres, spare wheel.
- Importance of horsebox servicing – annual service, Driver and Vehicle Standards Agency (DVSA, walk-around checks, including handbrake, footbrake, reflectors, wheels and tyres, suspension, oil leaks, headlights.
- Regular general maintenance – parking, chocks, damp bedding, power washing, rubber matting, hinges and fastenings, rust, greasing towball.
- Cleaning vehicles, muck out after every journey, disinfecting, drying.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand horse and rider turnout requirements for competitive sporting disciplines</b>		<b>A.D1</b> Evaluate the impact of the groom on horse and rider turnout for competitive sporting disciplines.
<p><b>A.P1</b> Explain affiliated competition types, expectations, rules and regulations.</p> <p><b>A.P2</b> Explain the procedures to be followed for pre-competition day preparation, on competition day, and post-competition aftercare requirements.</p>	<p><b>A.M1</b> Analyse how competition rules and regulations affect grooming duties for specified sporting disciplines.</p>	
<b>Learning aim B: Carry out pre-competition preparation for competition horses</b>		<b>B.D2</b> Demonstrate, in a time-efficient manner, the preparation and presentation of horses to affiliated competition standard.  <b>C.D3</b> Evaluate the effectiveness of own approaches to loading and unloading reluctant horses while maintaining a safe working environment and considering the horses' welfare at all times.
<p><b>B.P3</b> Demonstrate the complete preparation of one horse for a jumping discipline.</p> <p><b>B.P4</b> Demonstrate the complete preparation of one horse for a flatwork discipline warm-up.</p>	<p><b>B.M2</b> Demonstrate a high level of presentation for two competition disciplines.</p>	
<b>Learning aim C: Undertake the preparation of horses and vehicles for transportation</b>		
<p><b>C.P5</b> Perform safe loading routines of horses on to transportation vehicles.</p> <p><b>C.P6</b> Explain own procedures for loading routines.</p>	<p><b>C.M3</b> Perform safe techniques for loading and unloading reluctant horses.</p> <p><b>C.M4</b> Assess the impact of own loading routines on horse welfare.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, C.M4, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- horses (of varying temperaments and types)
- snaffle bridles with appropriate noseband (cavesson, flash, drop, grackles), double bridles, common bits in general use, types of rein (plain, plaited, rubber, half rubber, continental web, laced), five-point breastplate, hunting breastplate, breast girths, running martingale, standing martingale, bib martingale, Irish martingale, specialist tack, e.g. over girths, training aids
- saddles (dressage, jumping, close contact), girths (elasticated, humane, synthetic waffle, contoured, stud, cotton standard), stirrup irons (Fillis, safety, bent leg)
- exercise and fleece bandages, fibregee, Gamgee, modern leg wraps, brushing boots, tendon boots, over-reach boots, fetlock boots, cross-country boots
- horse lorry or vehicle and trailer in good working order, haynets, water containers, variety of bedding material, teacher qualified to drive transportation vehicle, lunge lines
- bandages for travel, travel boots, knee boots, hock boots, poll guard, tail guard, appropriate rugs
- grooming equipment, e.g. brushes, combs, hoof pick, scissors, plaiting bands, plaiting thread, quarter markers.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners must consider carefully the significance of competent grooming skills and suggest alternative actions where skills might be limited or not required, for example not plaiting or employing someone to accompany the rider for safety in case of an accident. Learners can use examples of riders grooming for themselves at affiliated competitions and investigate under what circumstances it becomes necessary to employ a competition groom.

**For merit standard**, learners must demonstrate a thorough understanding of the governing bodies' expectations. They must consider how rules, regulations and expectations impact on the duties of a competition groom. Learners must show they understand grooming duties by examining how the sporting discipline impacts on their pre-competition preparation, the assistance of the rider and care of the horse on the competition day and the immediate and long-term aftercare of the horse, tack, equipment and transportation.

**For pass standard**, learners will select one flatwork discipline, for example dressage or showing, and one jumping discipline, for example showjumping, or showing working hunters. British Eventing can be used for both the dressage and the jumping phases. Learners must introduce the discipline with a clearly detailed summary of the competitive levels, presentation expectations and the tack and equipment rules and regulations. Learners should include illustrations to support their written work.

Learners must clearly and logically detail the necessary tasks of a competition groom. They will examine in detail all elements of preparing for their chosen competitions, including preparation of the horse leading up to the event, writing a checklist and packing the lorry. Learners must also examine thoroughly the grooming duties required during the competition day and the immediate and long-term aftercare of the horse, tack, equipment and transportation.

## Learning aims B and C

**For distinction standard**, learners will perform the grooming, bathing, plaiting and tacking-up tasks to affiliated competition standard. Tasks will be completed quickly, efficiently and independently. Horses will be clean, the correct number of plaits will have been stitched (not rubber bands), tack will have been fitted correctly and quickly and will be cleaned to competition turnout standard.

Learners will articulate clearly the effect of their own performance when loading and unloading reluctant horses. Learners must consider in depth the strengths and weaknesses of their actions when undertaking loading routines, including preparation of the vehicle and horse, and how these effected loading. Learners will offer alternative actions where necessary, supported by evidence of knowledge of current good practice by equine behaviourists.

**For merit standard**, learners will perform the practical preparation tasks to affiliated competition standard but may still be a little slow when plaiting, bathing or tacking up. Plaits must be neat and secure, using either rubber bands or thread.

Learners will load and unload at least two horses that show reluctance to load. Learners will site the transportation vehicle in an appropriate place, identifying the possible causes for reluctant loading and use assistants where necessary. Learners will demonstrate good organisation and communication skills throughout the task, and clearly show high awareness of health and safety requirements. Learners will carefully consider how their own performance has impacted on the horse's mental and physical welfare. Careful consideration should be given to horse behaviour during preparation of the horse area, for example how light the internal space is, the angle of the ramp and the situation of the transportation vehicle. Learners will also consider the effect of the clothing and equipment they have fitted, for example travel boots or bandages and the effectiveness of the method of restraint (head collar or bridle).

**For pass standard**, learners must prepare two different horses for specified disciplines. The horses must be prepared and presented for inspection to industry standard. One horse must be presented for showing or dressage at a level that requires a double bridle, this horse must wear bandages as if it were about to warm-up for a competition. The other horse must be prepared for a specified jump discipline, which can include the cross-country phase in British Eventing, and must wear a full set of appropriate boots. Learners must groom, bathe where necessary, and plait the mane and the tail. At least one horse must be plaited. They must select and fit tack and equipment permitted within governing body rules. Learners will comment on the condition and fit of the tack and equipment used.

Learners must perform basic safety checks on the transportation vehicle available to them. They must prepare the horse area for loading for the given situation, this might include loading several horses on a competition day. Learners must prepare each horse for transport, demonstrating how to fit suitable protective clothing and equipment. Consideration must be given to horses' temperaments, the time of year and length of journey. Learners must safely load and unload at least two calm, trained horses. Learners may use and direct others to assist them where necessary, for example closing the breach bar or shutting the ramp. Witness statements, observation reports, photographs and/or video should be included. Learners will give reasons for all the procedures they carried out throughout the loading routines task and give reasons for their actions. They will show they understand how their actions are linked to maintaining the physical and mental welfare of the horse.

## Links to other units

This unit links to:

- Unit 5: Horse Tack, Equipment and Rugs
- Unit 6: Equine Health and Husbandry
- Unit 12: Schooling Horses on the Flat
- Unit 17: Show Jumping and Cross-country Courses.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving staff from local equine businesses
- contribution of ideas to unit assignment/project materials
- observation during work experience
- support from local equine business staff as mentors.

# Unit 8: Equine Behaviour

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners observe behaviours and make recommendations on equine behaviour based on the study of evolution, natural behaviours and domestication of equines.

## Unit introduction

You may think of a horse as a domestic animal but this is a relatively recent concept as horses and other equines have evolved over millions of years as a herd animal. To work effectively with domesticated horses it is important to observe their behaviour and to know what causes it. In this unit, you will develop the essential skills of recognising and interpreting equine behaviour, and understanding how evolutionary behaviours can result in modern behaviour problems.

By examining the evolutionary and domestication history of the horse you will discover how the range of modern breeds has developed and how horses are still affected by instinctive desires to carry out specific behaviours. You will learn to recognise and interpret a range of equine communication methods and investigate the different ways that equines can learn. This knowledge will help you to understand how and why equine behavioural problems happen and how they can be treated or prevented.

The knowledge and understanding you gain from studying this unit are essential if you want to progress directly to equine-related employment, to an apprenticeship, or to a higher education course such as equine science/animal behaviour or equine veterinary nursing, then.

## Learning aims

In this unit you will:

- A** Understand the evolution and domestication of equines to help interpret how they communicate
- B** Examine the relationship between natural equine behaviour and equine learning in a domesticated context
- C** Carry out investigative observations of equine behaviour to support the management of their health and welfare.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Understand the evolution and domestication of equines to help interpret how they communicate	<b>A1</b> Equine evolution and domestication <b>A2</b> Interpreting equine behavioural cues	A report on how equine behaviour is interpreted in relation to evolution and domestication.
<b>B</b> Examine the relationship between natural equine behaviour and equine learning in a domesticated context	<b>B1</b> How equines learn <b>B2</b> The impact of environmental perception on equine behaviour <b>B3</b> The impact of domestication on equine lifestyle <b>B4</b> Equine behaviours <b>B5</b> Types and causes of abnormal behaviours	Behavioural observations of three equines using suitable behavioural sampling techniques such as completion of ethograms and a time budget of the observations. A report on the causes, prevention and treatment of abnormal behaviours, based on the observations.
<b>C</b> Carry out investigative observations of equine behaviour to support the management of their health and welfare	<b>C1</b> Observing equine behaviour <b>C2</b> Treatment and prevention of abnormal behaviour	

## Content

### Learning aim A: Understand the evolution and domestication of the horse to help interpret how equines communicate

#### A1 Equine evolution and domestication

The relationship between physical and behavioural equine characteristics, and environment and lifestyle at different evolutionary stages, including:

- Darwinian evolutionary theory, to include natural selection, survival of the fittest, speciation, descent with modification
- early evolutionary stages, including eohippus, miohippus, merychippus, pliohippus, equus
- primitive horse breeds, including Przewalski's horse, tarpan, tundra, forest horse
- domestication, to include how the horse was selected for human use, process of domestication, how the relationship between horses and people began. The period between 8000 and 2500 BC, with horses approximately 6000 years ago, with diversity in equine DNA as evidence base
- selective breeding for strength, speed, stamina, beauty, temperament, development of modern breeds, e.g. Irish sport horse, draught horses, Welsh section.

#### A2 Interpreting equine behavioural cues

Interpreting the subtle and more obvious communication signals of the horse vital to working effectively with any horse, to include:

- visual cues:
  - ear position, eye contact, nose and lips (including Flehmen response)
  - body position and head movements, tail position
  - speed of movement
- vocal cues – whinnying, snorting, neighing, squealing, nickering
- overall temperament, e.g. calm, excited, nervous, aggressive
- recognising and interpreting behaviours that indicate dominance, submission, aggression, play, fear and stress.

### Learning aim B: Examine the relationship between natural equine behaviour and equine learning in a domesticated context

#### B1 How equines learn

Learning theories and their influence on behaviour modification training, to include:

- classical and operant conditioning through positive and negative rewards and positive and negative punishments, social learning, associative learning, latent learning, habituation, flooding and sensitisation.

#### B2 The impact of environmental perception on equine behaviour

Equine sensory interpretation of their environment and the effect of this on behaviour and learning in wild and domesticated breeds, to include:

- visual information – the location of eye, field of vision, depth perception and the blind spot
- how visual information impacts equine behaviour – the fight or flight response, eye contact and visual communication
- auditory information available to equines and how it impacts on behaviour, taking into account the ability to rotate ears, hearing ranges and sound sensitivity
- olfactory information available to equines and how it impacts on social and feeding behaviour
- tactile information available to equines and how it impacts on behaviour, including nuzzling, using muzzle and whiskers to gain information
- gustatory information available to equines and how it impacts on behaviour.

### **B3 The impact of domestication on equine lifestyle**

- Differences in behaviour seen between horses in the wild and domesticated environments at different life stages, including youngsters, mating and bonding.
- Comparison of time budgets in wild and domestic horses.
- Factors that affect the lifestyle of the domestic horse and the impact they have on natural behaviours, including stabling, space availability, exercise provision, social interaction and isolation, access to feed and water, choice of diet.

### **B4 Equine behaviours**

Types of equine behaviour and their significance in the context of the individual and the herd:

- social behaviours, including grooming, heard interactions and playing
- mating behaviours, including mate attraction and bonding
- feeding behaviours, including grazing and locating food, aggression
- fight or flight response.

### **B5 Types and causes of abnormal behaviours**

Recognition and root causes of abnormal behaviours in stables and ridden horses triggered by social, locomotor and oral instincts.

- Causal factors and motivations for abnormal behaviours:
  - thwarted instinct to carry out natural behaviours
  - obtaining rewards – replacement behaviours and coping strategies
  - anxiety, stress, boredom
  - observational learning.
- Stereotypical behaviours, including social, locomotors and oral abnormalities, e.g. weaving, box walking, wind sucking, crib biting.
- Outline displacement behaviours, e.g. over-grooming, vocalisation.

### **Learning aim C: Carry out investigative observations of equine behaviour to support the management of their health and welfare**

Observational monitoring, prevention and treatment of normal and abnormal behaviours.

#### **C1 Observing equine behaviour**

- Construction of an ethogram and interpretation of data from observations of equines either directly or via media technology.
- Types of sampling methods and strategies, including continuous, instantaneous, ad libitum, focal, scan and one-zero.
- Representing results of behaviour observations that include analysis of results and graphical representations.
- Ways of presenting results depending on audience, e.g. owners, public, veterinarians.
- Implications of results for an equine's welfare based on the prevalence of abnormal behaviours.

#### **C2 Treatment and prevention of abnormal behaviour**

Treatment and prevention methods for abnormal behaviours and evaluation of their welfare implications, to include:

- environmental management and enrichment
- changes to routine
- behavioural modification and trainings
- feeding changes
- behavioural training
- medical or pharmacological interventions.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Understand the evolution and domestication of equines to help interpret how they communicate</b>		<b>A.D1</b> Justify the interpretation of equine behaviour in light of evolutionary development and learned behaviour, making reasoned and valid judgements about how this has influenced modern-day equine communication.
<b>A.P1</b> Explain the evolution and domestication of the horse from eohippus to the modern-day breeds.  <b>A.P2</b> Explain how modern-day equine breeds communicate.	<b>A.M1</b> Analyse the relationships between evolution, domestication and equine communication and how this has contributed to the modern-day breed.	
<b>Learning aim B: Examine the relationship between natural equine behaviour and equine learning in a domesticated context</b>		<b>BC.D2</b> Evaluate the extent to which equine behaviour is related to evolution, domestication and learning.  <b>BC.D3</b> Justify prevention and treatment strategies for abnormal equine behaviour used for managing welfare in complex situations.
<b>B.P3</b> Explain methods of learning in domesticated horses and the impact this has on their behaviour.  <b>B.P4</b> Explain the impact of the equine perception of the environment and the effect this has on their behaviour.	<b>B.M2</b> Assess how equine learning and behaviour has changed over time in relation to evolution and domestication.	
<b>Learning aim C: Carry out investigative observations of equine behaviour to support the management of their health and welfare</b>		
<b>C.P5</b> Perform equine behavioural observations of normal and abnormal behaviours.  <b>C.P6</b> Explain the prevention and treatment of abnormal behaviours in relation to equine welfare.	<b>C.M3</b> Analyse own equine behavioural observations in straightforward situations, making reasoned decisions for the prevention and treatment of abnormal behaviours in relation to equine welfare.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, BC.D2, BC.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- horses for observation purposes, with significant behavioural differences observable
- digital recording devices, e.g. cameras, smartphones and tablets.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners will provide reasoned evidence of the detailed process of evolution, making references to Darwinian theories and naming the key development and mutation timelines that have occurred in horses. Learners will give detailed descriptions of primitive horse breeds and how they differ from modern-day breeds with regard to physical traits, behavioural considerations and the selective pressures resulting in specific characteristics. Learners will use comprehensive evidence to effectively support their judgements on how modern-day equine behaviour and communication has been influenced by evolutionary development and learned behaviour. Learners' written work will be comprehensive and detailed.

**For merit standard**, learners will provide evidence interrogating the horse's evolutionary and domestication journey, making reference to how the modern-day horse has developed. Learners will relate the features of evolution, domestication and communication to one another, giving consideration to the selective pressures that have resulted in specific physical and behavioural characteristics. Learners will demonstrate an understanding of different types of equine behaviour and communication, along with their significance to equines and handlers. Learners' written work will be thorough and coherently structured.

**For pass standard**, learners must demonstrate their knowledge of the key stages of evolution that has taken place in modern-day horses, theorising on how and when domestication took place. Learners will make reference to each of the primitive horse breeds listed in the unit content and explain the selective pressures that result in specific characteristics at key stages. They will outline the purposes and methods of communication between individuals and herds. Learners' written work will be accurate and clear.

#### Learning aims B and C

**For distinction standard**, learners will clearly articulate how equines learn through discussion of the principles of learning theories. They will show comprehensive understanding of the influence of learning theories on equine behaviour modification training. Learners will make direct links to the impact that domestication and evolution has had on the behaviour of the horse, evaluating how the wild (primitive) horse differs from its modern-day ancestor. Learners will give reasoned arguments for the interpretation of how the horse responds to environmental stimuli, to include visual, auditory and olfactory sensory stimuli and the corresponding behaviours.

Learners will carry out behavioural observations of three equines, at least one of which will show a combination of abnormal behaviours. They will demonstrate their understanding of the root causes of abnormal behaviour in these cases and the impact of them on the welfare of the equine.

Learners must consider in detail the likelihood of these causes being addressed to prevent and treat the abnormal behaviours in the context of the work demands of the equine, and why they are suitable or unsuitable for the particular equines that have been observed. As an example, many of the options for preventing abnormal behaviours may not be suitable for competition horses that have strict routines and feeding and exercise requirements. Learners will produce strategies for practical treatment options that provide enrichment or training while ensuring the highest levels of welfare. Observations and written work carried out by learners will be comprehensive and detailed.

**For merit standard**, learners must demonstrate their knowledge of how equines learn, using at least three theories listed in the unit content. Through discussion of learning theories, learners must show how learning can impact behaviour and how behaviour can be modified through training. Learners should demonstrate an understanding of the impact that sensory stimuli/information has on behaviour. Learners must interpret how factors involved in domestication and evolution have developed behaviour in modern-day breeds.

Learners will carry out practical observations of at least three equines, using suitable behaviour observation sampling techniques such as the production of ethograms. At least two of the equines will show straightforward, individual abnormal behaviours as detailed in the unit content. They will articulate ways in which the occurrence of common abnormal behaviours is linked to thwarted natural behaviours, contextualising them to the observations they have carried out. Learners will differentiate between the normal and abnormal behaviours demonstrated by each of the equines. They will suggest suitable ways to prevent abnormal behaviours occurring in those equines behaving normally, and methods of treating the abnormal behaviours in the other equines observed. They will discuss how providing conditions for natural behaviours to take place is related to the welfare of the equine. Observations and written work produced by learners will be thorough and coherently structured.

**For pass standard**, learners must demonstrate knowledge of how equines learn, referencing at least three learning theories. They will consider the impact and influence these theories have on interpreting equine behaviour in modern-day breeds and on training methods used to modify behaviour. Learners must show understanding of the impact of sensory stimuli/information on the horse's behaviour, to include visual, auditory and olfactory stimuli and the associated behavioural responses. They will detail how aspects of modern, domesticated life have impacted on the horse's ability to carry out natural behaviours.

Learners will carry out practical behavioural observations of three equines using suitable techniques, such as production of ethograms. At least one of the equines observed will demonstrate a commonly-found, abnormal behaviour as detailed in the unit content. Learners will differentiate between the normal and abnormal behaviours demonstrated by each of the equines. They must examine the lifestyle factors affecting each equine and detail how they allow or prevent the animal from carrying out natural behaviours. Learners link the cause and effect of abnormal behaviours in the context of equine welfare and the prevention and treatment methods used. Observations and written work produced by learners will be accurate.

### Links to other units

This unit links to:

- Unit 1: Equine Structure, Form and Function
- Unit 6: Equine Health and Husbandry.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving staff from local equine businesses
- contribution of ideas to unit assignment/project materials
- observation during work experience
- support from local equine-business staff as mentors.

# Unit 15: Riding Horses in the Open

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop an understanding of the relationship between rider fitness and control and coordination of the horse.

## Unit introduction

Fitness is vital to achieving success in horse riding. Individuals who are serious about improving their performance will take part in a fitness training programme. Elite athletes develop and maintain high levels of fitness and take fitness training seriously but fitness is also important for hacking and light schooling. This unit focuses on developing the rider and providing a safe foundation for flatwork and jumping.

In this unit, you will assess your own fitness level and develop a training programme to improve your health and fitness. You will undertake a period of training, using exercises on and off horses to improve your control and coordination when riding. You will reflect on your progress and make links between your fitness and your effectiveness when riding. You will ride horses in groups on the roads following the advice given to horse riders in the Highway Code.

If you are looking to work in the equine industry, this unit will give you practical experience of riding in the open and on roads. The unit will help you prepare for further training or for higher education related to the riding of horses.

## Learning aims

In this unit you will:

- A** Explore rider fitness to improve security and coordination while riding horses
- B** Undertake a fitness training programme to improve control and coordination when riding horses in open spaces
- C** Carry out riding on roadways that ensures the safety of horse, rider and other road users.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore rider fitness to improve security and coordination while riding horses	<b>A1</b> Importance of rider fitness <b>A2</b> Types of exercise and their benefits <b>A3</b> Developing fitness plans	A fitness portfolio evidencing a fitness assessment chart, a personalised training programme plan, a reflective journal and video or photographic evidence of consolidating work riding in the open.
<b>B</b> Undertake a fitness training programme to improve control and coordination when riding horses in open spaces	<b>B1</b> Developing fitness <b>B2</b> Improving control and coordination on the horse	
<b>C</b> Carry out riding on roadways that ensures the safety of horse, rider and other road users	<b>C1</b> The Highway Code <b>C2</b> Saddlery and equipment <b>A3</b> Riding on the roads in groups	A practical activity with accompanying video/photographic evidence, teachers' observation reports and learners' reports evidencing application of the Highway Code's rules for horse riders.

## Content

### Learning aim A: Explore rider fitness to improve security and coordination while riding horses

#### A1 Importance of rider fitness

Understanding the importance of rider fitness.

- How fitness affects the horse, to include:
  - crookedness, weak core, weight of rider, loss of balance and body shape
  - coordination, communication and causing injury.
- Preventing injury through warm-up, strength and conditioning work, and stretching.
- Benefits of fitness to the rider, to include:
  - position security and absorption of movement
  - control of body and improved coordination of application of the aids
  - stability of lower leg and core, leading to an independent seat
  - aerobic fitness lowers heart rate, blood pressure, fat stores and cholesterol levels
  - strength fitness increases bone strength, reducing the risk of fractures, and increases muscle fibre size and physical capacity
  - stretching to improve flexibility improves range of movement in the joints, speed of movement, improves muscular balance and decreases the chance of injury.

#### A2 Types of exercise and their benefits

Exercises to develop rider fitness that could be incorporated into personalised training programmes.

- Exercises off the horse:
  - balancing flexibility with strength training, e.g. Pilates, yoga
  - flexibility training, e.g. static stretching, ballistic stretching, proprioceptive neuromuscular facilitation (PNF) stretching, to include choice of exercises, number of repetitions, order of exercises and time
  - strength training, e.g. free weights, resistance machines, mucking out, to include choice of exercises, number of repetitions, order of exercises, sets, rest between sets and speed of movement
  - muscular endurance, e.g. circuit training, core stability training, medicine ball training
  - aerobic training, e.g. continuous training, Fartlek training, interval training, and to include running, cycling, swimming.
- Exercises on the horse/horse simulator:
  - exercises while mounted, stretching, flexing and balance work
  - position alignment, body awareness, using mental associative imagery, e.g. Centered Riding
  - work without stirrups, work in shortened stirrups, interval training.

### **A3 Developing fitness plans**

Development of a personalised fitness plan to improve rider fitness and the practical undertaking of fitness assessments.

- Baseline assessment of fitness:
  - health questionnaire, resting heart rate
  - aerobic assessment, to include anaerobic threshold, work/rest ratios and monitor intensity, e.g. heart rate monitoring, talk test, observation
  - flexibility assessment, suitable exercises.
- Identifying weaknesses:
  - posture check, basic anatomy and rider biomechanics
  - asymmetry, weak sided, uneven body weight and centre of gravity
  - ridden assessment.
- Planning, goal setting, to include short-, medium- and long term, SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets, lifestyle, medical history and physical activity history.
- Warm-up, cool down.
- Flexibility, core strength, lower body control, stamina and pain prevention.
- Marginal gains, altering your training programme.
- Nutrition, basic fuel types and making good choices.

### **Learning aim B: Undertake a fitness training programme to improve control and coordination when riding horses in open spaces**

#### **B1 Developing fitness**

Practical activities both off the horse and on it to develop rider fitness.

- Monitoring of fitness training programmes, to include training diary, progression, attitude, motivation, links to goals, coach/instructor feedback and reviews, fitness indicators.
- Reviewing fitness training programmes, including measures of success against planned goals; modification of programme to achieve planned goals.

#### **B2 Improving control and coordination on the horse**

Rider fitness improves rider confidence, control and coordination of the horse when riding in open spaces.

- Riding horses in the open, e.g. bridleways, fields, paddocks.
- Goal setting, route planning, riding over varied terrain and concentration.
- Rider responsible for horse's speed and gait, rhythm and line, monitoring horse's balance and straightness.
- Correct position, to include good balance, strength of the legs, flexibility of the joints, forward inclination of the body, stirrup length, stability of the lower leg, contact and bridging the reins.
- Correction of positional faults, effect of rider positional faults on the horse.
- Riding in a group, riding as an individual.
- Dealing with horses that spook and shy and baulk.
- Use of negative and positive reinforcement, use of positive punishment.

## **Learning aim C: Carry out riding on roadways that ensures the safety of horse, rider and other road users**

### **C1 The Highway Code**

Theoretical knowledge of the Highway Code and how it keeps both horse and rider safe on the roads.

- Department for Transport (DFT) rules for horse riders (49 to 55), to include:
  - riding in poor light, riding at night
  - control of the horse, riding with others, awareness of horses' temperaments and leading other horses
  - rider position while mounted
  - risk assessment, carrying other people/objects
  - permissive routes, one-way streets, pavements, grass verges, footpaths, cycle tracks, bridleways, level crossings and Highway Act 1835.
- Recognition of road signs, signals and markings.
- Accident procedure when riding on the roads in a group.

### **C2 Saddlery and equipment**

The selection of suitable saddlery and equipment to maximise horse and rider safety when riding on the roads.

- Safety equipment for the rider, to include:
  - securely-fastened helmet, Horses (Protective Headgear for Young Riders) Act 1990, the Horses (Protective Headgear for Young Riders) Regulations 1992, hat standards
  - types of light that can be carried when riding horses in poor light
  - reflective bands on arms and legs in poor light
  - clothing, to include suitable footwear, light-coloured or fluorescent clothing, reflective clothing, light-coloured gloves and tabards
- Safety equipment for the horse, to include:
  - well-fitted saddlery and equipment, saddlery and equipment in good condition
  - reflective leg bands/boots, reflective/fluorescent tail guard and exercise sheets
  - checking of saddlery and equipment.

### **C3 Riding on the roads in groups**

Develop practical skills when riding on the roads in groups.

- Simulated road routes, hazards.
- Mounting, emergency dismount.
- Position when riding on the roads and negotiating junctions and roundabouts.
- Signalling, observation.
- Importance of courteousness to other road users.
- Riding in a group, control of the horse, communication.
- Identification of hazards, risk assessments.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore rider fitness to improve security and coordination while riding horses</b>		
<p><b>A.P1</b> Explain own strengths and areas for improvement identified in own personal fitness assessment.</p> <p><b>A.P2</b> Produce own eight-week personal fitness training programme, covering ridden and non-ridden training.</p>	<p><b>A.M1</b> Analyse how own identified fitness strengths and weaknesses have affected the planning of the personal training programme.</p>	
<b>Learning aim B: Undertake a fitness training programme to improve control and coordination when riding horses in open spaces</b>		<p><b>AB.D1</b> Justify how the selected exercises will improve own physical fitness, security and coordination while riding.</p> <p><b>AB.D2</b> Evaluate the effectiveness of own fitness training programme in improving fitness, security and coordination while riding.</p>
<p><b>B.P3</b> Demonstrate own improved fitness using a reflective training journal to record the eight-week personal fitness training programme.</p> <p><b>B.P4</b> Perform ridden work safely in open areas on schooled horses.</p>	<p><b>B.M2</b> Demonstrate self-efficacy throughout the eight-week personal fitness training programme.</p> <p><b>B.M3</b> Perform ridden work in open areas independently and in harmony on a variety of horses.</p>	
<b>Learning aim C: Carry out riding on roadways that ensures the safety of horse, rider and other road users</b>		<p><b>C.D3</b> Evaluate own performance when riding on the road, including adherence to the Highway Code and selection of tack and equipment.</p>
<p><b>C.P5</b> Explain how the Highway Code can be applied to keep horses and riders safe.</p> <p><b>C.P6</b> Perform safe riding on the road on schooled horses.</p>	<p><b>C.M4</b> Analyse the effectiveness of the Highway Code's rules for horse riders.</p> <p><b>C.M5</b> Perform safe riding on the roads on schooled horses, demonstrating horse control, safe observation skills and clear communication to other road users.</p>	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, B.P3, B.P4, A.M1, B.M2, B.M3, AB.D1, AB.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.M5, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a gymnasium or gym equipment
- stopwatches
- appropriate clothing for exercise such as trainers and tracksuit
- indoor/outdoor arenas, paddocks and/or bridleways
- a variety of horses that are different in size, temperament and level of training
- quiet roads with limited passing traffic
- high-visibility and reflective tabards and horse clothing
- a teacher with a minimum vocational qualification of British Horse Society Assistant Instructor (BHS AI) or equivalent.

### Essential information for assessment decisions

#### Learning aims A and B

**For distinction standard**, learners will articulate clearly the reasons for choosing the exercises they have selected in their eight-week fitness training programme. Learners must explain in detail how the exercises will improve physical fitness, security and coordination while riding. Throughout the fitness training programme, learners will monitor their progress and record a detailed account of their fitness journey in their training diary. Learners will show clear links as to how their improved fitness relates to their enhanced security and coordination while riding.

**For merit standard**, learners will examine in detail how identified fitness strengths and weaknesses have affected the planning of the personal training programme. Evidence could be in the form of a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis. Information must be specific to individual learners and will include consideration of realistic goals in light of facilities available and other external pressures, for example prior commitments or time available to train. Learners must approach their training journal logically and lay it out clearly, they must show that they are highly motivated across all areas of their training programme and show an in-depth approach to the eight-week plan. Evidence of undertaking physical activity must be recorded clearly. A more complex training journal might include, for example, a food diary, and will show learners' considerable self-motivation and adherence to their fitness plan. Learners will show greater improvement in their fitness levels than at pass criteria. Ridden work in open areas will be performed independently with minimal direction from the teacher on at least three different horses. Learners will ride confidently on a variety of horses, for example horses with a lively disposition or that might be unpredictable. Learners will show harmony, tact and feel through good coordination and control of the horses.

**For pass standard**, learners will plan, undertake and record the findings of a personal fitness assessment. Fitness assessments will be organised, supervised and signed off by the teacher to ensure honest recorded results. Learners will clearly identify their fitness strengths and areas for improvement and relate them to their coordination and their ability to control the horses that they ride. Learners will develop an eight-week personal fitness training programme using ridden and non-ridden exercises tailored to them and their fitness goals. Learners must undertake the fitness training programme and will demonstrate an improvement in their fitness by completing a final fitness assessment. The final assessment will be organised, supervised and signed off by the teacher to ensure honest results. Evidence should be recorded in a training diary that could be laid out in the style of an experiential learning cycle reflective journal. Learners must evidence their plan, reflect on their activities, monitor improvements, adjust their plan according to their experiences and make clear links between exercise and their ridden performance. Exercise not involving horses should be carried out in learners' own time; exercises on horses can be performed in class under supervision. Exercises can be performed where safety dictates – in an arena or in the open. Learners will build up their fitness so that they can undertake ridden work such as interval training or sustained work in light seat in the open, such as a paddock, cross-country field or bridleway. Assessment must be on at least three different calm, schooled horses in the open. Photographs and/or video should support witness statements and/or observation reports on practical riding activities.

### Learning aim C

**For distinction standard**, learners must carefully consider their strengths and weaknesses when riding on the road and suggest alternative actions where necessary. Learners must discuss in depth how relevant the Highway Code is to them when they tack up and when they ride on roads.

**For merit standard**, learners will make a detailed examination of the Highway Code's rules for horse riders. Learners must study the interrelationship between potential accidents or incidents on the road and how the Highway Code is interpreted and followed by horse riders. Learners will tack up independently and fit fluorescent/reflective clothing to the horse and themselves. When riding calm horses that are well behaved in traffic, learners must ride safely by demonstrating excellent horse positioning, control and consideration towards other road users. Learners will actively observe their surroundings and communicate clearly with the other learners in their group.

**For pass standard**, learners must clearly detail the Department for Transport rules for horse riders and how the Highway Code should be applied to minimise the risk to horses and riders on the roads. Learners will give examples to show how horse riders should prepare themselves for riding on the roads and will identify common road signs, signals and markings. Written work should be based on labelled photographs of different situations, including evidence of learners' experiences of riding on the roads. Learners will be expected to tack up their own horses, wear fluorescent/reflective clothing, complete tack and equipment safety checks before mounting and ride safely at least three calm, well-schooled horses on the roads. Learners will ride in groups and will demonstrate courtesy towards other road users, regular observation of their surroundings, good control and positioning of the horse, clear signalling to other road users and obedience of the Highway Code. Photographs of learners riding on the roads should be used in learners' reports and be supported by witness statements and/or observation reports.

### **Links to other units**

This unit links to:

- Unit 5: Horse Tack, Equipment and Rugs
- Unit 8: Equine Behaviour
- Unit 11: Horse Fitness
- Unit 14: Theory of Training Horses.

### **Employer involvement**

Centres can involve employers in the delivery of this unit if there are local opportunities to do so. There is no specific guidance related to this unit.

# Unit 18: Estates Skills and Grassland Management

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners develop the skills needed to maintain the structures, surfaces, boundaries and services that are essential for meeting the needs of horses, whether kept at grass or in stables.

## Unit introduction

Managing a stables means you need to maintain, repair and install a variety of different structures, surfaces, fences and services to ensure the stables work efficiently. You may be required to maintain grassland for pasture and ensure horses kept at grass are secure and their needs are met.

In this unit, you will develop the knowledge and skills needed to manage the repair, maintenance and installation of the fabric of a well-run stable and ensure paddocks are suitable for horses. You will learn to plan, implement and reflect on maintenance tasks, including those you carry out yourself, and those completed by others such as staff or professional contractors, whose work you will manage.

This unit will give you the skills required to progress to employment as a stable manager, rescue centre manager or a stud supervisor. It also gives an excellent introduction to a degree in estate management.

## Learning aims

In this unit you will:

- A** Explore estate skills and grassland management for the equine industry
- B** Undertake estate skills and grassland management tasks to improve equine management
- C** Carry out the management of others engaged in estates and grassland tasks for an equine establishment.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore estate skills and grassland management for the equine industry	<b>A1</b> The nature and scope of estate skills for equine management <b>A2</b> Assessing needs <b>A3</b> Planning tasks	A portfolio of evidence that plans for equine estate management projects. The portfolio should include: <ul style="list-style-type: none"> <li>• surveys</li> <li>• relevant legislation and codes of practice</li> <li>• a plan, including schedules and specifications.</li> </ul>
<b>B</b> Undertake estate skills and grassland management tasks to improve equine management	<b>B1</b> Working safely <b>B2</b> Practical estates tasks <b>B3</b> Reflecting on tasks undertaken	Evidence of tasks carried out and reflection on task outcomes, to include: <ul style="list-style-type: none"> <li>• logbooks, observation records and witness statements of tasks undertaken</li> <li>• a review of task outcomes.</li> </ul>
<b>C</b> Carry out the management of others engaged in estates and grassland tasks for an equine establishment.	<b>C1</b> Workforce management <b>C2</b> Supervise estate skills undertaken <b>C3</b> Evaluate estate skills tasks completed	Evidence of the management of others in carrying out tasks, to include: <ul style="list-style-type: none"> <li>• an evaluation framework that includes task outcome and workforce management</li> <li>• observation records and witness statements that demonstrate supervision and management of scheduled tasks</li> <li>• a review of the outcomes of tasks carried out by others</li> <li>• a review of own management of a workforce.</li> </ul>

## Content

### Learning aim A: Explore estate skills and grassland management for the equine industry

#### A1 The nature and scope of estate skills for equine management

Understanding the form and function of elements that make up the establishments where horses are managed.

- Boundaries to contain horses, including:
  - field boundaries, including electric fencing, stock fencing and post and rail fencing
  - arena boundaries, including post and rail fencing.
- Surfaces, including:
  - paths, tracks, runs, arenas and accommodation flooring, grassed surfaces
  - drainage of surfaces, including field drains.
- Structures to provide for equine management, including:
  - field structures, e.g. field shelters, stiles and way markers, gates and water troughs
  - internal structures, e.g. drinkers, stall furniture and feeders
  - jumps, including ensuring compliance with health and safety regulations
  - finishes, including paints, varnishes and preservatives.
- Supply, distribution or storage of mains services and utilities, including:
  - water and gas, including bottled gas, electricity, fuel oil
  - sewerage, including mains, cesspit and septic tank.
- Materials, tools and construction methods used for estate skills tasks:
  - basic construction materials, e.g. wood, concrete, wood chip, tarmac, Type 1 aggregate, fencing, galvanised sheets, polypropylene piping
  - common, specialist tools and basic test equipment, e.g. circuit tester
  - fixtures and fittings, e.g. hinges, locks, ball valves, pipe connections
  - selection, transport, maintenance and storage of tools, materials and equipment.

#### A2 Assessing needs

Inspection of boundaries, surfaces, structures, services and grassland.

- Inspecting boundaries, surfaces and structures for the maintenance, repair, construction and installation needs.
- Inspection and basic fault-finding of electrical circuits and devices using non-contact test equipment.
- Inspection of drainage, gas and water services for leaks and blockages.
- Paddock checks:
  - grazing quality and quantity
  - fences for dangerous or missing nails, breaks, stability and cribbing
  - hedgerows for gaps
  - electric fences for power, breaks and short circuits
  - gates for breaks, stability and security
  - water troughs and containers for leaks and spills, frozen surfaces and contamination
  - trees for fallen branches and exposed roots
  - field shelters for damage and stability
  - molehills and rabbit burrows
  - sharp stones and litter
  - poisonous plants
  - poaching, especially near troughs, gates and feeders.
- Methods and processes for reporting inspection findings, to include verbal and written, use of appropriate maps, plans and diagrams.

**A3 Planning tasks**

The application of regulations and specific, current regulations and guidance notes relevant to estate skills for equine management, including health and safety at work and those relating to animal welfare.

- Government welfare codes of practice for specific animals, including codes of recommendations for the welfare of horses.
- Use of risk assessments, their purpose and types, including static, dynamic, qualitative and quantitative.
- Correct selection and use of personal protective equipment (PPE).
- Assessing the task, including measuring, estimating, use of maps, diagrams and plans.
- Creating and using schedules of tasks.
- Job specifications, to include job description and rationale, timescales, tools, equipment, materials, location of work, costs, skillsets, health and safety considerations, environmental issues and supervising arrangements.
- Sourcing tools, equipment, materials, skillsets, e.g. internal workforce, external contractors.
- Processes and aids to planning tasks, including budgets, schedules and flowcharts.
- The use of IT in raising and monitoring repair and maintenance tasks.
- Communications with contractors and employees to ensure efficient planning.

**Learning aim B: Undertake estate skills and grassland management tasks to improve equine management****B1 Working safely**

- Compliance with appropriate health and safety regulations and guidance, e.g. PPE, animal welfare.
- Selecting the correct tools, equipment and materials.
- Transporting tools, equipment and materials.
- Preparing the work area.
- Correct and safe use of tools and equipment.
- Waste disposal in accordance with regulations.
- Maintaining and storing tools, equipment and materials.

**B2 Practical estates tasks**

- Maintenance, repair construction and installation of:
  - boundaries, to include post and rail fencing, hedgerows, electric fencing and strained fencing, e.g. stock or chain link fencing
  - surfaces, to include aggregate or concrete, wood chip, wood, sand or artificial products, e.g. rubber or fibre for equestrian surfaces
  - structures, e.g. field shelters, gates, stalls, troughs, feeders, stiles
  - drainage, e.g. unblocking drains or field drains, clearing an open ditch
  - isolation of mains services in the event of leaks or for maintenance, repair, construction and installation tasks
  - basic repair of electrical appliances or circuits, e.g. changing a plug or fuse, resetting a circuit
  - use of basic equipment to locate underground or hidden services
  - installation of temporary electrical supply for both indoor and outdoor power requirements, e.g. extension leads, electrical fence batteries, small generators
  - repair, maintenance or installation of systems to supply water, e.g. to a water trough or to allow a tap and hose to be connected to an existing system.
- Maintaining paddocks, to include picking droppings, harrowing, topping, seeding, spot weeding, including poisonous plants, drainage.

**B3 Reflecting on tasks undertaken**

Process for reviewing the tasks undertaken to assess the impact on equine management, to include:

- matching skills to tasks
- taking account of problems that arise and using problem-solving techniques
- comparing the time taken with the time allocated and the time needed
- identifying inefficient working practices
- monitoring actual costs against estimates and identifying cost overruns
- examining specifications to improve clarity and eliminate ambiguity
- monitoring compliance with regulations, guidance and advice notes
- assessing communication to identify improvements.

**Learning aim C: Carry out the management of others engaged in estates and grassland tasks for an equine establishment****C1 Workforce management**

- Identifying skill sets, e.g. internal workforce, external contractors.
- Communicating maintenance, repair, construction and installation needs to in-house teams and outside contractors, to include raising orders, issuing instructions orally and in writing, getting estimates and quotations, commissioning contractors and understanding contracts.
- Using written communication skills:
  - using correct spelling, punctuation and grammar
  - adopting different styles, including formal and informal.
- Using oral communication skills:
  - using tone, inflexion and style when speaking
  - using aids, e.g. maps and plans
  - using questions to check workforce understanding and gather information.

**C2 Supervise estate skills undertaken**

- Ensuring the work is proceeding according to expectations, e.g. site visits, problem solving and evaluating the progress of estate skills tasks, ensuring compliance with specifications, regulations and codes of practice and risk assessments.
- Using problem-solving skills to assess issues, examine alternative solutions, decide on a course of action, implement solutions and monitor outcomes.

**C3 Evaluate estate skills tasks completed**

Using evaluation frameworks to enable assessment of completed tasks and workforce management.

- Creating evaluation frameworks using details of the original specification as a checklist.
- Evaluating completed products, including compliance with specifications, regulations and codes of practice and risk assessments.
- Communicating evaluation outcomes, ensuring correct task completion, including situations where there is a dispute.
- Creating evaluation frameworks for assessing workforce management, to include:
  - selection of workforce
  - communication of task
  - supervision of work in progress
  - application of problem-solving skills
  - feeding back on outcomes of task.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore estate skills and grassland management for the equine industry</b>		<b>A.D1</b> Justify the schedule produced for the management of equine estate and grassland tasks resulting from own surveys undertaken.
<b>A.P1</b> Explain findings of own surveys undertaken to establish equine estate and grassland needs.  <b>A.P2</b> Plan for the management of an estate or grassland task.	<b>A.M1</b> Analyse the results of own surveys undertaken to produce a schedule for the management of equine estate and grassland tasks.	
<b>Learning aim B: Undertake estate skills and grassland management tasks to improve equine management</b>		<b>B.D2</b> Evaluate the standard of own equine estate and grassland tasks undertaken in relation to job specifications.
<b>B.P3</b> Perform simple estate skills tasks for paddocks, boundaries, surfaces, structures and mains or temporary services to an agreed specification.  <b>B.P4</b> Explain how own equine estate and grassland tasks undertaken meet job specifications.	<b>B.M2</b> Perform complex estate skills tasks for paddocks, boundaries, surfaces, structures and mains or temporary services, to an agreed specification and within an agreed timescale.  <b>B.M3</b> Assess own performance in carrying out equine estate and grassland tasks to meet job specifications.	
<b>Learning aim C: Carry out the management of others engaged in estates and grassland tasks for an equine establishment</b>		<b>C.D3</b> Evaluate own workforce management of a complex estate skills or grassland task, detailing improvements.
<b>C.P5</b> Demonstrate the management and supervision of a simple estate or grassland task.  <b>C.P6</b> Explain the effectiveness of own workforce management of an estate skills or grassland task.	<b>C.M4</b> Demonstrate the management and supervision of a complex estate or grassland task.  <b>C.M5</b> Analyse the effectiveness of own workforce management of an estate skills or grassland task, identifying areas for improvement.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aim: B (B.P3, B.P4, B.M2, B.M3, B.D2)

Learning aim: C (C.P5, C.P6, C.M4, C.M5, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- a range of common and specialist hand tools, including power tools and testing equipment
- suitable PPE
- a wide range of suitable estate skills tasks, including the provision of mains and temporary services.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners must conduct surveys of equine estates and grasslands. They must use a range of appropriate test equipment independently and proficiently. They will readily understand complex estate skills and grasslands issues, considering causes and making connections with usage and consequences if unaddressed, exploring the situation thoroughly. Learners must present meticulous findings in the form of annotated maps, plans, diagrams and accompanying notes. They will be assured in their assessment of issues and their decisions in respect of repair, maintenance or installation needs.

Learners will produce comprehensive and flexible plans, reprioritising tasks where appropriate in order to use time and resources efficiently. Plans will include a detailed appraisal of work required and a thoroughly considered, time-specific schedule of work. Learners must give a clear rationale for all their recommendations, demonstrating detailed awareness of the influence of relevant governing legislation and codes of practice, and the impact on the establishment if the work is delayed or not completed. Job specifications produced will be comprehensive.

**For merit standard**, learners must conduct surveys of equine estates and grasslands. They must use a range of appropriate test equipment safely and without supervision. They will interrogate the causes of issues, suggesting remedial action and, where appropriate prevention, in relation to repair, maintenance or installation needs. They will explore the complexity of faults and issues, considering less obvious factors. Learners must present detailed findings in the form of annotated maps, plans, diagrams and accompanying notes.

Learners will plan proactively with clear timescales for repair, maintenance and installation needs. Their plans will clearly demonstrate an understanding of the need to prioritise work and an appreciation of realistic timescales and resources. Their planning must demonstrate a detailed assessment of the work required and a time-specific schedule of work. Consideration must be given to relevant governing legislation and codes of practice. Job specifications produced will be clear and detailed.

**For pass standard**, learners must conduct surveys of equine estates and grasslands. They must use a range of appropriate test equipment, under supervision where necessary. Learners will understand major issues and correctly identify methods of repair, maintenance or installation. They must record correct findings appropriate to each situation surveyed, presenting the information in the form of annotated maps, plans, diagrams and accompanying notes. The notes and annotations must give clear reasoning for their findings.

Learners' plans will address key repair, maintenance and installation needs, correctly prioritising works using broad timescales. Where appropriate, their plans will take into account governing legislation and codes of practice. Job specifications produced will contain key information.

## Learning aim B

**For distinction standard**, learners must carry out complex tasks that require multiple operations, using appropriate equipment and a variety of tools and materials. Tasks will be undertaken efficiently, accurately and completely, meeting the specification. Learners will work to a professional industry standard and they will comply with best workplace practice.

Learners must review the qualitative standard of practical work undertaken to improve the completion of tasks, supporting their views with reasoned judgements.

**For merit standard**, learners must carry out complex tasks that require multiple operations, using appropriate equipment and a variety of tools and materials. Tasks will be undertaken efficiently, accurately and completely, meeting the specification. They will work to the standard of a competent employee.

Learners will demonstrate best workplace practice by working safely and in accordance with relevant legislation, ensuring the workplace is prepared and cleared. They will understand the need for, and demonstrate, correct tool, material and equipment procedures, including selection, use, transport, maintenance and storage.

Learners must review their work in light of the job specification and the standard achieved, giving valid suggestions for improvements in tasks.

**For pass standard**, learners must carry out simple estate skills and paddock tasks, requiring few operations and a limited range of tools and materials. Tasks will be undertaken efficiently, accurately and completely, meeting the specification. They will work to the standard of a novice employee.

Learners will demonstrate acceptable workplace practice by working safely and in accordance with relevant legislation, ensuring the workplace is cleared after task completion. They will demonstrate correct tool, material and equipment procedures, including selection, use, transport, maintenance and storage.

Learners will review their work in light of the job specification.

## Learning aim C

**For distinction standard**, learners must carry out effective and comprehensive workforce management that demonstrates clear, concise, unambiguous, oral and written communications suited to the recipient, such as contractors or colleagues.

Learners will delegate responsibilities appropriately according to skillsets and resources. They will monitor and assess task progression, advising only when necessary, using positive and flexible problem-solving skills when needed. They will assess the completed task against the specification and communicate their findings concisely and assertively.

Learners will draw up a valid and reliable evaluation framework to use when assessing their management of completed tasks. They will identify specific areas where their management of the task could have improved efficiency, safety or cost-effectiveness, and will make valid recommendations that would achieve this.

**For merit standard**, learners must demonstrate they can communicate clearly and appropriately with a workforce, such as contractors or colleagues, both orally and in writing.

Learners will delegate responsibilities. They will accurately assess the progress of a complex task and demonstrate problem-solving skills when needed. They will communicate appropriately their assessment of the progress of a task.

Learners will draw up an accurate evaluation framework to use when assessing workforce management. They will make recommendations for improvements in their own performance.

**For pass standard**, learners must demonstrate that they can issue simple workforce instructions, both orally and in writing.

Learners will carry out supervision of tasks, including checks on progress and identifying obvious issues that may hinder task completion to the specification. Where problems occur, learners will make suggestions and may intervene directly. Learners will provide basic feedback to the workforce on the progress of the task.

Learners will draw up a simple evaluation framework to use when assessing their management of the workforce, identifying their own strengths and weaknesses.

### Links to other units

This unit links to *Unit 4: Work Experience in the Equine Sector*.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving staff from local equine businesses
- contribution of ideas to unit assignment/project materials
- opportunities for observation during work experience
- support from local equine business staff as mentors.

# Unit 20: Introduction to Equestrian Coaching

Level: **3**

Unit type: **Internal**

Guided learning hours: **60**

---

## Unit in brief

Learners study the principles of equestrian coaching and how these can be applied in practice.

## Unit introduction

As participation in equestrian sports continues to grow, so does the need for coaches who can inspire riders to improve progressively through the use of sound, safe principles of equitation and stable management.

In this unit, you will develop the skills needed to coach volunteer participants in the development of equestrian skills by studying the role of the coach, the processes involved in planning for effective learning, and by coaching and supporting volunteer participants with a range of learning needs. You will develop your coaching ability by conducting riding lessons on the flat, delivering short stable-management lessons and consistently using experiential learning cycles to reflect on your own performance.

This unit will help you progress to further study in the sector, or vocational training as an apprentice specialising in equestrian coaching.

## Learning aims

In this unit you will:

- A** Explore the process of planning equitation and stable-management lessons
- B** Undertake equestrian coaching activities safely to improve participant performance
- C** Reflect on equestrian coaching activities to develop coaching practice.

## Summary of unit

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Explore the process of planning equitation and stable-management lessons	<b>A1</b> Experiential learning theory <b>A2</b> The role of the coach <b>A3</b> Planning for learning	Schemes of work, lesson plans and a written report investigating safe and effective coaching processes.
<b>B</b> Undertake equestrian coaching activities safely to improve participant performance	<b>B1</b> Introduction and warm up <b>B2</b> Supporting participants <b>B3</b> Concluding coaching activities	A reflective diary that includes evidence of practical sessions from witness statements/ observation records, evaluation of performance using experiential learning cycles, reflection on feedback from others and identification of further training.
<b>C</b> Reflect on equestrian coaching activities to develop coaching practice	<b>C1</b> Using feedback <b>C2</b> Developing coaching practice	

## Content

### Learning aim A: Explore the process of planning equitation and stable-management lessons

#### A1 Experiential learning theory

Encouraging reflective learning through the use of educational frameworks.

- Kolb's experiential learning cycle, using templates to deepen reflection, to include:
  - concrete experience – how to record coaching experiences
  - reflective observation – why it's important to record activities and compare what happened to what was planned
  - abstract conceptualisation – learning from the coaching experience, adjusting plans, planning further activities
  - active experimentation – trying out what has been learned.
- Schön reflection-in-action and on-action.

#### A2 The role of the coach

Understanding the roles and responsibilities of the equestrian coach when representing an organisation and in guiding learning.

- Professional conduct, to include:
  - presentation, including dress code, attitude and behaviour
  - communication skills, teamwork, e.g. with other coaches, the riders and their families
  - positive behaviour when coaching
  - creating the right conditions for learning
  - the coach as instructor, to include trainer, assessor, motivator, organiser.
- Correct use of technical terms, clear explanations, understanding of school rules and regulations.
- Setting achievable goals and working on training programmes.
- Agreeing priorities between coach and volunteer participants, with a focus on training plans, maintaining motivation, giving feedback and monitoring progress:
  - performance training cycles, including macro, meso, micro
  - SMARTER (specific, measurable, achievable, realistic, time bound, evaluate, re-evaluate) targets
- Understanding of learning styles, e.g. Honey and Mumford typology of learners.
- VAK (visual, auditory, kinaesthetic) model.
- VARK (visual, aural, read/write, kinaesthetic) model.

#### A3 Planning for learning

Structuring lessons and the importance of planning in order to minimise the risk of accidents occurring and to maximise learning.

- Importance of planning, time keeping.
- Scheme of work, working document, meso cycle.
- Lesson plans.
- Micro cycles.
- Using pre-approved lesson plan forms, including:
  - date, name of coach, location, number of volunteer participants, type of lesson, lesson aims, resources, safety checks carried out, planned warm-up, main content of lesson, planned cool down, feedback from participants and teacher, self-reflection.
- Risk assessment.
- Information required from the volunteer participants in order to plan activities, to include height, weight, medical history, experience, confidence levels, concerns.
- Confidentiality of information.
- Cleanliness and tidiness, hazard-free environment.

- Checking facilities, to include:
  - horse suitability, condition of saddlery and equipment
  - arena surface or ground conditions, influence of the weather, e.g. storms, high winds or snow sliding off roof of indoor school
  - setting up, condition of equipment, to include safety of construction, use of safety cups where necessary, selection of ground poles, planks or arena dividers, hazards on equipment, safe-lifting procedure
  - referring and reporting issues, e.g. serious hazards, issues beyond role or experience.
- Accident procedure, to include what to do in the event of a fall or a kick, reporting to senior staff.
- Importance of first-aid qualification.
- Safeguarding children and vulnerable adults, duty of care, HM Government guidelines for 'Working together to safeguard children'.

## **Learning aim B: Undertake equestrian coaching activities safely to improve participant performance**

### **B1 Introduction and warm up**

Coaching planned sessions.

- Lesson introduction, to include introducing self, aim of the lesson, tack, equipment and participant dress check, short discussion with each participant, learn participant names, answering questions.
- Flatwork lesson:
  - warm-up and assessment of participants, appropriate lesson aim, consideration of participants' fitness and confidence levels, control of the ride, correct terminology and instructions, assessment of participants' riding positions at appropriate pace, health and safety, clear communication
  - recall ride for discussion and feedback, re-order ride as necessary.
- Stable-management lessons:
  - establishing participants' current level of knowledge
  - demonstrating task, health and safety, personal protective equipment (PPE), handling of equipment and/or horses.

### **B2 Supporting participants**

Coaching participants to ride horses on the flat and carry out stable management.

- Motivating participants.
- Addressing the needs of all participants, individual attention, checks on learning.
- Flatwork lesson main content, to include:
  - appropriate exercises and school movements, consideration of participants' fitness and confidence levels, control of the ride, correct terminology and instructions
  - progressive lesson towards aim, observant coaching, positional corrections made, provide information to help participants improve, reflection-in-action, when to refer to senior staff.
- Stable-management lesson, to include:
  - progressive lesson towards aim, observant coaching, corrections made to participants, meeting needs of each individual participant.
- Participant behaviour management.

**B3 Concluding coaching activities**

Using time allowed in a productive way so that the end of the lesson is a valid and integral part of the coaching session.

- Time keeping, allowing time to finish.
- Cool down, purpose of cool down for horse and rider, suitable exercises, maintaining engagement.
- The importance of feedback to the participants, encouraging participants to give feedback on themselves.
- Feedback from the participants on the coaching style, feedback from the staff supervising.
- Putting away equipment and tidying up facility.

**Learning aim C: Reflect on equestrian coaching activities to develop coaching practice****C1 Using feedback**

The importance of training the coach to become a reflective practitioner.

- Monitoring practice through use of a reflective journal.
- Importance, and methods, of obtaining feedback.
- Constructive use of feedback from participants and supervising teacher.
- Using experiential learning frameworks.

**C2 Developing coaching practice**

- Accessing further training and researching specific areas of interest and need.
- SWOT (strengths, weaknesses, opportunities and threats) analysis.
- Definition of further training, to include skills and competence, certified qualifications.
- Definition of development, to include informal, transferable skills, e.g. leadership, people management or organisational skills.
- The importance of continuing professional development (CPD), to include preventing burn out, motivation, engagement.
- Options for further training and education in coaching, routes towards qualifications, e.g. UK Coaching Certificate (UKCC), British Horse Society (BHS), Association of British Riding Schools (ABRS).
- Identifying personal training needs.

## Assessment criteria

Pass	Merit	Distinction
<b>Learning aim A: Explore the process of planning equitation and stable-management lessons</b>		<b>A.D1</b> Evaluate how the needs of the participants affect own approaches to planning.
<b>A.P1</b> Explain the roles and responsibilities of the equestrian coach. <b>A.P2</b> Produce schemes of work and lesson plans to cover specified coaching activities.	<b>A.M1</b> Analyse own approaches to planning, with reference to the role of the coach and learning theory.	
<b>Learning aim B: Undertake equestrian coaching activities safely to improve participant performance</b>		<b>B.D2</b> Demonstrate excellent communication and organisational skills while safely performing coaching activities.  <b>C.D3</b> Evaluate coaching performance to identify further training needs.
<b>B.P3</b> Perform safe coaching of participants riding horses on the flat. <b>B.P4</b> Perform safe coaching of participants undertaking stable-management tasks.	<b>B.M2</b> Perform safe coaching activities in a well-structured and time-efficient manner.	
<b>Learning aim C: Reflect on equestrian coaching activities to develop coaching practice</b>		
<b>C.P5</b> Explain effectiveness of own coaching sessions in meeting planned aims. <b>C.P6</b> Explain approaches for enabling improvements to coaching sessions.	<b>C.M3</b> Analyse own coaching activities to adapt plans for future sessions.	

## Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 6* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.M1, A.D1)

Learning aims: B and C (B.P3, B.P4, C.P5, C.P6, B.M2, C.M3, B.D2, C.D3)

## Further information for teachers and assessors

### Resource requirements

For this unit, learners must have access to:

- risk assessments, schemes of work and lesson plan templates
- volunteer participants (to be coached) for riding lessons and stable-management tasks
- PPE, including BSI-standard hat, boots, gloves
- calm, well-mannered horses for riding lessons and stable-management tasks
- enclosed arena, trotting poles, dressage markers
- stable yard, tack and equipment in good condition and suitable for basic stable-management tasks, e.g. tacking up, grooming, mucking out
- BHS Assistant Instructor (BHS AI) or equivalently qualified coach, preferably with UKCC Level 2 or above.

### Essential information for assessment decisions

#### Learning aim A

**For distinction standard**, learners must study comprehensively and articulate clearly the impact and relevance of the information gathered from volunteer participants. Learners will consider how knowing the height, weight, medical history, experience, confidence levels and concerns of the people they will be coaching can affect their planning. Learners must examine in detail the relevance of learning styles and preferences of the volunteer participants in their planning for both flatwork and stable-management lessons.

**For merit standard**, learners must consider carefully how the information gathered helped them to understand the volunteer participants' expectations of their coach, for example dress, behaviour, giving clear explanations. Learners will consider how setting SMARTER targets in schemes of work and lesson plans can assist both the coach and the volunteer participants to achieve goals. Learners will understand the importance of reflective practice and the significance of reflective learning through the use of educational frameworks, providing for this in their lesson plans.

**For pass standard**, learners must examine in detail all aspects of the unit content for the role of the coach. They will show that they understand the roles and responsibilities of the equestrian coach when representing an organisation and in guiding learning. Learners must investigate the importance of professional conduct while carrying out coaching activities and in general life, and should think about what it means to be a role model.

Using SMART targets, learners must produce one scheme of work and four lesson plans for flatwork lessons and one scheme of work and four lesson plans for stable-management tasks. The teacher will give learners briefs/aims for all the lesson plans to ensure the planning task is the same for all learners. In order to set achievable goals, learners must gather essential information from the volunteer participants (who they will be coaching). Groups should be made up of three or four volunteer participants. Learners should coach a group of riders for 30 minutes on the flat and coach stable-management tasks for 20 minutes. Learners will carry out risk assessments of all coaching activities and may use pre-prepared schemes of work and lesson plan templates.

#### Learning aims B and C

**For distinction standard**, learners must confidently and clearly use correct technical language in two-way communication with their volunteer participants during all coaching activities. Learners will be efficient in their delivery of coaching activities and will have excellent organisation skills; coaching activities will run smoothly and professionally. Learners will reflect-in-action in order to adapt their practice to suit the changing needs of the participants during the sessions, for example due to safety concerns or horse availability. Learners will show a level of competence that would be similar to a junior member of staff in a riding school.

Learners must carefully consider their own coaching performance in order to recognise their strengths and weaknesses. Learners will comprehensively investigate the steps required to achieve certification from a governing body that suits their skillset and needs, for example Association of British Riding Schools (ABRS), British Horse Society (BHS) or UK Coaching Certificate (UKCC) pathways.

**For merit standard**, learners must show they are able to deliver well-structured lessons that adhere to the scheduled timings set out on their lesson plans. Learners will split their lesson delivery into introduction/warm-up, main content and summary/cool down. Learners will have good control over their group of volunteer participants and the horses in the flatwork lessons and show structure and organisational skills during the stable-management tasks. Learners will motivate and support the volunteer participants throughout the coaching activities, using frequent learning checks.

Learners must complete the self-evaluation section on their lesson plans in depth. Learners will show they have used a framework to assist their analysis, for example concrete experience, reflective observation and abstract conceptualisation, subsequently linking active experimentation into their next lesson plan and future sessions.

**For pass standard**, learners must use the schemes of work and lesson plans from A.P2 to carry out safe coaching activities. Learners will coach a group of three or four volunteer participants for four flatwork sessions and four stable-management tasks and will be given sufficient time to practice the briefs before the assessment. Learners must update the lesson plan essential information if the individual volunteer participants change.

Using experiential learning cycle frameworks, learners must reflect on their performance following each coaching session and consider how well their coaching session met the planned lesson aims. Learners will produce a reflective diary in order to cover the evaluation of the coaching performance in sufficient depth. Learners will examine in detail methods of obtaining constructive feedback in order to improve their coaching practice, including feedback from volunteer participants and the teacher, and taking specified exams/tests. Using a SWOT analysis, learners will identify where they need support to improve towards a professional coaching performance.

### Links to other units

This unit links to:

- Unit 2: Equine Diet and Nutrition
- Unit 5: Horse Tack, Equipment and Rugs
- Unit 6: Equine Health and Husbandry
- Unit 7: Preparation and Presentation for Competitions
- Unit 12: Schooling Horses on the Flat
- Unit 14: Theory of Training Horses
- Unit 15: Riding Horses in the Open
- Unit 16: Ground Poles and Gridwork for Horses.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- technical workshops involving staff from local equine businesses
- contribution of ideas to unit assignment/project materials
- observation during work experience
- support from local equine business staff as mentors.



## 4 Planning your programme

### How do I choose the right BTEC National qualification for my learners?

BTEC Nationals come in a range of sizes, each with a specific purpose. You will need to assess learners very carefully to ensure that they start on the right size of qualification to fit into their 16–19 study programme, and that they take the right pathways or optional units that allow them to progress to the next stage.

If a learner is clear that they want to progress to the workplace they should be directed towards an occupationally-specific qualification, such as a BTEC National Diploma, from the outset.

Some learners may want to take a number of complementary qualifications or keep their progression options open. These learners may be suited to taking a BTEC National Certificate or Extended Certificate. Learners who then decide to continue with a fuller vocational programme can transfer to a BTEC National Diploma or Extended Diploma, for example for their second year.

Some learners are sure of the sector they want to work in and are aiming for progression into that sector via higher education. These learners should be directed to the two-year BTEC National Extended Diploma as the most suitable qualification.

As a centre, you may want to teach learners who are taking different qualifications together. You may also wish to transfer learners between programmes to meet changes in their progression needs. You should check the qualification structures and unit combinations carefully as there is no exact match among the different sizes. You may find that learners need to complete more than the minimum number of units when transferring.

When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

### Is there a learner entry requirement?

As a centre it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 2.

Learners are most likely to succeed if they have:

- five GCSEs at good grades and/or
- BTEC qualification(s) at Level 2
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-educational experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications – so that they are ready to assess learners and so that we can provide the support that is needed. Further information is given in *Section 8*.

### What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for teachers but expect that centres will assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for employment in the sector. As part of the requirements of the programme are to involve employers in delivery this should support centres in ensuring that they are following up to date practices when delivering the programme.

### What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver BTEC Nationals. For some units, specific resources are required. This is indicated in the units.

## How can myBTEC help with planning for these qualifications?

myBTEC is an online toolkit that supports the delivery, assessment and quality assurance of BTECs in centres. It supports teachers with activities, such as choosing a valid combination of units, creating assignment briefs and creating assessment plans. For further information see *Section 10*.

## Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Nationals using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including direct instruction in classrooms or work environments, investigative and practical work, group and peer work, private study and e-learning.

## What are the requirements for meaningful employer involvement?

### Requirements

This BTEC National Extended Certificate in Equine Management has been designed as a Tech Level qualification. As an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. Involvement should be with employers from the equine management sector and should form a significant part of the delivery or assessment of the qualification. Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will be monitored also at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure additional activities can be scheduled where necessary so learners are not disadvantaged (see *Section 8: Quality assurance*).

We know that the vast majority of programmes already have established links with employers. In order to give you maximum flexibility in creating and strengthening employer involvement, we have not specified a particular level of input from employers. However, meaningful employer involvement, as defined below, should contribute significantly to the mandatory unit, *Unit 4: Work Experience in the Equine Sector*.

There are suggestions in many of the units about how employers could become involved in delivery and/or assessment. These suggestions are not exhaustive and there will be other possibilities at local level.

Employer involvement in these units is subject to verification as part of the standards verification process (see *Section 8*).

### Definition

Activities that are eligible to be counted as meaningful engagement are:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification
- projects or assessments set with input from industry practitioners
- master classes or guest lectures from industry practitioners
- 'expert witness' reports from practitioners that contribute to the assessment of a learner's work.

There may be other ways in which learners can benefit from contact with employers or prepare for employment, such as listening to careers talks or working in simulated environments. While they provide benefits to learners they do not count as meaningful engagement.

## **Support**

It is important that you give learners opportunities that are high quality and directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice.

### **What support is available?**

We provide a wealth of support materials, including curriculum plans, delivery guides, authorised assignment briefs, additional papers for external assessments and examples of marked learner work.

You will be allocated a Standards Verifier early on in the planning stage to support you with planning your assessments. There will be extensive training programmes as well as support from our Subject Advisor team.

For further details see *Section 10*.

### **How will my learners become more employable through these qualifications?**

All BTEC Nationals are mapped to relevant occupational standards (see *Appendix 1*).

In the mandatory content and the selected optional units that focus on technical preparation learners will be acquiring the key knowledge and skills that employers need. Also, employability skills, such as team working and entrepreneurialism, and completing realistic tasks have been built into the design of the learning aims and content. This gives you the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

# 5 Assessment structure and external assessment

## Introduction

BTEC Nationals are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *external assessments* which are set and marked by Pearson:

- mandatory units have a combination of internal and external assessments
- all optional units are internally assessed.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and in line with requirements from employers and higher education.

In developing an overall plan for delivery and assessment for the programme, you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place. Some units are defined as synoptic units (see *Section 2*). Normally, a synoptic assessment is one that a learner would take later in a programme and in which they will be expected to apply learning from a range of units. Synoptic units may be internally or externally assessed. Where a unit is externally assessed you should refer to the sample assessment materials (SAMs) to identify where there is an expectation that learners draw on their wider learning. For internally-assessed units, you must plan the assignments so that learners can demonstrate learning from across their programme. A unit may be synoptic in one qualification and not another because of the relationship it has to the rest of the qualification.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 7*.

## Internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3*, and the requirements for delivering assessment given in *Section 6*.

## External assessment

A summary of the external assessment for this qualification is given in *Section 2*. You should check this information carefully, together with the unit specification and the sample assessment materials, so that you can timetable learning and assessment periods appropriately.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment you will want to take account of required learning time, the relationship with other external assessments and opportunities for retaking. You should ensure that learners are not entered for unreasonable amounts of external assessment in one session. Learners may resit an external assessment to obtain a higher grade of near pass or above. If a learner has more than one attempt, then the best result will be used for qualification grading, up to the permitted maximum. It is unlikely that learners will need to or benefit from taking all assessments twice so you are advised to plan appropriately. Some assessments are synoptic and learners are likely to perform best if these assessments are taken towards the end of the programme.

## Key features of external assessment in equine management

In equine management, after consultation with stakeholders, we have developed the following.

- Unit 1: Equine Structure, Form and Function – learners complete a written examination of the fundamental knowledge of equine tissues, biological systems, anatomy, movement and conformation required for successful equine management. The unit provides fundamental knowledge of equines, which is important for wide-ranging roles such as groom or horse trainer.

## Units

The externally-assessed units have a specific format which we explain in *Section 3*. The content of units will be sampled across external assessments over time through appropriate papers and tasks. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors. External assessments are marked and awarded using the grade descriptors. The grades available are Distinction (D), Merit (M), Pass (P) and Near Pass (N). The Near Pass (N) grade gives learners credit below a Pass, where they have demonstrated evidence of positive performance which is worth more than an unclassified result but not yet at the Pass standard.

## Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment. In the case of units containing synoptic assessment, the SAMs will also show where learners are expected to select and apply from across the programme.

The SAMs show the range of possible question types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the questions asked will change in each assessment.

A copy of each of these assessments can be downloaded from our website. An additional sample of each of the Pearson-set units will be available before the first sitting of the assessment to allow your learners further opportunities for practice.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of the assessment team need to refer to this document.

For BTEC Nationals it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. Centres can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

#### Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

#### Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Nationals are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given simply according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

### **The assessment team**

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification to meet our requirements, record keeping and liaison with the Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

### **Effective organisation**

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 10* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### **Learner preparation**

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

## Setting effective assignments

### Setting the number and structure of assignments

In setting your assignments, you need to work with the structure of assignments shown in the *Essential information for assignments* section of a unit. This shows the structure of the learning aims and criteria that you must follow and the recommended number of assignments that you should use. For some units we provide authorised assignment briefs, for all the units we give you suggestions on how to create suitable assignments. You can find these materials along with this specification on our website. In designing your own assignment briefs you should bear in mind the following points.

- The number of assignments for a unit must not exceed the number shown in *Essential information for assignments*. However, you may choose to combine assignments, for example to create a single assignment for the whole unit.
- You may also choose to combine all or parts of different units into single assignments, provided that all units and all their associated learning aims are fully addressed in the programme overall. If you choose to take this approach, you need to make sure that learners are fully prepared so that they can provide all the required evidence for assessment and that you are able to track achievement in the records.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- You do not have to follow the order of the learning aims of a unit in setting assignments but later learning aims often require learners to apply the content of earlier learning aims and they may require learners to draw their learning together.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or an investigation of one organisation, then they will address all the relevant range of content that applies in that instance.

### Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of what they have learned.

An assignment brief should have:

- a vocational scenario, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks
- an audience or purpose for which the evidence is being provided
- an explanation of how the assignment relates to the unit(s) being assessed.

## Forms of evidence

BTEC Nationals have always allowed for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim being assessed. For many units, the practical demonstration of skills is necessary and for others, learners will need to carry out their own research and analysis. The units give you information on what would be suitable forms of evidence to provide learners with the opportunity to apply a range of employability or transferable skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2*. These are some of the main types of assessment:

- written reports
- projects
- time-constrained practical assessments with observation records and supporting evidence
- recordings of performance
- sketchbooks, working logbooks, reflective journals
- presentations with assessor questioning.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to think about how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care that learners are enabled to produce independent work. For example, if learners are asked to use real examples, then best practice would be to encourage them to use their own or to give the group a number of examples that can be used in varied combinations.

## Making valid assessment decisions

### Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 7*.

### Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 2*
- examples of assessed work provided by Pearson
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding performance across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

### Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

If you accept a late completion by a learner, then the assignment should be assessed normally when it is submitted using the relevant assessment criteria.

## Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence
- must be validated by an IV before it is given to the learner.

## Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement
- have submitted work that is not authentic.

## Retake of internal assessment

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity, you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will also work closely with us so that we can quality assure that national standards are being satisfied. This process gives stakeholders confidence in the assessment approach.

The Lead IV must have an assessment plan, produced as a spreadsheet or using myBTEC. When producing a plan, the assessment team may wish to consider:

- the time required for training and standardisation of the assessment team
- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions through internal verification that covers all assignments, assessors and a range of learners
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook*.

# 7 Administrative arrangements

## Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

## Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to the *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

## Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in the *Information Manual*. We may ask to audit your records so they must be retained as specified.

### Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow students with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a student's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. External assessments for BTEC qualifications include examinations, set tasks and performance.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### High control

This is the completion of assessment in formal invigilated examination conditions.

### Medium control

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

### Low control

These are activities completed without direct supervision. They may include research, preparation of materials and practice. The materials produced by learners under low control will not be directly assessed.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre guidance: Dealing with malpractice and maladministration in vocational qualifications*, available on our website.

The procedures we ask you to adopt vary between units that are internally-assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

## Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

## Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members of staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required components for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

After the external assessment session, learner results will be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You may decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments (ICEA)*: this explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 8 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin planning for delivery including appropriate employer involvement, and for robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation

- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 9 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete all units, achieve a Near Pass (N) or above in all external units and a pass or above in all mandatory units unless otherwise specified. Refer to the structure in *Section 2*.

To achieve any qualification grade, learners must:

- complete and **have an outcome** (D, M, P, N or U) for all units within a valid combination
- achieve the **required units at pass or above** shown in *Section 2*, and for the Diploma achieve a minimum of 600 GLH and Extended Diploma achieve a minimum 900 GLH at Pass or above (or N or above in external units)
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve the required minimum grade (N or P) in units shown in the structure will not achieve a qualification.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units, the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

BTEC Nationals are Level 3 qualifications and are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Certificate, Extended Certificate, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. The *Information Manual* gives full information.

### Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	60 GLH	
U	0	
Pass	6	
Merit	10	
Distinction	16	

### Points available for external units

Raw marks from the external units will be awarded **points** based on performance in the assessment. The table below shows the **minimum number of points** available for each grade in the external units.

	Unit size	
	90 GLH	120 GLH
U	0	0
Near Pass	6	8
Pass	9	12
Merit	15	20
Distinction	24	32

Pearson will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

## Calculation of qualification grade

Applicable for registration from 1 September 2017.

Extended Certificate		Foundation Diploma		Diploma		Extended Diploma	
360 GLH		540 GLH		720 GLH		1080 GLH	
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
U	0	U	0	U	0	U	0
P	36	P	54	PP	72	PPP	108
				MP	88	MPP	124
						MMP	140
M	52	M	78	MM	104	MMM	156
				DM	124	DMM	176
						DDM	196
D	74	D	108	DD	144	DDD	216
				D*D	162	D*DD	234
						D*D*D	252
D*	90	D*	138	D*D*	180	D*D*D*	270

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2017

### Example 1: Achievement of an Extended Certificate with a P grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Pass	12
Unit 4	60	Int	Unclassified	0
Unit 5	60	Int	Merit	10
Unit 6	60	Int	Pass	6
Unit 7	60	Int	Merit	10
<b>Totals</b>	<b>360</b>		<b>P</b>	<b>38</b>

The learner has achieved N or higher in Unit 1 and P or higher in Units 5 and 6.

The learner has sufficient points for a P grade.

### Example 2: Achievement of an Extended Certificate with a M grade

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Near Pass	8
Unit 4	60	Int	Merit	10
Unit 5	60	Int	Distinction	16
Unit 6	60	Int	Distinction	16
Unit 7	60	Int	Distinction	16
<b>Totals</b>	<b>360</b>		<b>M</b>	<b>66</b>

The learner has sufficient points for a M grade.

### Example 3: An Unclassified Result for an Extended Certificate

	GLH	Type (Int/Ext)	Grade	Unit points
Unit 1	120	Ext	Merit	20
Unit 4	60	Int	Distinction	16
Unit 5	60	Int	Unclassified	0
Unit 6	60	Int	Merit	10
Unit 7	60	Int	Merit	10
<b>Totals</b>	<b>360</b>		<b>U</b>	<b>56</b>

The learner has a U in Unit 5.

The learner has sufficient points for an M grade but has not met the minimum requirement for an N or higher in Unit 1 and P or higher in Units 5 and 6.

# 10 Resources and support

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning, and professional development.

## Support for setting up your course and preparing to teach

### Specification

This **specification** (for teaching from September 2017) includes details on the administration of qualifications and information on all the units for the qualification.

### Delivery Guide

This free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Nationals (for example employer involvement and employability skills). It also covers guidance on assessment (internal and external) and quality assurance. The guide tells you where you can find further support and gives detailed unit-by-unit delivery guidance. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

### Schemes of work

Free sample schemes of work are provided for each mandatory unit. These are available in Word™ format for ease of customisation.

### Curriculum models

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

### Study skills activities

A range of case studies and activities is provided; they are designed to help learners develop the study skills they need to successfully complete their BTEC course. The case studies and activities are provided in Word™ format for easy customisation.

### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTECs in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of authorised assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website. We will add the new BTEC National specifications to myBTEC as soon as possible.

## Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC Nationals, including:

- textbooks in e-book and print formats
- revision guides and revision workbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

## Support for assessment

### Sample assessment materials for externally-assessed units

Sample assessments are available for the Pearson-set units. One copy of each of these assessments can be downloaded from the website/available in print. For each suite an additional sample for one of the Pearson-set units is also available, allowing your learners further opportunities for practice.

Further sample assessments will be made available through our website on an ongoing basis.

### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences and to link with your local employment profile.

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or free on myBTEC.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades are linked to the Authorised Assignment Briefs.

## Training and support from Pearson

### People to talk to

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

#### **'Getting Ready to Teach'**

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for internal and external assessment, and quality assurance.

#### **Teaching and learning**

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.

## Appendix 1 Links to industry standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content.

In the equine management sector, the following approach has been used.

- The mandatory content has been mapped to NOS to reflect the essential skills and knowledge needed for entry to employment.

## Appendix 2 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Carry out	Learners demonstrate skills through practical activities, in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Develop	Learners acquire and apply skills and understanding through practical activities that involve the use of concepts, processes or techniques to expand or progress something.
Examine	Learners select and apply knowledge to less familiar contexts.
Explore	Learners apply their skills and/or knowledge in contexts involving practical research or investigation.
Investigate	Learners' application of knowledge is based on personal research and development.
Review	Learners make a formal assessment of work produced. The assessment allows learners to appraise existing information or prior events, and reconsider information with the intention of making changes, if necessary.
Understand	Learners demonstrate knowledge related to defined situations.
Undertake	Learners demonstrate skills through practical activities, often referring to given processes or techniques.
Analyse	Learners present the outcome of methodical and detailed examination, either: <ul style="list-style-type: none"> <li>• breaking down a theme, topic or situation in order to interpret and study the interrelationships between the parts and/or</li> <li>• of information or data to interpret and study key trends and interrelationships.</li> </ul> Analysis can be through performance, practice, written or, less commonly, verbal presentation.
Assess	Learners present a careful consideration of varied factors or events that apply to a specific situation or, to identify those which are the most important or relevant and arrive at a conclusion.

Term	Definition
Compare	<p>Learners identify the main factors relating to two or more items/situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages.</p> <p>This is used to show depth of knowledge through selection and isolation of characteristics.</p>
Demonstrate	<p>Learners' work, performance or practice evidences the ability to carry out and apply knowledge, understanding and/or skills in a practical situation.</p>
Discuss	<p>Learners consider different aspects of:</p> <ul style="list-style-type: none"> <li>• a theme or topic;</li> <li>• how they interrelate; and</li> <li>• the extent to which they are important.</li> </ul> <p>A conclusion is not required.</p>
Explain	<p>Learners' work shows clear detail and gives reasons and/or evidence to support an opinion, view or argument. It could show how conclusions are drawn (arrived at). Learners show that they comprehend the origins, functions and objectives of a subject, and its suitability for purpose.</p>
Evaluate	<p>Learners' work draws on varied information, themes or concepts to consider aspects such as:</p> <ul style="list-style-type: none"> <li>• strengths or weaknesses</li> <li>• advantages or disadvantages</li> <li>• alternative actions</li> <li>• relevance or significance.</li> </ul> <p>Learners' inquiries should lead to a supported judgement showing relationship to its context. This will often be in a conclusion.</p> <p>Evidence of explanations could be through visual explanations with annotations, as well as written work, presentation, performance or practice.</p>
Justify	<p>Learners give reasons or evidence to:</p> <ul style="list-style-type: none"> <li>• support an opinion</li> <li>• prove something right or reasonable.</li> </ul>
Perform	<p>Learners demonstrate a range of skills required to complete a given activity.</p>
Plan	<p>Learners create a way of doing a task or series of tasks to achieve specific requirements or objectives, showing progress from start to finish.</p>

Term	Definition
Reflect	Learners consider their own performance and/or skills and development in relation to a specific scenario or scenarios and/or wider context(s). This may include feedback from others. There is often a requirement for learners to identify strengths and areas for improvement, along with a personal development or action plan.
Select	Learners choose the best or most suitable option, whether this is of materials, techniques, equipment or processes. The options and choices should be based on specific criteria.

This is a key summary of the types of evidence used for BTEC Nationals.

<b>Type of evidence</b>	<b>Definition and purpose</b>
Case study	A specific example to which all learners must select and apply knowledge. Used to show application to a realistic context where direct experience cannot be gained.
Development log	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Individual project	A self-directed, large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Log	A record made by learners of how a process of development was carried out, including experimental stages, testing, selection and rejection of alternatives, practice or development steps.
Plan	Learners produce a plan as an outcome related to a given or limited task.
Project	A large-scale activity requiring planning, research, exploration, outcome and review. Used to show self-management, project management and/or deep learning, including synopticity.
Presentation	To show presentation skills, including communication. To direct to a given audience and goal. To extract and summarise information.
Portfolio	Digital or physical showing a selection of work that contributes towards a project or for a specific purpose.
Practical task (artefact/outcome)	Learners carry out a defined or self-defined task to produce an outcome.
Research	An analysis of substantive research organised by learners from secondary and, if applicable, primary sources.
Written task/report	Individual completion of a task in a work-related format, e.g. a report, marketing communication, set of instructions.

# Pearson BTEC Level 3 Nationals in Equine Management

## Extended Certificate in Equine Management

Foundation Diploma in Equine Management

Diplomas in:

Equine Management (Yard Management)

Equine Management (Equitation)

Extended Diploma in Equine Management

For more information about Edexcel, BTEC or LCCI qualifications  
visit [qualifications.pearson.com](http://qualifications.pearson.com)

BTEC is a registered trademark of Pearson Education Limited

Pearson Education Limited. Registered in England and Wales No. 872828

Registered Office: 80 Strand, London WC2R 0RL

VAT Reg No GB 278 537121