Level 2 Technical Certificate in Equine Care (0172-26)

July 2019 Version 2.2

Qualification Handbook

Qualification at a glance

Industry area	Animal care and veterinary science
City & Guilds qualification number	0172-26
Age group	16-19 (Key Stage 5), 19+
Entry requirements	Centres must ensure that any pre-requisites stated in the *What is this qualification about?* section are met.
Assessment	To gain this qualification, candidates must successfully achieve the following assessments: • One externally set, externally moderated assignment • One externally set, externally marked exams, sat under examination conditions • One externally set, internally marked Health and Safety assignment • Optional unit assignments, externally set, internally marked and externally moderated
Additional requirements to gain this qualification	Employer involvement in the delivery and/or assessment of this qualification is essential for all candidates and will be externally quality assured.
Grading	This qualification is graded Pass/Merit/Distinction/Distinction* For more information on grading, please see Section 7: Grading.
Approvals	These qualifications require full centre and qualification approval
Support materials	Sample assessments Guidance for delivery Guidance on use of marking grids
Registration and certification	Registration and certification of this qualification is through the Walled Garden, and is subject to end dates.
External quality assurance	This qualification is externally quality assured by City & Guilds, and its internally marked assignments are subject to external moderation. There is no direct claim status available for this qualification.

Title and level	Size (GLH)	TQT	City & Guilds qualification number	Ofqual accreditation number
Level 2 Technical Certificate in Equine Care	360	600	0172-26	603/0834/5

Version and date	Change detail	Section
1.5 August 2017	Example of synoptic assessment updated	5. Assessment
	Removal of AO 6-8 from Synoptic Assignments	5. Assessment – Assessment Objectives
	Addition of Provisional Grade Boundaries for the Synoptic Assignment	7. Grading
	Revised Exam Specification, Exam Duration and AO weightings	5. Assessment – Exam Specification
	Branding Changes	Throughout
	230 unit am updated	Units
1.6 September 2017	Unit 230 title amended	Throughout
1.7 October 2017	Assessment type for unit 230 changed to assignment	1. Introduction 5. Assessment
1.8 December 2017	Amendment to summary of assessment methods and conditions table	5. Assessment
1.9 February 2018	Optional units put into numerical order in the tables shown under Qualification structure and Assessment requirements and employer involvement	1. Introduction
2.0 September 2018	Amendment to summary of assessment methods and conditions table – Assessment 230	Assessment
2.1 October 2018	Added assessment method for unit 230	1. Introduction – Assessment requirements and employer involvement
	Amended assessment method for unit 230	5. Assessment - Summary of assessment methods and conditions
2.2 July 2019	Unit content updated to reflect changes in legislation for England only. The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018 has replaced: Riding Establishments Act 1964	Unit 231
	Unit 232 aim and delivery guidance updated for work experience requirements	Unit 232

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1 Introduction

Purpose statement

The following purpose is for the **City & Guilds Level 2 Technical Certificate in Equine Care** (603/0834/5)

Area	Description
OVERVIEW	
Who is this qualification for?	This Level 2 Technical Certificate in Equine Care is for you if you are looking to start a career within the equine industry.
	There are many diverse businesses and opportunities within this sector, for example riding schools, livery yards, competition yards, trekking centres, breeders, trainers, welfare charities and freelance services. You may choose a job where riding is involved, or you may choose a non-riding role, for example in retail, manufacturing or event management. There are many allied businesses such as membership bodies, professional associations or those involved with education and training.
	Working with horses is extremely rewarding, but it can require hard work, with long hours. Dedication and enthusiasm to the role are key to success.
	This qualification is suitable if you are 16 years old, or over. You may or may not have any previous knowledge or experience in equine care.
	You will gain an understanding of the skills and knowledge that are important when you are working with horses, or progressing to further learning and training in this area.
What does this qualification cover?	This qualification covers the skills you will need to progress to further learning and training, or to enter the world of work in the equine industry. You will study the following mandatory content: • Health and safety for the land-based industries • Working in the equine industry • Equine health and welfare • Horse tack and equipment • Undertake routine stable duties • The principles of feeding and watering horses

- Horse handling and grooming
- Introduction to lungeing horses

There is also a requirement to complete 150 hours of work experience.

You will then have the choice of studying some of the following options:

- Equine anatomy and physiology
- Horse behaviour
- Riding horses on the flat
- Riding horses for exercise
- Keeping horses at grass
- Assisting with the transportation of horses
- Assisting with the care of competition horses
- Land and environmental business

The optional units can be chosen to reflect local or regional industry or business needs. They may help with your progression onto the Level 3 Technical qualifications where there may be further specialist options for you to choose from.

You will get lots of practice and support to enable you to develop the required skills and knowledge to prepare you for the learning and end assessment.

Colleges and training/education centres will work with local employers who will contribute to the knowledge and delivery of training. The different ways in which centres could support your learning, by working with both local and national equine businesses, include:

- structured work-experience or work-placements within their business
- your attendance at classes or lectures given by industry experts
- employers input into projects and exercises
- employers who act as 'expert witnesses' to contribute to the assessment of your work.

This practical based training is ideal preparation for gaining employment in the equine industry or further specialist study.

WHAT COULD THIS QUALIFICATION LEAD TO?	
Will the qualification lead to employment, and if so, in which job role and at what level?	Achievement of this qualification demonstrates to an employer that you have the necessary technical skills and knowledge they are looking for when recruiting for a: • junior groom • junior equine retail assistant

Why choose this qualification over similar qualifications?	There are no other College-based qualifications within this suite at this Level.
Will the qualification lead to further learning?	Yes. Once you have successfully completed this qualification, you could go on to study a Level 3 College-based qualification over one year, or two years. Over one year: • Level 3 Advanced Technical Certificate in Equine Management • Level 3 Advanced Technical Diploma in Equine Management (540) Over two years: • Level 3 Advanced Technical Extended Diploma in Equine Management (720) • Level 3 Advanced Technical Extended Diploma in Equine Management (1080) The larger qualifications taken over two years will allow you to specialise from the wide range of optional units available. This qualification could also lead you to an apprenticeship in Equine Care and Management. There are two new and exciting apprenticeships currently being developed in the following occupations. Depending upon what you have achieved previously, you could progress to an apprenticeship as an: • Equine groom • Senior groom

WHO SUPPORTS THIS QUALIFICAITON?	
Professional/Trade Associations	The British Horse Society (BHS)
	The British Equestrian Trade Association (BETA)
FURTHER INFORMATION	Please refer to the Qualification Handbook, available on the City & Guilds website, for more information on the structure of this qualification, the content of the units, and assessment.

Qualification structure

For the **Level 2 Technical Certificate in Equine Care** the teaching programme must cover the content detailed in the structure below:

Unit number	Unit title	GLH
Mandatory		
230	Health and safety for the land-based industries	30
231	Equine health and welfare	60
232	Working in the equine industry	30
234	Horse tack and equipment	30
216	Undertake routine stable duties	60
217	The principles of feeding and watering horses	30
235	Horse handling and grooming	30
222	Introduction to lungeing horses	30
Optional – Learners must be taught at least 60 GLH from units 223, 227, 233, 236-240		
223	Keeping horses at grass	30
227	Environmental and land-based business	30
233	Introduction to equine anatomy and physiology	30
236	Principles of horse behaviour	30
237	Riding horses under supervision	60
238	Riding and exercising horses	60
239	Assisting with the transportation of horses	30
240	Assisting with the care of competition horses	30

Total qualification time (TQT)

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

Title and level	GLH	TQT
Level 2 Technical Certificate in Equine Care	360	600

Assessment requirements and employer involvement

To achieve the **Level 2 Technical Certificate in Equine Care** candidates must successfully complete **all** the mandatory assessment components **as well as** the optional assessment components for their chosen optional units.

Component number	Title
Mandatory	
025	Level 2 Equine Care - Synoptic assignment
026 or 526	Level 2 Equine Care – Theory exam
230	Health and safety for the land-based industries – Theory exam
Optional	
223	Keeping horses at grass
227	Environmental and land-based business
233	Introduction to equine anatomy and physiology
236	Principles of horse behaviour
237	Riding horses under supervision
238	Riding and exercising horses
239	Assisting with the transportation of horses
240	Assisting with the care of competition horses

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

Employer involvement	
Component number	**Title**
Mandatory	
826	Employer involvement

Number of mandatory assessments per assessment type

2 Centre requirements

Approval

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

Resource requirements

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

Centre staffing

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

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

Physical resources

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

Internal Quality Assurance

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

Learner entry requirements

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

Age restrictions

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

3 Delivering technical qualifications

Initial assessment and induction

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

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

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

Employer involvement

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

Work experience

Work experience will provide learners with the opportunity to participate in the world of work and gain practical experience that is relevant to both the qualification and future employment possibilities.

Each learner is expected to complete a 150 hours work experience placement as part of the programme. This work placement should be with an employer that will provide the learner with structured opportunities to develop the skills and knowledge that are relevant to the qualification and should be undertaken in a real business environment relevant to the subject interest of the learner. Work experience may be gained by a number of routes, e.g. as part of an industrial placement whilst within the programme, whilst working on a planned daily or weekly basis on the centre's commercial and/or educational facilities, whilst undertaking voluntary work within the industry, or as a member of a group of learners invited to carry out practical work on a suitable business. The work placement can take place at any time during the learning programme. Centres should be able to provide evidence that the work experience placement has been completed by the learner and this evidence may be reviewed on request by City & Guilds.

The 150 hours work experience is included in the Total Qualification Time

Support materials

The following resources are available for this qualification:

Description	How to access
Sample assessments	Available 2017 on the qualification pages on the **City & Guilds Website: www.cityandguilds.com**
Technical Qualifications: Guide to Teaching, Learning and Assessment	Available on the City and Guild website: **https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support#teaching**
Technical Qualifications: Marking and Moderation Guide	Available on the City and Guild website: **https://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support#teaching**

4   Employer involvement

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

Department for Education (DfE) requirements state:

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

[Technical qualifications] must:

• require all students to undertake meaningful activity involving employers during their study; and

• be governed by quality assurance procedures run by the awarding organisation to confirm that education providers have secured employer involvement for every student.

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

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

Qualification approval

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

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

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

Monitoring and reporting learner engagement

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

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

Types of involvement

Centres should note that to be eligible, employer involvement activities **must** relate to one or more elements of the mandatory content of this qualification.

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

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

To be of most benefit this must add to, rather than replace the centre's programme of learning.

Some examples of meaningful employer involvement are listed below. Employer involvement not related to the mandatory element of the qualification, although valuable in other ways, does not count towards this element of the qualification.

The DfE has provided the following examples of what does and does not count as meaningful employer involvement, as follows[1,2]:

The following activities meet the requirement for meaningful employer involvement:

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

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

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

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

Types of evidence

For each employer involvement activity, centres are required to provide evidence of which learners undertook it, e.g. a candidate attendance register. The types of additional evidence required to support a claim for this component will vary depending on the nature of the involvement. E.g. for a guest lecture it is expected that a synopsis of the lecture and register would be taken which each

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[1] As extracted from: Vocational qualifications for 16 to 19 year olds
2017 and 2018 performance tables: technical guidance for awarding organisations
[2] This list has been informed by a call for examples of good practice in employer involvement in the delivery and assessment of technical qualifications - **Employer involvement in the delivery and assessment of vocational qualifications**
[3] **DfE work experience guidance**

learner and the guest speaker will have signed; expert witnesses will be identified and will have signed the relevant assessment paperwork for each learner they have been involved in assessing; evidence of contribution from employers to the development of locally set or adapted assignments.

Quality assurance process

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

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

Sufficiency of involvement for each learner

It is expected that the centre will plan a range of activities that provide sufficient opportunities for each learner to interact directly with a range of individuals employed in the related industry. Centres must also provide contingencies for learners who may be absent for part of their teaching, so they are not disadvantaged. Any absence that results in a learner missing arranged activities must be documented. Where learners are unable to undertake all employer involvement activities due to temporary illness, temporary injury or other indisposition, centres should contact City & Guilds for further guidance.

Live involvement

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

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

Timing

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

5   Assessment

Summary of assessment methods and conditions

Component numbers	Assessment method	Description and conditions
025	Synoptic assignment	The synoptic assignment is **externally set, internally marked and externally moderated.** The assignment requires candidates to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the content area. Candidates will be judged against the assessment objectives. Assignments will be released to centres as per dates indicated in the Assessment and Examination timetable published on our website. Where seasonality is a factor in the timing of the assignment the assignment will be released early to ensure that candidates can take the assignment to fit in with the seasonal requirements. Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method. There will be one opportunity within each academic year to sit the assignment. Candidates who fail the assignment will have one re-sit opportunity. The re-sit opportunity will be in the next academic year, and will be the assignment set for that academic year once released to centres. If the re-sit is failed, the candidate will fail the qualification. Please note that for externally set assignments City & Guilds provides guidance and support to centres on the marking and moderation process.
026/ 526	Externally marked Theory exam	The exam is **externally set and externally marked** and can be taken either online through City & Guilds' computer-based testing platform, (026) or as a paper based test (526). The exam is designed to assess the candidate's depth and breadth of understanding across content in the qualification at the end of the period of learning, using a range of question types and will be sat under invigilated examination conditions. See JCQ requirements for details: **http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations** The exam specification shows the coverage of the exam across the qualification content. Candidates who fail the exam at the first sitting will have **one** opportunity to re-sit. If the re-sit is failed the candidate will fail the qualification. For exam dates, please refer to the Assessment and Examination timetable.

Optional units 223, 227, 233, 236, 237, 238, 239, 240.	Unit Assignment	The unit assignment is **externally set, internally marked and externally moderated.** The assignment requires candidates to identify and use effectively skills, knowledge and understanding from across the unit content area. Candidates will be judged against the unit grading criteria The assignments are available on our website. The assignments can be taken at any point during the academic year, but evidence must be submitted on to the Moderation Portal by the deadline in Assessment and Examination timetable, published on our website. Centres will be required to maintain the security of all live assessment materials. Assignments will be password protected and released to centres through a secure method. There is no re-sit limit for these assignments. If a learner fails an assignment they can re-sit a different version. Assessors should allow seven days before resubmission or reassessment.
230	Internally marked theory exam	This theory exam is **externally set, internally marked and externally moderated.** It is designed to assess the candidate's depth and breadth of understanding from across the unit content area and will be sat under supervised conditions. This assessment is available on our website. The assessment can be taken at any point during the academic year, but evidence must be submitted on to the Moderation Portal by the deadline in Assessment and Examination timetable, published on our website. Centres will be required to maintain the security of all live assessment materials. Assessments will be password protected and released to centres through a secure method. There is no re-sit limit for this assessment. If a learner fails, they can re-sit a different version. Assessors should allow seven days before reassessment.

What is synoptic assessment?

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

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

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

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

How the assignment is synoptic for this qualification

The typical assignment brief could be to carry out the typical duties of an equine job role.

This will require the candidate to carry out stable duties, preparing food rations, health checks and lungeing a horse. Learners will produce an information sheet on the job role and a leaflet on horse diseases.

External exam for stretch, challenge and integration

The exam draws from across the mandatory content of the qualification, using:
- **Multiple choice questions** to confirm breadth of knowledge and understanding.
- **Multiple choice applied knowledge and understanding questions**, giving candidates the opportunity to demonstrate higher level, integrated understanding through application, analysis and evaluation.

Assessment objectives

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

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

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

Assessment objective	Level 2 Technical Certificate in Equine Care Typical expected evidence of knowledge, understanding and skills	Approximate weighting (Assignment)
AO1 Recalls knowledge from across the breadth of the qualification.	Feeding and watering regimes, tack and equipment, health and welfare of horse, signs of health, animal welfare legislation, contents of first aid box.	20%
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	Care and husbandry requirements, five welfare needs, diseases and disorders - their prevention, signs and treatments, principles of first aid, routine stable duties, daily checks on horses, principles of feeding and watering horses, processes used to handle and restrain horses	25%
AO3 Demonstrates technical skills from across the breadth of the qualification.	Checks on horse condition and health, routine preventative applications and treatments, first aid procedures for common injuries and ailments, fit of tack and equipment, cleaning and maintaining tack, prepare, clean and maintain stables, feeding and watering horses	30%
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	Applies knowledge and understanding to a particular situation, justifies decisions/approaches taken, contingencies, reflection and evaluation in professional discussions	15%
AO5 Demonstrates perseverance in achieving high standards and attention to detail while showing an understanding of wider impact of their actions.	Meets specific requirements of the task, care of equipment, product wastage, time management, precision of plaiting, grooming of horse, care and welfare when working with horse	10%

Exam specification

AO weightings per exam

AO	Component 026/ 526 weighting (approx. %)
AO1 Recalls knowledge from across the breadth of the qualification.	48
AO2 Demonstrates understanding of concepts, theories and processes from across the breadth of the qualification.	30
AO4 Applies knowledge, understanding and skills from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	22

The way the exam covers the content of the qualification is laid out in the table below:

Assessment type: Multiple choice, online
Assessment conditions: Invigilated examination conditions
Grading: X/P/M/D

026/ 526	Duration: 2 hours		
Unit	Unit Title	Number of marks	%
231	Equine Health and Welfare	17	34
232	Working in the Equine Industry (Learning Outcome 2 only)	6	12
234	Horse tack and equipment (Learning Outcome 1 only)	4	8
217	The principles of feeding and watering horses	6	12
222	Introduction to lungeing horses (Learning Outcome 2 only)	6	12
n/a	Integration across units	11	22
	Total	**50**	**100**

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

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

6   Moderation and standardisation of assessment

City & Guilds' externally set assignments for technical qualifications are designed to draw from across the qualifications' content, and to contribute a significant proportion towards the learner's final qualification grade. They are subject to a rigorous external quality assurance process known as external moderation. This process is outlined below. For more detailed information, please refer to 'Marking and moderation - Technicals centre guidance' available to download on the City & Guilds website.

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

Supervision and authentication of internally assessed work
The Head of Centre is responsible for ensuring that internally assessed work is conducted in accordance with City & Guilds' requirements.
City & Guilds requires both tutors and candidates to sign declarations of authenticity. If the tutor is unable to sign the authentication statement for a particular candidate, then the candidate's work cannot be accepted for assessment.

Internal standardisation
For internally marked work[4] the centre is required to conduct internal standardisation to ensure that all work at the centre has been marked to the same standard. It is the Internal Quality Assurer's (IQA's) responsibility to ensure that standardisation has taken place, and that the training includes the use of reference and archive materials such as work from previous years as appropriate.

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

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

The reworked and/or supplemented original evidence must be remarked by the tutor in advance of the original moderation deadline and the moderator informed of any candidates who have been allowed to resubmit evidence.
The process must be managed through the IQA. The justification for allowing a resubmission should be recorded and made available on request. The use of this provision will be monitored by City & Guilds.

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[4] For any internally assessed optional unit assignments, the same process must be followed where assessors must standardise their interpretation of the assessment and grading criteria.

Internal appeal

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

Centres cannot appeal the outcome of moderation for individual candidates, only the moderation process itself. A request for a review of the moderation process should be made to **appeals@cityandguilds.com**.

Moderation

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

Where moderation shows that the centre is applying the marking criteria correctly, centre marks for the whole cohort will be accepted.

Where moderation shows that the centre is either consistently too lenient or consistently too harsh in comparison to the national standard, an appropriate adjustment will be made to the marks of the whole cohort, retaining the centre's rank ordering.

Where centre application of the marking criteria is inconsistent, an appropriate adjustment for the whole cohort may not be possible on the basis of the sample of candidate work. In these instances a complete remark of the candidate work may be necessary. This may be carried out by the centre based on feedback provided by the moderator, or carried out by the moderator directly.

Moderation applies to all internally marked assignments. Following standardisation and marking, the centre submits all marks and candidate work to City & Guilds via the moderation platform. The deadline for submission of evidence will be available on Walled Garden. See the *Marking and moderation - Technicals Centre Guidance* document for full details of the requirements and process.

In most cases candidate work will be submitted directly to the moderator for moderation. This includes written work, photographic and pictorial evidence, or video and audio evidence. For some qualifications there will be a requirement for moderators to visit centres to observe practical assessments being undertaken. This will be for qualifications where the assessment of essential learner skills can only be demonstrated through live observation. The purpose of these visits is to ensure that the centre is assessing the practical skills to the required standards, and to provide the moderators with additional evidence to be used during moderation. These visits will be planned in advance with the centre for all relevant qualifications.

Post-moderation procedures

Once the moderation process has been completed, the confirmed marks for the cohort are provided to the centre along with feedback from the moderator on the standard of marking at the centre, highlighting areas of good practice, and potential areas for improvement. This will inform future marking and internal standardisation activities.

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

Centres retaining evidence

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

7   Grading

Awarding individual assessments

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

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

Grade descriptors

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

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

- Carry out an evaluation in a systematic way, focussing on relevant quality points, identifying areas of development/ improvement as well as assessing the fitness for purpose of the outcome.

Awarding grades and reporting results

The overall qualification grade will be calculated based on aggregation of the candidate's achievement in each of the assessments for the mandatory units, taking into account the assessments' weighting. The **Level 2 Technical Certificate in Equine**

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

The approximate pass grade boundary for the synoptic assignment(s) in this qualification are:

Synoptic Assignment	Pass Mark (%)
025	40

Please note that each synoptic assignment is subject to an awarding process before final grade boundaries are confirmed.

The health and safety assessment 230 must be passed to achieve the qualification. This assessment is graded pass/fail.

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

Assessment method	Grade scale	% contribution
Synoptic Assignment	X/P/M/D	60%
Exam	X/P/M/D	40%

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

	Pass	Merit	Distinction
Assignment: 60%	6	12	18
Exam: 40%	6	12	18

The candidate's points for each assessment are multiplied by the % contribution of the assessment and then aggregated. The minimum points required for each qualification grade are as follows:

Qualification Grade	Points
Distinction*	20.5
Distinction	17
Merit	11
Pass	6

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

8 Administration

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

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

For this qualification, standards and rigorous quality assurance are maintained by the use of:
- internal quality assurance
- City & Guilds external moderation.

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

To meet the quality assurance criteria for this qualification, the centre must ensure that the following procedures are followed:
- suitable training of staff involved in the assessment of the qualification to ensure they understand the process of marking and standardisation
- completion by the person responsible for internal standardisation of the Centre Declaration Sheet to confirm that internal standardisation has taken place
- the completion by candidates and supervisors/tutors of the record form for each candidate's work.

External quality assurance

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

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

Enquiries about results

The services available for enquiries about results include a review of marking for exam results and review of moderation for internally marked assessments.

For further details on enquiries and appeals process and for copies of the application forms, please visit the **appeals page** of the City & Guilds website at **www.cityandguilds.com.**

Re-sits and shelf-life of assessment results

For the synoptic theory exam and synoptic assignment, candidates who have failed an assessment or wish to re-take it in an attempt to improve their grade, can re-sit assessments **once only**. The best result will count towards the final qualification. See guidance on individual assessment types and re-sit conditions in Section 5.

Factors affecting individual learners

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

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

Malpractice

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

Examples of candidate malpractice are detailed below (please note that this is not an exhaustive list):
- falsification of assessment evidence or results documentation
- plagiarism of any nature
- collusion with others
- copying from another candidate (including the use of ICT to aid copying), or allowing work to be copied
- deliberate destruction of another's work
- false declaration of authenticity in relation to assessments
- impersonation.

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

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

Access arrangements and special consideration

Access arrangements are adjustments that allow candidates with disabilities, special educational needs and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

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

Please refer to the *JCQ access arrangements and reasonable adjustments and Access arrangements - when and how applications need to be made to City & Guilds* for more information. Both are available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

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

Applications for either access arrangements or special consideration should be submitted to City & Guilds by the Examinations Officer at the centre. For more information please consult the current version of the JCQ document, *A guide to the special consideration process*. This document is available on the City & Guilds website: **http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library/policies-and-procedures/access-arrangements-reasonable-adjustments**

Unit 230   Health and safety for the land-based industries

Level:	2
GLH:	30

What is this unit about?

The purpose of this unit is for learners to understand the principles and importance of health and safety within land-based settings. This unit covers health and safety legalisation which provides the requirements upon which policies and procedures within the industry are based.

Working in land-based roles is exciting and varied but operating in these environments can be dangerous and present potential risks and hazards. This unit must be taught alongside **all** technical units within the qualification ensuring learners gain an appreciation of its importance and so that they are equipped with knowledge and understanding to protect themselves and others when working in the industry. As part of this unit learners will look at the legislation that is in place to maintain safety, the requirements for risk assessment and how these impact on working practices.

This unit also introduces learners to the basic requirements of fire prevention, safe manual handling and basic first aid.

Learners should consider the following questions as a starting point to this unit:
- What is the difference between a hazard and a risk?
- What legislation covers health and safety when working in land-based environments?
- How should heavy materials or equipment be moved safety?
- What different types of fire prevention equipment are there?

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

Learning outcomes
In this unit, learners will:
1. Understand the impact legislation has on land-based industries
2. Understand risk assessment requirements for land-based industries
3. Understand safe working practices when working in land-based industries

Learning outcome:

1. Understand the impact legislation has on land-based industries

Topics

1.1   Legislation relevant to land-based industries
1.2   Employer and employee responsibilities

Topic 1.1

The following legislation applies in the land-based sector. For purposes of assessment, there is no requirement for detail, but learners must appreciate that there is legislation and where each applies.

Legislation:

- Health and Safety at Work Act etc (HASAW) (1974)
- Provision and Use of Work Equipment Regulations (PUWER) (1998)
- Reporting of Injuries Diseases and Dangerous Occurrences Regulations (RIDDOR) (2013)
- Control of Substances Hazardous to Health (COSHH) Regulations (2002)
- Management of Health and Safety at Work Regulations (1999)
- Personal Protective Equipment Regulations (PPE) (1992)
- Regulatory Reform (Fire Safety) Order (2005)
- Environmental Protection Act

NB - Health and safety relating to specific tasks/practices will be covered within the relevant specific unit.

Topic 1.2

Employer responsibilities under health and safety regulations:

- Providing healthy work environment – washing facilities, toilets, ventilation, heating and lighting, no smoking policy, first aid
- Providing safe work environment - signage, PPE, fire safety, risk assessments, safe equipment
- Training
- Reporting

Employee responsibilities when health and safety legislation:

- Responsibility for own personal health and safety
- Co-operation with employer
- Not interfering with or misusing equipment/provisions (e.g. alarms, signage) provided for health, safety and welfare
- Lines of reporting for:
  - Accidents
  - Faults
  - Damage
- Following instructions and safe working practice (using PPE where provided)
- Helping others and sharing good practice

Learning outcome:

2. Understand risk assessment requirements for land-based industries

Topics
2.1   Risk assessment terminology
2.2   Hazards, risks and control measures

Topic 2.1
Definitions of risk assessment terminology:
- Generic risk assessment
- Site specific
- Task specific
- Emergency action plan
- Method statement
- Hazard
- Risk
- Persons at risk (yourself, colleagues, general public)
- Control measures

Topic 2.2
The five step process for risk assessments:
- Identifying hazards
- Deciding who might be harmed and how
- Evaluating risks, deciding on precautions
- Recording finding and implementing
- Reviewing as required

Learning outcome:

3. Understand safe working practices when working in land-based industries

Topics
3.1   Manual handling principles
3.2   Basic first aid procedures
3.3   Fire safety principles

Topic 3.1
Principles of and techniques for manual handling, and consequences of not following:
- Legislative requirement
- Safe lifting techniques
- Use of mechanical aids
- Potential implications of poor manual handling – back injury, dropped and damaged goods/equipment
- That it is covered by manual handling risk assessment

Topic 3.2
First aid situations:

- Wounds/severe bleeding
- Burns
- Shock
- Unconsciousness
- Falls from height

Response to first aid situations:
- Procedures to be taken
- How and when to call for assistance
- Reporting requirements
- Own limitations when responding to first aid emergency

Topic 3.3
Principles of fire safety, procedures to follow, and fire safety equipment and their uses:
- Procedures for raising the alarm
- Evacuations and drills
- Types and uses of fire safety equipment:
    - Smoke detectors
    - Fire alarms
    - Fire extinguishers – water, dry powder, foam, CO2
    - Fire blankets
    - Fire hoses
- Own limitations when responding to potential fire emergency

Guidance for delivery

This unit links closely with all other units and provides the basis of knowledge required to work safely on all tasks in the range of land-based environments. Tutors should guide learners to develop their understanding of principles of health and safety required for working within the industry as learners will need to understand how these are essential for employment within the sector.

This is a knowledge only unit and although the majority of content could be delivered in a classroom environment, it is important that learners can relate this knowledge and understanding to real life working tasks and environments. Reference to this unit should be made when teaching the other practical units that make up this qualification.

It is expected that a range of delivery methods will be used including presentations, classroom discussions and individual study.

Topic 1.1 relates to legislation - there is no requirement for a detailed understanding at this level, but learners must appreciate where there is legislation, what they are and where each applies. Tutors should ensure that they keep up to date with changes and amendments to legislations covered by this unit and include delivery of locally relevant policy and standards where relevant.

Suggested learning resources

Websites

Health and Safety Executive (HSE)   www.hse.gov.uk

Unit 231   Equine health and welfare

Level:	2
GLH:	60

What is this unit about?

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

On completion of this unit, the learner will be able to maintain the health and welfare of horses. This includes identifying any signs of ill health or signs that would suggest impending problems and how to follow these through and fully support and monitor the horses' recovery. There is emphasis on the promotion of high animal welfare standards in a day to day situation throughout.

Learning outcomes

In this unit, learners will be able to
1. Monitor and maintain the health and wellbeing of horses
2. Understand how to promote and maintain the welfare of horses
3. Know common health problems, their prevention and treatment
4. Know the practices and principles of equine first aid

Scope of content

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

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

Learning outcome:

1. Monitor and maintain the health and wellbeing of horses

Topics

1.1 Signs of health in horses, incorporating routine health checks
1.2 Routine preventative applications and treatments for horses

Topic 1.1

Signs of health in horses and carry out routine health checks:

- Behaviour
- Movement and gait
- Appearance of eyes, ears, nose, mouth/ teeth, mucous membranes
- Appearance of coat, limbs/feet
- Faeces and urine

Normal parameters for temperature, pulse and respiration:

- Temperature: procedure for taking, including the use of digital and mercury thermometers
- Pulse rate: procedure for taking pulse
- Respiration rate: procedure for taking

When carrying out health checks, the procedures for recording findings.

Topic 1.2

Routine care and procedures:

- Foot care and shoeing
- Mouth / dental care
- Worming
- Vaccinations
- Costs and regional variations

Learning outcome:
2. Understand how to promote and maintain the welfare of horses

Topics

2.1 How legislation relates to the care of horses and the role of a groom
2.2 Care and husbandry requirements in relation to the five welfare needs
2.3 Role of euthanasia in animal welfare

Topic 2.1
The following is a guided list of the legislation that applies in the Equine sector. For purposes of assessment, there is no requirement for detail; however learners should be able to summarise the aims and purpose of the legislation, linking to other learning outcomes within this unit.

Centres should be up to date with legislation, policies and Codes of Practice used in the taught content.

Legislation
- Animal Welfare Act 2006 and Animal Health and Welfare act (Scotland) (2006)
- Welfare of Animal (Transport) Order 2006
- Control of Horses Act 2015
- The Veterinary Surgeons Act 1966
- The Welfare of Animals Regulations 1999 (slaughter or killing)
- The Animal Welfare (Licensing of Activities Involving Animals) (England) Regulations 2018
- Riding Establishment Act 1964 and 1970
- Horse Passports Regulations 2009

How legislation impacts the care of horses.

Topic 2.2
The relationship between the husbandry regimes to the welfare needs of the horses:
- Need for a suitable diet
- Need for a suitable environment
- Need to be able to exhibit normal behaviour patterns
- Need to be housed with, or apart, from other animals
- Need to be protected from pain, suffering, injury and disease.

Topic 2.3
Reasons when euthanasia is required for animal welfare reasons:
- Illness/ disease
- Injuries
- Age related problems

Learning outcome:

3. Know common health problems, their prevention and treatment

Topics

3.1 Common health problems, their prevention, signs, treatments and course of action

3.2 Definition of viruses, bacteria, fungal and parasitic diseases and disorders

In this outcome, learners will need to differentiate between and describe different common health problems. Learners will need to have an awareness of the causes of health problem, signs, treatment and prevention. A range of treatment and husbandry techniques can be investigated for a number of given diseases. Common disorders in horses can be highlighted through practices and influencing factors such as limitations in space, money or knowledge.

Topic 3.1:

Common health problems, prevention, signs, treatments and course of action:

- Diseases:
  - Equine influenza
  - Strangles

- Ecto-parasites and pathogens:
  - Ringworm
  - Thrush
  - Mites
  - Mange
  - Ticks
  - Lice
  - Bot eggs
  - Fleas

- Endo-parasites and pathogens:
  - Botulism
  - Worms

- Disorders:
  - Cushing's Syndrome
  - Rain scald
  - Mud fever
  - Sweet itch
  - Recurrent Airway Obstruction
  - Equine metabolic syndrome
  - Arthritis
  - Obesity
  - Osteochondritis dissecans (OCD)
  - Degenerative Joint Disease (DJD)
  - Laminitis

- Other:
  - Colic
  - Hoof abscess
  - Wounds
  - Choke

- Behavioural disorders:
  – Weaving
  – Box walking
  – Crib biting and wind sucking

Topic 3.2:
Definitions for parasitic, bacterial, viral and fungal infections

Learning outcome:
4. Know the practices and principles of equine first aid

Topics
4.1 The contents of a horse first aid kit
4.2 Assist in first aid procedures for common horse injuries and ailments

Topic 4.1
Contents of a horse first aid kit:
- Selection of bandages
- Cotton wool
- Sterile dressing materials
- Adhesive tape
- Rectal thermometer
- Tweezers
- Gloves
- Scissors
- Hand sanitizer
- Antiseptic solution
- Poultice
- Contact details for the local veterinary practice
- Waste disposal bag
- Non-prescription topical treatments

Topic 4.2
Assistance in first aid procedures for common injuries and aliments:
- Minor wounds
- Lameness
- Colic
- Choke
- Bites and stings
- Hoof injuries (abscesses)

Cost of common first aid treatments and equipment.

Professional protocol:
- Employers code of conduct and use of social media.

Guidance for delivery

This unit will provide the learner with the opportunity to grasp practical and theoretical skills for application in both controlled and emergency health situations. The health of every horse in our care is paramount to the focus and skills of the handler. With good practices employed, illnesses and contamination are minimised.

Learners will learn about the health and welfare of horses through lectures, practical demonstrations, regular and frequent management of health for horses as well as taking initiative to deal with situations as and when they arise.

Simulated scenarios will help the learner to relate their theory to physical execution. However safe practices should be emphasised at all times. Learners should be made aware of safe practices and encompass this into their work.

Throughout the delivery and assessment of this unit, emphasis should be placed upon horse welfare and the duty of care towards animals.

Centres are to be encouraged to run practical demonstrations wherever possible, however supervision and safe practices are key to success. The aim of learning about health and welfare of horses should not be at the detriment to the horses themselves. With clear instruction, both written and verbal, learners can develop these skills to a good standard within the timeframe.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with the currency of legislation, policies and Codes of Practice used in the taught content.

Suggested learning resources
Books

Veterinary notes for horse owners. London: Ebury Press. 2002. 18 ed.	Hayes MH and Knightbridger R
Practical veterinary nursing. BSAVA 3 ed. 1994.	Simpson G.
Veterinary Nursing. Oxford: Butterworth-Heinemann. 2003. 3 ed.	D R and Cooper B.

Websites

The Society of Practising Veterinary Surgeons	http://www.spvs.org.uk
The Royal College of Veterinary Surgeons	http://www.rcvs.org.uk

The Royal Veterinary College

http://www.rvc.ac.uk

http://survivalrivals.org/the-x-bacteria/animation

http://clearlyexplained.com/culture/health/infections/viruses/anim.html

http://nhscience.lonestar.edu/biol/animatio.htm

Unit 232　　　　　Working in the equine industry

Level:	2
GLH:	30

What is this unit about?

The equine industry is diverse and provides a wide range of career opportunities. It is important for those working in the industry to understand how it is organised and the professional standards required for those working in it.

The aim of this unit is to provide the learner with knowledge of the industry structure and the types of organisations that operate within it. Learners will understand their roles and responsibilities in supporting a business to achieve its commercial objectives.

As part of the unit requirements, learners must achieve 150 hours of work experience within the industry. This requirement is subject to external quality assurance through sampling of learner evidence, which must be provided by centres upon request by City & Guilds.

As part of the unit requirements, learners must complete 150 hours of work experience within the industry.

Learning outcomes

In this unit, learners will be able to

1. Know the structure of the equine industry
2. Know employment rights and responsibilities
3. Understand the organisation of business

Scope of content

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

Learning outcome:

1. Know the structure of the equine industry

Topic

1.1   Job roles
1.2   Industry associations
1.3   Industry events

Topic 1:1
Duties of different roles in the equine industry:
- Junior groom
- Junior equine retail assistant

Topic1:2
Roles of industry associations and support they offer:
- British Horse Society (BHS)
- British Equestrian Trade Association (BETA)
- British Horseracing Authority (BHA)
- British Show jumping (BS)
- British Eventing (BE)
- British Dressage
- The Pony Club
- British Grooms Association
- Royal College of Veterinary Surgeons (RCVS)
- Racing Welfare

Topic 1:3
Purpose, activities involved and key dates for industry events:
- Badminton Horse Trials
- The Cheltenham Festival
- Major Point to Points
- Burghley Horse Trials
- Bramham Horse Trials
- Olympia
- The Horse of the Year Show
- Liverpool International Horse Show
- The Grand National
- Queens Cup Polo
- National Horse Driving Trials
- Royal Windsor International Horse Show

Learning outcome:

2. Know employment rights and responsibilities

Topics

2.1   Employment rights
2.2   Employee responsibilities

Topic 2:1
Employment rights of employees:
- Safe working environment
- Training
- Rest periods
- Holidays
- Minimum wage
- Living wage
- Contract of payment

Topic 2:2
Responsibilities of employees:
- Punctuality
- Safety of others
- Maintain the working environment

Learning outcome:

3. Understand the organisation of business

Topics
3.1   Business structures
3.2   Organisational policies
3.3   Promotion of the organisation

Topic 3:1
Organisational hierarchies and cultures of different types of business:
- Tack shop
- Riding school
- Livery yard
- Competition yard
- Racing yard

Topic 3:2
Content of different types of policies:
- Health and safety
- Complaints
- Dress code
- Use of social media
- Attendance
- Professional standards

Suitability of types of promotion:
- Displays

- Posters
- Leaflets
- Websites
- Social media
- Events

Implications of social media:
- Use of personal social media
- Negative social media comments
- e-safety

Guidance for delivery

Learners on centre-based courses should have experience of the type of work that they hope to do and of the expectations of potential future employers. Some level 2 learners are likely to already have experience of working in the equine industry, so this unit seeks to provide new experience opportunities for these learners.

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

Any Act or legislation that is sector specific should be adhered to.

Learners must complete 150 hours work experience. Centres should be mindful of their responsibilities for ensuring that work placements have appropriate supervision, insurance and health and safety policies in place and that learners have access to appropriate support whilst on placement. This requirement is subject to external quality assurance through sampling of learner evidence, which must be provided by centres upon request by City & Guilds.

Provided it meets the requirements detailed in the Qualification Handbook and the Employer Involvement Centre Guidance, this work experience can also count as the meaningful employer involvement component that all learners are also required to undertake.

In these instances, centres must record work experience activities on the Employer Involvement Planner and Tracker and retain records confirming each learner's attendance at these placements. These must be made available to City & Guilds if required, as part of our standard quality assurance monitoring.**Employer engagement**

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources

Websites

British Horse Society (BHS)	www.bhs.org.uk
British Equestrian Trade Association (BETA)	www.beta-uk.org
British Horseracing Authority (BHA)	www.britishhorseracing.com
British Show jumping (BS)	www.britishshowjumping.com
British Eventing (BE)	www.britisheventing.com
British Dressage (BD)	www.britishdressage.co.uk
The Pony Club	www.pcuk.org
British Grooms Association	www.britishgrooms.org.uk
Royal College of Veterinary Surgeons (RCVS)	www.rcvs.org.uk
Racing Welfare	www.racingwelfare.org.uk

Unit 233   Introduction to Equine Anatomy and Physiology

Level:	2
GLH:	30

What is this unit about?

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

Learning outcomes

In this unit, learners will be able to

1. Understand the structure of the skeletal system in a horse
2. Understand the location of organs and structure of the digestive system in a horse

Scope of content

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

Learning outcome:

1. Understand the structure of the skeletal system in a horse

Topics

1.1   Points of a horse
1.2   Basic skeletal anatomy of a horse
1.3   The structure of the lower limb

Topic 1.1
Location of the points of a horse.

Topic 1.2
Main bones of the axial and appendicular skeleton.
Axial:

- Skull
- Vertebrae including axis and atlas
- Ribcage

Appendicular:

- Scapula
- Humerus
- Radius
- Ulna
- Carpels
- Pelvis
- Femur
- Tarsals
- Phalanges

Topic 1.3
The structure of the lower limb:

- Bones
- Tendons and ligaments
- The hoof

Learning outcome:

2. Understand the location of organs and structure of the digestive system in a horse

Topics

2.1 Location of the main organs
2.2 Structure of the digestive system in horse

Topic 2.1
Main organs:
- Oesophagus
- Trachea
- Heart
- Lungs
- Liver
- Kidneys
- Spleen
- Stomach
- Bladder
- Small intestine
- Large intestine

Topic 2.2
Digestive system structure in a horse:
- Buccal cavity
- Oesophagus
- Stomach
- Liver
- Small intestine
- Caecum
- Small Colon
- Large Colon
- Rectum
- Anus

Guidance for delivery

This unit is designed to provide the learner with the foundation knowledge on horse anatomy and physiology, which they can use in their employment or further studies in the equine industry.

Even though it is expected that the majority of this unit content will be delivered via lectures, learners would benefit from having practical elements incorporated into the delivery to aid understanding.

It is anticipated that the knowledge within this unit links to other units where opportunities exist such as health and welfare, and tack and equipment within a practical context.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources
Books

Animal Biology and Care 2nd Edition. Blackwell Publishing Ltd. 2006.
ISBN-13: 978-1-4051-3795-9.

Dallas SE.

Biology at a Glance.
Manson Publishing Ltd. 2003.
ISBN: 1-84076-031-1.

Dodds J.

GCSE Biology Revision Guide.
Coordination Group Publications Ltd. 2007.

Parsons R.

Biology for Life for GCSE.
Nelson Thornes Ltd. 2000.

Roberts MBV.

Unit 234   Horse tack and equipment

Level:	2
GLH:	30

What is this unit about?

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

This unit covers the fundamentals of fitting and removing horse equipment. The learner will be able to select and fit different types of rugs and bandages. They will also be able to select, fit and remove different types of horse tack. The learner will also be able to remove equipment.

Learning outcomes

In this unit, learners will be able to

1. Know types of horse tack and equipment
2. Apply tack and equipment

Scope of content

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

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

Learning outcome:

1. Know types of horse tack and equipment

Topics

1.1 Saddles, bridles and other tack
1.2 Boots and bandages
1.3 Rugs

Topic 1.1
Bridles:
- Types of bits
- Nosebands
- Reins

Saddles:
- General purpose
- Jumping
- Dressage

Other tack:
- Breast plates
- Girths
- Numnahs
- Saddle cloths
- Martingales

Topic 1.2
Boots:
- Brushing
- Tendon
- Overreach

Bandages:
- Stable
- Tail
- Travel
- Exercise

Topic 1.3
Rugs:
- Turnout
- Stable
- Under rugs
- Hoods
- Exercise sheets

Learning outcome:

2. Apply tack and equipment

Topics

2.1   Apply and remove tack and equipment

Topic 2.1
Tack and equipment:
- Snaffle bridle with a cavesson noseband
- General purpose saddle including numnah and girth
- Brushing boots
- Overreach boots
- Stable rug
- Turnout rug with leg straps
- Running martingale

Professional protocol, safety procedures and animal welfare to be met at all times.

Guidance for delivery

This unit is designed to provide the learner with sound knowledge and skills required to safely and effectively recognise, fit and remove a range of horse tack and equipment.

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

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

Learners working towards level two are expected to have some prior knowledge and experience of fitting horse tack and equipment. This unit aims to give the learner fundamental knowledge and practical skills involved when using tack and equipment. Emphasis should be placed on practical work. It is anticipated that work within this unit links to other units where opportunities exist within routine care and riding units to use equipment within a practical context.

Learners must be given the opportunity to work with a range of horses and equipment in different situations which reflects current industry practice. The importance of health and safety and the welfare of animals are important throughout this unit.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources

Books

BHS Complete Manual of Horse and Stable Management. Kenilworth Press Ltd. 2008. ISBN 905693184	Auty I and Batty-Smith J.
The BHS Complete Training Manual for Stage 1. Kenilworth Press Ltd. 2008. ISBN 1905693207	Auty I and Linington-Payne M.
The Complete Guide to Horse Care (Practical Handbook). Lorenz Books. 1999. ISBN 0754800200	Draper J.
Horse Care and Riding: A Thinking Approach. David & Charles PLC. 1998. ISBN 0715302200	McBane S.
The Complete Horse Care Manual. Dorling Kindersley. 2003. ISBN 0751337587	Vogel C.

Unit 216   Undertake routine stable duties

Level:	2
GLH:	60

What is this unit about?

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

The unit covers the daily stable routines and specifically relates to the activities carried out by stable staff. The learner will be expected to prepare and maintain the stable environment. This will include daily mucking out and bedding down and further takes account of care through the day. The learner will also be able to clean and maintain work and surrounding stable and storage areas.

Learning outcomes

In this unit, learners will be able to
1. Prepare, clean and maintain stables
2. Carry out stable duties working safely and effectively
3. Clean and maintain tack

Scope of content

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

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

Learning outcome:

1. Prepare, clean and maintain stables

Topics

1.1 Assess suitability of bedding and bed down according to instructions
1.2 Clean and maintain different types of bedding within the stable environment
1.3 Provide food and clean, fresh water
1.4 Initial morning checks

In this outcome, learners will be expected to have experience of daily routine activity within a working environment. Learners should be able to work with a variety of bedding materials and assess their use. Learners should be provided with the physical opportunity to work with horses, to maintain stables and the surrounding working and storage areas within a working routine. They should be encouraged and guided to handle horses with an emphasis on safe working practice in all elements of routine horse and stable care.

Topic 1.1
Commonly used bedding materials:
- Straw
- Shavings
- Paper
- Rubber matting
- Other

The suitability of particular bedding materials and why they may be chosen:
- Health conditions
- Allergies and respiratory disorders
- Horses eating their bedding
- Disposal

Topic 1.2
Clean and maintain bedding within the stable:
- Muck out
- Skip out
- Deep litter
- Day beds and night beds
- Commonly used bedding materials: straw, shavings, paper and rubber matting

Topic 1.3
Food:
- Providing food within routine activity
- Feeding at different times of the day
- The feeding of concentrate and roughage
- When to feed and when not to
- Weighing feed and following directed diet requirements
- Maintaining cleanliness

- Bowls
- Mangers
- Feeding from the floor
- Using hay nets

Providing regular clean fresh water within routine activity:
- Water buckets
- Automatic waterers
- Checking of water supply and how much a horse may drink
- Cleanliness of receptacles

Topic 1.4
Initial morning checks:
- Check horse rugs have not slipped or been damaged
- Horse not too warm/cold
- Stable bandages if used have not slipped or come undone
- Any clothing requiring attention is dealt with appropriately
- Visual health check

Learning outcome:
2. Carry out stable duties working safely and effectively

Topics
2.1 Carry out daily routine stable duties
2.2 Safe lifting and manual handling
2.3 Routines and impact of horse welfare

In this outcome, learners should take part in routine activity which includes the daily maintenance of stable yard facilities, arenas and ancillary rooms. It is expected that maintenance of feed rooms and store, hay barn and muck heap would be an integral part of routine activity. Learners should be provided with the physical opportunity to carry out routine work with an emphasis on safe working practice.

Topic 2.1
Care of and maintenance of surrounding stable areas:
- Stable yard
- Muck heap
- Hay and bedding storage
- Tack room
- Feed room
- Tool area
- Drains
- Receptacles
- Arena

Maintenance of stables:
- Walls
- Doors windows
- Fittings and their safe location

- Ventilation and the avoidance of drafts
- Light (natural and artificial)
- Location and type of lighting
- Security (doors and gates)
- Location and size of stables to suit individual horse need
- Maintaining a safe working environment
- Bio-security

Topic 2.2

Safe lifting and manual handling:

- Water buckets
- Use of wheel barrows
- Carrying and moving feed
- Requirements for assistance (large objects)

Topic 2.3

The importance of routine and impact on horse welfare:

- Behaviour
- Effective running of the yard

Learning outcome:

3. Clean and maintain tack

Topics

3.1 Take apart and assemble bridles and saddles
3.2 Clean tack
3.3 Check condition of tack

In the delivery of this learning outcome, learners should take apart and reassemble snaffle bridles and saddles. The bridle should include a noseband and when handling a saddle they should gain the ability to remove stirrups, stirrup leathers and irons, numnahs and girths. It is recommended that tack cleaning could be included within routine activity and should include buckles, stitching, condition of leather, cracks and splits, rusting of metal components.

Topic 3.1

Take apart and reassemble:

- Stirrup leathers and irons
- Girth
- Numnah
- Bit
- Reins
- Noseband
- Brow-band
- Headpiece
- Martingale
- Breastplate

Topic 3.2

The reasons for and when to:

- Clean tack
- Method of cleaning tack
- Frequency
- Problems that may occur if tack not cleaned correctly and regularly.
- Equipment needed to clean tack (sponges, saddle soap, oil)

Topic 3.3

The reasons why it is important to:

- Check condition of tack
- Procedure for checking tack and what to look for: buckles, stitching, condition of leather, cracks and splits, rusting metal parts (bits and buckles)

Guidance for delivery

This unit is designed to provide the learner with the skills and knowledge to carry out routine stable duties.

Throughout this unit the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and be familiar with accepted practices and behaviour within the context in which they are working. It is expected that learners will undertake regular routine stable activity, which must be observed by the tutor. Their experience should cover the full working day to include all aspects of routine care, (morning, afternoon and evening stables and the maintenance of the stable yard). Care and welfare of the horses is an important aspect of this unit and it is expected that opportunities will be used to promote routine horse care.

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

Learners working toward level 2 may have some experience of routine horse care and stable duties. The unit aims to extend the learners practical skills and increase their awareness for daily care and yard activity. Emphasis should be placed on practical work and on the importance of understanding the needs for maintaining routine care. It is important that learners understand recognised work practice in relation to health and safety and animal health and welfare.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning outcome

Books

BHS Complete Manual of Stable Management.
Kenilworth Press. 2008.

Batty- Smith J., Auty I Batty

Unit 217   The principles of feeding and watering horses

Level:	2
GLH:	30

What is this unit about?

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

This unit introduces the learner to the feeding and watering of horses. The learner will be able to feed and water horses in a practical situation. They will also cover the basics of ration formulation and the factors to consider when preparing individual diets for horses.

Learning outcomes

In this unit, learners will be able to
1. Feed and water horses
2. Understand the impact of feeding horses

Scope of content

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

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

Learning outcome:

1. Feed and water horses

Topics

1.1   Principles of feeding and watering horses
1.2   Basic feeding routine for stabled horses and horses at grass
1.3   Prepare feed according to instructions to include concentrates and roughage
1.4   Provide feed and water to horses in the required place according to procedures for both stabled and grazing horses
1.5   Report on changes in feeding and drinking habits of horses to the appropriate person

When delivering this outcome, the use of stable resources is essential and visiting established feed rooms and observing routine care in feeding operation is crucial. The importance of outlining the rules of feeding and watering is covered and the linking of feeding routines to the working environment is essential. The recognition of health and safety and the welfare of horses must be promoted.

Topic 1.1
Principles of feeding:
- Rules of feeding
- Basic rations
- Forage to concentrate ratios
- Feeding regimes for stabled and grass kept horses
- Why rules of feeding are important including ensuring no cross contamination and anti-doping

Principles of watering:
- Rules of watering
- Buckets
- Automatic waterers
- Natural sources
- Why rules of watering are important

Topic 1.2
Basic feeding routines:
- Feed amounts
- Timings
- Checking
- Procedure
- Maintaining a tidy feed room and store area
- Maintenance of the hay barn
- Health and safety considerations

Learners should have the opportunity to work with a range of feedstuffs with the emphasis on identifying good and poor quality concentrate feed and roughage. Access to feed charts or guides detailing food types and amounts are an essential part of this outcome. Safe working

practices should be followed when providing feed and water to horses in the stable and at grass. Opportunities for the learners to observe and report changes in feeding and drinking habits are essential.

Topic 1.3
Preparation of feed according to instructions:
- Interpretation of feed charts
- Select feed
- Weighing out
- Correct preparation
- Checking
- Feed bowls
- Mangers
- Utensils
- Care
- Cleaning
- Storage
- Checking for cross contamination and anti-doping

When preparing rations, identification of feedstuffs and assessing quality including concentrates and roughage.

Recognition of feed stuffs:
- Concentrates
- Forage
- Supplements in general use

Quality:
- Good and poor quality feeds for example dusty, mouldy and rancid
- Signs and effects of vermin contamination
- Consequences of feeding poor quality feed

Topic 1.4
The feeding of roughage:
- Hay nets
- Feeding on the floor
- Soaked hay
- Hay racks

Feeding concentrates using:
- Feed buckets and bowls
- The use of mangers
- Feeding at appropriate times
- Health and safety considerations when feeding stabled and groups of grass kept horses

Topic 1.5
Reporting on changes in feeding and drinking:
- Recognition of increased or decreased appetite or water intake
- Fussy eaters
- Accurate reporting

Learning outcome:

2. Understand the impact of feeding horses

Topics

2.1 Basic dietary needs and nutrient content requirements
2.2 Considerations to be taken into account when setting individual diets
2.3 Assessing horses for weight and condition

Opportunities for learners to investigate nutrient content of feed and dietary need should be developed. Attention maybe drawn to analysis of food packaging labels to make the learners aware of the role of dietary nutrients in foodstuffs. Learners should be given a range of examples to consider when setting individual diets.

Topic 2.1

Basic dietary needs:

- Feeding for maintenance and work
- The importance of roughage in the diet
- Amounts and proportions of feed

Topic 2.2

Factors when setting individual diets:

- Age
- Breed
- Size
- Temperament
- Workload
- Health
- Weight
- Condition
- Reproductive status
- Environment
- The rules of feeding when adjusting feeds

Consideration of weight and condition is essential with opportunity made to discuss a variety of horses, their condition and needs. The recognition of health and safety and the welfare of horses must be promoted within this outcome.

Topic 2.3

Assessment of the horse's weight:

- Weigh tape
- Weigh bridge

In carrying out the assessment, recognition of overweight, underweight and optimum weight to include fit and unfit horses, recognition of good health in relationship to condition.

Guidance for delivery

This unit is designed to provide the learner with the knowledge and skills required to feed and water horses. Feeding and watering horses is one of the most basic and essential aspects of horse care and competence. It is essential that learners develop knowledge and skills through practice and work within a stable yard environment. Throughout the unit the emphasis should be on safe

working. It is expected that learners will be aware of safe working practices and accepted behaviour within the context in which they are working.

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

It is anticipated that learners working at level 2 may have gained some previous experience of working with horses. This unit will aim to extend the learners knowledge and awareness of the principles of feeding horses. Learners at this level will be expected to identify good and poor quality feed and prepare rations for horses. They should also demonstrate the ability to assess horses for weight and condition and work out a basic ration for a horse. An understanding of the rules of feeding is important as is an awareness of the health and safety issues involved when feeding horses.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources

Books

BHS Complete Manual of Stable Management. Kenilworth Press. 2008.   Auty I & Batty-Smith J.

Horse Nutrition and Feeding. Wiley Blackwell. 1999.   Pilliner S & Davies Z.

Journals

Horse and Hound
Other Equestrian Magazines

Unit 235   Horse handling and grooming

Level:	2
GLH:	30

What is this unit about?

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

This unit introduces the learner to the correct handling and restraint techniques for horses. The learner will be able to handle and restrain horses for a range of purposes. They will be able to use a range of restraint equipment and techniques correctly and safely.

Learning outcomes

In this unit, learners will be able to
1. Handle horses using specified methods
2. Carry out a basic groom of a horse

Scope of content

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

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

Learning outcome:

1. Handle horses using specified methods

Topics

1.1 Handle horses correctly and safely
1.2 Fit and use appropriate tack and equipment for handling horses
1.3 Horse handling techniques according to instructions

In this outcome, learners will be required to handle horses using specified methods. There is always potential for injury when restraining large animals, such as horses, and it is important that safe techniques for handling are demonstrated to the learner by an experienced person before the learner attempts handling. It is important that a variety of equipment is available for use and that there are sufficient number of horses and/or points of a suitable temperament.

Topic 1.1
Catching and releasing of a horse in stable and in a field using:
- Head collar and lead rope
- Leading, turning and stopping
- Standing up for inspection
- Specific situations in the stable and in the yard

Topic 1.2
Fit and use equipment:
- Head collar
- Bridles
- Chifney
- Control head collar or similar
- Lunge line

Handling techniques, as appropriate:
- Hold up a leg
- Maintaining safe positioning of horse and handler
- Assistance

Topic 1.3
Handling for:
- Clipping
- Trimming
- Veterinary examinations and treatments

Learning outcome:

2. Carry out a basic groom of a horse

Topics

2.1   Contents of a grooming kit

2.2   Groom a horse as part of their regular routine

2.3   How to recognise if the horse is becoming stressed during restraint and when to seek assistance

Topic 2.1

Grooming kit:

- Body brush
- Dandy brush
- Metal curry comb
- Plastic/ rubber curry comb
- Hoof pick
- Stable rubber
- Sponges x 2
- Water brush
- Tail bandage

Topic 2.2

Grooming of a horse:

- Full groom with quartering
- Picking out feet and checking of shoes
- Applying tail bandage safely and efficiently

Topic 2.3

Mental state of horse during restraint:

- Signs of stress
- Agitation or discomfort
- Sweating or blowing
- Difficult behaviour (striking out, crushing handler, when to seek help, use of sedation, care of horse after restraint)

Awareness of horse behaviour and mental state when under restraint:

- When a horse is cast
- Correct use of Personal Protective Equipment (PPE)
- Health and safety

Guidance for delivery

This unit is designed to provide the learner with the skills to handle horses for a variety of purposes. The unit should cover methods of restraint and reasons why horses may need to be restrained.

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

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and

can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

Learners working at level 2 are likely to have a variety of previous experiences in handling horses but may have limited experience of restraining horses. Time must be made to encourage less confident learners to achieve and allowance should be made for more competent learners to develop their skills further where this is possible.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggest learning resources

Books

The British Horse Society Complete Manual of Stable Management – 2nd Edition. Kenilworth Press. 2008. ISBN 905693184	Auty I.
Horse and Stable Management 4th Edition. Blackwell Publishing. 2002	Houghton Brown J.
Perfect Manners. Ebury Press. 2002	Marks K.
Handling and Understanding the Horse. Lyons Press. 2004	Pavord M and T.
Safety – Threshold Picture Guides 14. Kenilworth Press. 1998	Webber T.

Unit 236   Principles of horse behaviour

Level:	2
GLH:	30

What is this unit about?

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

This unit introduces the learner to the principles of horse behaviour. The unit covers how the natural instincts of the horse can be harnessed to modify behaviour.

Learning outcomes

In this unit, learners will be able to
1. Understand the natural lifestyle of the horse
2. Understand the impact of management strategies on the horse

Scope of content

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

Learning outcome:

1. Understand the natural lifestyle of the horse

Topics

1.1 Natural instincts of horses
1.2 Natural lifestyle of horses
1.3 Body language and communication of horses

This outcome requires learners to investigate the natural lifestyle and instincts of the horse. Recognition of natural behaviours should provide learners with a greater awareness and understanding of horses in their care.

Topic 1.1
Natural instincts:
- Living in a herd and social interaction
- Grazing
- Flight or fight response
- Breed differences

Topic 1.2
Natural lifestyles:
- Herd make up of harem and bachelor groups
- Herd hierarchy and lifestyle activities (grazing, sleeping, rolling, grooming, playing and mating)

Topic 1.3
Body language sand communication:
- Recognition of body language (dominant; submissive; threat/fear)
- Vocal communication in horses

Learning outcome:

2. Understand the impact of management strategies on the horse

Topics

2.1   The changes in horse lifestyle and behaviour that are created by traditional   management
2.2   Common behavioural problems

Topic 2.1
Management:
- Stabling
- Restricted access to grazing
- Limited opportunities for social interaction
- Controlled exercise
- Changes in diet and feeding patterns and the effects of these on behaviour

Topic 2.2
Common behavioural problems in horses:
Recognition of abnormal and stereotypical behaviours:

- Crib biting
- Wind sucking
- Weaving
- Box walking
- Changes in temperament
- Problems when being handled and tacked up, such as biting and barging or ridden such as napping or bucking

Guidance for delivery

Learners will be able to explain the differences in lifestyle of wild and domesticated horses and the changes in behaviour created by traditional management practices. The learner will then develop their ability to recognise both normal and abnormal behaviours in stable and grass kept horses.

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

It is anticipated that learners working toward Level 2 may have gained some experience working with horses previously. The unit will aim to extend the learners knowledge and awareness of the principles of horse behaviour. Although learners at this level will not be expected to train horses they will be expected to recognise behaviour traits and to monitor and report accordingly. A strong regard for the horses lifestyle and the impact of domestication is important, as is the recognition of health and safety when dealing with behavioural issues.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources

Books

The Nature of Horses: Their Evolution, Intelligence and Behaviour. Phoenix. 1998.	Budiansky S.
The Behaviour of the Horse. CABI Publishing. 1992.	Fraser A F.
Equine Behaviour: Principles and Practice. Wiley Blackwell. 1998.	Mills D and Nankervis K.

Unit 237   Riding horses under supervision

Level:	2
GLH:	60

What is this unit about?

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

This unit covers the basics of riding horses on the flat. The learner will be able to prepare horses for ridden exercise, including adjusting the girth and stirrups. The learner will demonstrate a balanced riding position in walk, trot and canter. The learner will also know how to ride safely on the road.

Learning outcomes

In this unit, learners will be able to
1. Prepare for ridden work on the flat
2. Ride a horse safely in walk, trot and canter
3. Understand how to ride on the road

Scope of content

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

Throughout the unit, the emphasis should be on safe working. It is expected that the learners are guided towards safe working practices and maintaining the welfare of the animals by recognising and minimising stress. Reference to health and safety legislation, and appropriate standards should be made whenever appropriate throughout delivery of the unit, but there is no requirement for a detailed understanding at this stage.

Learning outcome:

1. Prepare for ridden work on the flat

Topics

1.1 Tack up a horse correctly
1.2 Check tack for safety prior to mounting
1.3 Use appropriate personal protective equipment and clothing
1.4 Mount and dismount the horse according to instructions and adjust girth and   stirrups to suit

In this outcome, learners will be required to prepare horses for ridden work. Learners should be encouraged to work with a range of horses, with the emphasis on safe working and dealing with horses with consideration. Guidance should be given regarding selection of tack and equipment but learners will be expected to develop some autonomy as the unit progresses.

Topic 1.1
Selecting the horse's tack:
- Saddle
- Bridle
- Boots if worn

Correct fitting of:
- Saddle
- Bridle
- Boots

Topic 1.2
Safety checks:
- Girth
- Stirrup leathers
- Reins
- Runners and keepers tucked in
- Numnah/saddle pad fitted smoothly and pulled up to clear withers
- Buckle guards pulled down
- Boots correctly fitted if worn
- Cleanliness of tack

Topic 1.3
Correct riding wear:
- Hat
- Boots
- Gloves
- Jodhpurs/breeches

- Appropriate clothing and equipment for weather

Topic 1.4
Correct procedure according to centre policy:
- Positioning of horse
- Mounting block
- Leg up
- Mounting from the ground
- Adjustment of girth and stirrups whilst in the saddle

Learning outcome:
2. Ride a horse safely in walk, trot and canter

Topics
2.1 Adopt the correct riding position to exercise control over the horse
2.2 Ride the horse in walk, trot and canter in accordance with instructions
2.3 Ride the horse in a controlled manner appropriate to conditions

In this outcome, learners will develop an ability to ride horses in walk, trot and canter. They will gain the skills to maintain a correct riding position which will enable them to ride a horse under control. Demonstration of school figures and riding position would be useful throughout the unit. Theoretical and practical delivery should encourage learners to work safely with a range of horses. They should be encouraged to work and deal with animals in a way which reduces stress and minimises risks to the learner, animals and others.

Topic 2.1
Exercise control over horse using correct riding position:
- Balanced seat in centre of saddle
- Even distribution of weight
- Independent balance
- Awareness of correct posture (shoulder/hip/heel alignment)
- Basic suppleness
- Core stability

Topic 2.2
Riding a horse in walk, trot and canter under instructions:
- Maintain position when riding in walk, trot and canter
- Co-ordinated application of the aids
- Maintenance of rein contact
- Awareness of diagonals
- Recognise correct leading leg in canter
- Show ability to ride forward
- Awareness of rhythm
- Bend
- Riding corners
- Straight lines
- Circles and turns
- Riding individually
- Riding as a group
- With and without stirrups on variety of horses

Topic 2.3

Riding a horse in a controlled manner:
- Maintenance of correct rhythm and tempo
- Ability to maintain safe distance from other riders
- Know how and when to use whip
- Ability to ride basic school figures accurately
- Adherence to riding school rules

Learning outcome:
3. Understand how to ride on the road

Topics
3.1   The safety checks prior to riding on the road
3.2   Clothing and Personal Protective Equipment (PPE) for riding on the road
3.3   Potential hazards when riding on the road
3.4   Relevant health and safety legislation

In this outcome, learners should be provided with the necessary knowledge to ride on the roads safely. They should be made aware of likely hazards and the most appropriate way of dealing with the problems. There should be a strong focus on personal responsibility and the effect riding may have on other road users. The link to outcome 2 and 3 should not be under emphasized in providing learners with the practical riding skills that they may need to ride on the road safely. Learners should be encouraged to work and deal with animals in a way which reduces stress and minimises risks to the learner, animals and others and to consider the effect of riding on the road.

Topic 3.1
Safety checks prior to riding on the road:
- Correct tack for horse for riding on road
- Weight bearing areas of tack checked (stirrup leathers, girth straps, reins)
- High visibility equipment
- Personal Protective Equipment (PPE)
- Horse quiet to ride in traffic
- Good foot care (shod/un-shod) horse dressed for weather conditions
- Route plan for contacts
- Mobile phone

Topic 3.2
Clothing and potential equipment:
- Riding hat
- Riding/jodhpur boots
- Gloves
- Warm/waterproof clothing depending on time of year
- Reflective gear
- Sun screen
- Fly repellent if appropriate

Topic 3.3
Potential hazards:
- Traffic
- Roadworks
- Dogs and other animals

- Pedestrians
- Stationary vehicles
- Dangerous/noisy/frightening objects
- Railway bridges and underpasses
- Dangerous road conditions
- Snow and ice.

Topic 3.4
Health and safety legislation, before riding on roads:
- Health and Safety at Work Act (1974)
- The Highway Code

Guidance for delivery

This unit is designed to provide learners with the skills to prepare a horse for ridden work and to ride a horse suitable for level 2 learners on the flat. The horse should be quiet to ride in walk, trot and canter and be able to perform school figures. The horse should be used to working individually and as part of a group.

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

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

Learners working at Level 2 are likely to have a variety of previous experience and confidence. Time must be made to encourage less able and/or confident learners to achieve and an allowance should be made for more competent learners to develop their skills further. Centres should be aware that a range of suitable horses should be available to cater for the variety of learners at this level.

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

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources

Books

BHS Manual of Equitation: Fully Revised and Illustrated Edition. Kenilworth Press. 2006.

The British Horse Society.

Riding and Roadcraft: 12th Edition. Kenilworth Press. 2009.

The British Horse Society.

The Novice Rider's Companion. Kenilworth Press. 2009.

Diggle M.

The Highway Code. Stationery Office Books. 2001.

Driving Standards Agency.

Complete Horse Riding Manual. Kenilworth Press. 2003.

Micklem W.

First Steps in Dressage (Cadmos Horse Guides)

Hagen A

Rider's Aids (Cadmos Horse Guides)

Hagen A

Unit 238   Riding and exercising horses

Level:	2
GLH:	60

What is this unit about?

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

This unit covers the basics of riding horses. The learner will be able to prepare horses for ridden exercise, including adjusting the girth and stirrups. The learner will demonstrate a balanced riding position in walk, trot and canter. The learner will also be able to ride over ground poles and jump small fences.

Learning outcomes

In this unit, learners will be able to
1. Prepare for riding
2. Ride on the flat
3. Ride over ground poles and fences
4. Ride in the open

Scope of content

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

Throughout the unit, the emphasis should be on safe working. It is expected that the learners are guided towards safe working practices and maintaining the welfare of the animals by recognising and minimising stress. Reference to health and safety legislation, and appropriate standards should be made whenever appropriate throughout delivery of the unit, but there is no requirement for a detailed understanding at this stage.

Learning outcome:

1. Prepare for riding

Topics

1.1 Tack up a horse correctly

1.2 Check tack for safety prior to mounting

1.3 Use appropriate personal protective equipment/clothing

1.4 Mount and dismount the horse according to instructions and adjust girth and stirrups to suit

In this outcome, learners will be required to prepare horses for ridden work. Learners should be encouraged to work with a range of horses, with the emphasis on safe working and dealing with horses with consideration. Guidance should be given regarding selection of tack and equipment but learners will be expected to develop some autonomy as the unit progresses.

Topic 1.1

Selecting the horse's tack:
- Saddle
- Bridle
- Boots if worn

Correct fitting of:
- Saddle
- Bridle
- Boots

Topic 1.2

Safety checks:
- Girth
- Stirrup leathers
- Reins
- Runners and keepers tucked in
- Numnah/saddle pad fitted smoothly and pulled up to clear withers
- Buckle guards pulled down
- Boots correctly fitted if worn
- Cleanliness of tack

Topic 1.3

Correct riding wear:
- Hat
- Boots
- Gloves
- Jodhpurs/breeches
- Appropriate clothing and equipment for weather

Topic 1.4

Correct procedure according to centre policy:
- Positioning of horse
- Mounting block
- Leg up
- Mounting from the ground
- Adjustment of girth and stirrups whilst in the saddle

Learning outcome:
2. Ride on the flat

Topics
2.1   Ride horse on the flat
2.2   Exercise a horse independently to a given directive

Topic 2.1

Riding horse on the flat:
- Ride in balance
- Walk, trot and canter with and without stirrups on a variety of horses.

Topic 2.2

Exercise a horse independently to a given directive:
- Pace and speed
- Corner and approach
- Straight lines
- Rider position
- Adapting to the change of the horse

Learning outcome:

3. Ride over ground poles and fences

Topics

3.1 Ride over ground poles

3.2 Jump fences safely

In this outcome, learners will be required to be able to ride over ground pole and jump small fences **to a maximum height of 75cm (2'6").** Riding instruction is integral to the success of this outcome. Learners should be instructed to ride correct approaches with consideration to straightness and speed. They should also learn positioning of themselves and the horse over small fences in trot and canter. It is expected that there will be some theoretical delivery, but there should be ample opportunity to practically jump horses. Learners should develop an ability to ride the horse in a controlled manner and work and deal with the horse in a way which reduces stress and minimises risk to the learner, animals and others.

Topic 3.1

Riding over ground poles:

- Pace and speed
- Corner and approach
- Straight lines
- Control of horse and rider over poles
- Rider position
- Adapting to the change of the horse
- Procedure and position after the poles
- Riding a line away
- Distance between poles and type of pole layout

Topic 3.2

Jumping throughout a grid or small course of fences, fences that are linked together.

Learning outcome:

    4.   Ride in the open

Topics

4.1 Considerations to be made when riding horses in open spaces

4.2 Ride a horse safely in open spaces appropriate to the conditions

In this outcome, learners will develop their knowledge on how to ride horses in the open. This outcome will be delivered by formally supported riding instruction. Teaching should include covering the considerations to be made when riding horses in the open, (fields and bridleways). Learners should be provided with the opportunity to ride horses safely in open spaces. They should show the ability to ride in an open field and/or on quiet roads. Learners should develop an ability to ride the horse in a controlled manner and work and deal with the horse in a way which reduces stress and minimises risk to the learner, animals and others.

Topic 4.1

Considerations when riding in open spaces:
- Weather
- Temperament of horse
- Ability and experience of horse and rider
- Tack
- Surroundings
- Security of area
- Terrain
- Individual or group
- Route

Topic 4.2

Riding in open spaces, taking into account:
- Awareness of surroundings and other users
- Security of riding position and seat
- Control in walk, trot and canter
- Safety (individual or group)

Guidance for delivery

This unit is designed to provide the learner with the ability to prepare and ride horses over ground poles, small fences and in open spaces.

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

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

In terms of riding, the centre should have sufficient horses of appropriate temperament to cater for 16 -19 learners. Strictly speaking riding ability is not dependent on age as many of the learners will

have their own horses and may have been riding all their lives. However, for the more novice rider, there should be horses that have an appropriate level of experience and which are of a steady/known temperament. All riding activities must be carried out under supervision.

Learners working towards level 2 are expected to have some experience of riding horses over fences. This unit aims to give the learner fundamental knowledge and practical skills involved with riding horses safely. Emphasis should be placed on practical work in all outcomes with the necessary understanding delivered more formally. The use of visual aids is strongly recommended specifically with road safety where interactive DVDs are available. The importance of practical riding instruction is integral to the success of this unit.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources

Books

The BHS Complete Training Manual for Stage 2. Kenilworth Press. 2009. ISBN 1905693283	Auty I.
Jumping (Horse & Pony Library). Ringpress Books. 1999. ISBN 1860541506	Budd J.
The Horse Riding and Care Handbook. New Holland publishers Ltd. 2007. ISBN 1845378189	Faurie B.
From Flatwork to Jumping: Schooling Over Poles (Cadmos Horse Guides) Cadmos Equestrian. 2005. ISBN 3861279471	Hagen AK.
Horse Care and Riding: A Thinking Approach. David & Charles PLC 1998. ISBN 0715302200	McBane S

Unit 222   Introduction to lungeing horses

Level:	2
GLH:	30

What is this unit about?

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

This unit introduces the learner to the correct handling and use of equipment when lungeing horses. The learner will be able to prepare a horse for lungeing and lunge a horse for exercise under supervision. The learner will also know the reasons for exercising horses from the ground, including the benefits of lungeing and long reining.

Learning outcomes

In this unit, learners will be able to
1. Lunge a horse under supervision
2. Understand the reasons for exercising horses from the ground

Scope of content

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

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

Learning outcome:
1. Lunge a horse under supervision

Topics
1.1   Select, check and fit suitable tack and equipment according to instructions
1.2   Handle and use lungeing equipment correctly and safely
1.3   Lunge the horse according to instructions

Topic 1.1

Selection of equipment, safety and comfort checks:
- Cavesson nosepiece and throat strap adjusted appropriately and comfortably
- Reins and stirrups made secure
- Suitability and fit of equipment
- Lunge cavesson
- Bridle
- Roller
- Saddle
- Breast plate
- Side reins
- Noseband
- Fit boots and bandages as appropriate

Topic 1.2:

Organisation of equipment prior to lungeing:
- Manage all equipment safely when leading to the work area
- Lunge line organised safely at all times
- Whip handled and used effectively
- Correct clothing
- Hard hat
- Gloves
- Sturdy footwear

Topic 1.3:

Lunge a horse for exercise according to instructions:
- Attach side reins if instructed
- Correct positioning of handler
- Adherence to time scales so horse exercised effectively

When lungeing under supervision, maintaining control of horse at all times appropriate to the conditions:
- Control when leading to and from work area

- Beginning the lungeing process safely
- Safety when lungeing to include the promotion of rhythm and balance
- Factors affecting control (fresh horse, weather conditions, other horses)

Learning outcome:

2. Understand the reasons for exercising horses from the ground

Topics

2.1 The reasons for lungeing horses
2.2 Preference of lungeing over ridden work
2.3 Alternative methods of working horses from the ground
2.4 The reasons for long-reining horses

Topic 2.1

The following reasons for lungeing horses:
- Exercise
- Breaking
- Training
- Observing a horse's movement
- Injury (sore back or girth galls)

Topic 2.2

When lungeing can be preferable to ridden work:
- Time saving
- Injuries prohibiting saddle being put on the horse
- Dealing with a particular issue
- Availability of rider

Topic 2.3

Alternative methods of working horses from the ground. This can be supported through practical demonstration:
- Loose schooling
- Long-reining
- Horse walker

Topic 2.4

Reasons for long-reining horses:
- Exercise
- Breaking to ride and/or drive
- Teaching the horse to go forward
- Teaching the horse rein aids
- Dealing with a particular issue
- To advance training of horse
- Transitions
- Lateral work

The equipment required and fitting of equipment of long-reining. Specific health and safety may be incorporated into demonstrations of long-reining and should be embedded into safe working practice.

Guidance for delivery

This unit is designed to provide the learner with the knowledge and skills to lunge a horse under supervision.

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

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

In Outcome 1, the learner will be required to lunge a horse under supervision. It is anticipated that this outcome will be delivered in practical situations. The emphasis will be on safe handling and control of the horse. At Level 2 learners should receive demonstrations of correct lungeing before attempting to lunge a horse themselves. It may also be useful to set aside time for learners to practice organising and handling a lunge rein and other equipment before attempting to lunge a horse. Safe, reliable horses should be available suitable for level 2 work.

Learners working at level 2 may not have participated in this type of activity. The unit aims to provide learners with the practical skills to lunge horses and increase their awareness for the necessity of exercise. Emphasis should be placed on practical work and on the importance of safety when lungeing. It is important that learners understand recognised work practice in relation to health and safety, animal health and welfare.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Employer engagement

Books

Groundwork Training for Your Horse. David & Charles. 2004.	Bayley L.
The Course Companion for BHS Stage 2. 2002. J A Allen.	Cave M.
Lungeing and Long-reining Kenilworth Press. 2004	Loriston-Clarke J.

Lungeing (Threshold Picture Guides 36). Kenilworth Press. 1996.	Harvey J.
Horse Training in Hand. J A Allen. 2009.	Schuthof E and Mistral K.
The Art of Long-reining – 3rd Edition. J A Allen. 1999.	Stanier S
The Art of Lungeing – 3rd Edition. J A Allen. 1999.	Stanier S.

DVDs

Long-reing with Wilfred Gerhmann (Thomas Vogel, 1999)
Lilley C *Lungeing – Schooling for every Horse and Rider* (Equestrian Vision)
Rawlins D *Lungeing and Long-reining* (Equestrian Vision, 2008)

Unit 223   Keeping horses at grass

Level:	2
GLH:	30

What is this unit about?

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

The unit aims to introduce the learner to the basic skills and knowledge required to keep horses at grass. The learner will be able to check fields and boundaries for safety and suitability, including checking for hazards, poisonous plants and weeds. The learner will be able to prepare horses for turning out, lead and release horses onto grazing land and monitor them for condition and behaviour. The unit also covers the underpinning knowledge of how to maintain horses at grass.

Learning outcomes

In this unit, learners will be able to
1. Assess grazing land for the introduction of horses
2. Turn out, catch and bring in horses from grazing land
3. Recommend how to maintain horses at grass

Scope of content

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

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

Learning outcome:

1. Assess grazing land for the introduction of horses

Topics

1.1   Carry out basic assessment of the quantity and quality of grazing
1.2   Carry out checks on the following for suitability:
- Boundaries
- Shelter
- Water supply

1.3   Perform initial checks for hazards and poisonous plants and weeds

In this outcome, learners will be required to assess grazing land prior to introducing horses. Learners should be provided with the opportunity to assess paddocks and report back verbally. The identification of weeds and poisonous plants is important, where ever possible real specimens should be used. However it is recognised that photographic representation maybe needed.

Topic 1.1
Basic assessment of quantity and quality of grazing:
- Size of field or paddock
- Location
- Access
- Type of land
- Current condition of grass and soil
- Variety of grasses and herbs
- Drainage
- Poisonous plants and weeds
- Poaching
- Time of year
- Nutritional value of grass

Topic 1.2
Boundaries:
- Strong
- Secure
- Correct size
- Post and rail
- Post and wire
- Natural
- Electric
- Good repair and condition.

Shelter:
- Natural and field shelter
- Location
- Access
- Size for number of animals
- Floor and drainage
- Hygiene

Water supply:
- Buckets
- Trough
- Self-filling
- Location
- Ground surrounding trough
- Checks for particular times of year
- Rivers and streams
- Supply
- Access

Topic 1.3
Hazards:
- Litter
- Rabbit holes or mole hills
- Broken fencing or gates
- Practical recognition of poisonous plants and weeds

Reporting on condition of grazing land to their supervisor either verbally or written.

Learning outcome:
2. Turn out, catch and bring in horses from grazing land

Topics
2.1   Prepare to turn horses out onto grazing land
2.2   Lead and release horses onto grazing land safely
2.3   Check the behaviour and condition of horses on grazing land regularly
2.4   Catch and bring in horses from grazing land safely

In this outcome, learners will look at the practical aspects of turning out and catching horses. In order to become competent learners will be required to turn out and catch a range of horses. Learners should be made aware that whilst the majority of horses can be turned out safely using a head collar; there will be times when alternative restraint is necessary. They should be made familiar with the use of a bridle or cavesson and be encouraged to assess individual situations. Health and safety and the welfare of horses, learners and other yard workers should be emphasised at all times.

Topic 2.1:
Preparing to turn horses out:
- Ensure identification of correct horses and field/turn out area

- Assess field/turn out area
- Use of head collars or suitable restraint
- Use of rugs or boots if appropriate
- Fitting of equipment and procedure to maintain safety
- Appropriate Personal Protective Equipment (PPE) for handler.

Topic 2.2:
Leading and releasing horses onto grazing land:
- Suitable restraint head collar and lead rope or bridle
- Personal Protective Equipment (PPE)
- Route to field
- Safety
- Release using correct method for individual and groups of horses
- Security of gate
- Release at the same time
- Awareness of behaviour of other horses

Topic 2.3:
Behaviour and condition of horses on grazing land:
- Compatibility with group
- Normal behavioural signs
- Observation of pecking order
- Relationships between horses
- Feeding patterns
- Temperature
- Coat
- Freedom from injury
- Monitoring condition of horses
- Possible changes

Topic 2.4:
Catching and bringing in horses from grazing land:
- Suitable Personal Protective Equipment (PPE) for handler
- Head collar and lead rope
- Bridle
- Procedure for putting on equipment
- Titbit
- Voice
- Approach
- Security of gate
- Return to stable or other area
- Behaviour of other horses

Learning outcome:

3. Recommend how to maintain horses at grass

Topics

3.1 The reasons for checking grazing land used for horses

3.2 Common types of poisonous plants and weeds

3.3 Different types/ methods of providing boundaries, shelter and water supply

In this outcome, learners will develop an understanding of how to maintain horses at grass. The importance of learners understanding the danger of poisonous plants and being able to recognise and deal with them is essential. Boundaries in fields and grazing areas must be stated, with different fencing arrangements for stock and security identified.

Topic 3.1

Reasons for checking grazing land:

- Safety
- Security
- Fencing
- Access
- Water
- Health of the horses
- Over-stocking
- Quality of grass and soil
- Control of weeds
- Debris
- Rubbish

Topic 3.2

Visual identification of plants:

- Yew
- Laburnum
- Deadly Nightshade
- Foxglove
- Buttercup
- Ragwort
- Bracken
- Leaves of most evergreens
- Laurel
- Privet
- Rhododendron
- The effects of large quantities of acorns
- Sycamore

Visual identification of weeds:

- Daisies
- Docks
- Chickweed

- Broad-leaved Plantain
- Nettles
- Thistles
- Dandelions

Topic 3.3
Boundaries:
- Recognition of different types of boundaries:
  - Post and rail
  - Stud rails
  - Post and wire
  - Wire mesh
  - Barbed wire
  - Electric fencing
  - Hedges
  - Walls
- Height of rails, gates (suitability, durability and security)
- Specific suitability to fences for different types of horses and their living situation, identification of good and bad erection of fencing

Shelter:
- Natural shelter
- Man-made field shelter
- Location in the field
- Size
- Access
- Size in relation to number of horses
- Floor
- Shape to encourage sociable behaviour

Water supply:
- Buckets
- Troughs
- Self-filling mechanisms
- Cleaning methods care and maintenance
- Routine checking
- Natural streams
- Source of water and access to it

The suitability for horses at grass of different types of boundaries, shelter and water supply.

Guidance for delivery

This unit is designed to provide the learner with sound understanding and skills required to look after horses at grass and maintain grazing areas. Learners will be expected to assess the paddocks/fields on site but added benefit would be gained if learners were able to look at a range of other grazing areas.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will wear suitable Personal Protective equipment (PPE) when turning out and catching up from the grazing areas. Horses should be turned out suitably dressed and with commonly used appropriate equipment provided and fitted.

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

Some learners working towards Level 2 may have some experience maintaining and caring for horses at grass. This unit aims to extend their knowledge of caring for horses at grass. In addition the unit aims to provide learners with an understanding of grassland care and the requirement of grassland for the keeping of horses. Although a significant aspect of the unit will be taught formally there should be an inherent strong practical awareness. Learners must be encouraged to take responsibility for the health and safety of themselves and other workers and the health and welfare of horses. Use should be made of routine activity and reference to other units is to be encouraged.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources
Books

The Complete Manual of Stable Management.
BHS. Kenilworth Press 1998.

Pasture Management for Horse and Pony Owners.   McCarthy, G.
Collins. 1987.

Keeping a Horse Outdoors.   McBane, S.
David and Charles. 1984.

The Horsemaster's Notebook. Kenilworth Press.   Rose, M.
1997.

Unit 239   Assisting with the transportation of horses

Level:	2
GLH:	30

What is this unit about?

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

Learning outcomes

In this unit, learners will be able to
1. Prepare horses for travel under supervision
2. Prepare travel equipment
3. Understand safe working practices for a travelling groom

Scope of content

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

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

Learning outcome:
1. Prepare horses for travel under supervision

Topics:
1.1 Fit travelling equipment
1.2 Assist with loading horses onto a lorry or trailer
1.3 Assist with unloading horses

Topic 1.1
Travelling equipment:
- Rugs appropriate to weather conditions
- Bandages
- Boots (travel, knee and hock)
- Head collar
- Poll guard
- Tail protection

Topic 1.2:
Loading a horse onto the lorry or trailer:
- Safety
- Clothing/ Personal Protective Equipment (PPE)
- Preparation and positioning of trailer or lorry
- Procedure for putting a horse onto a trailer or lorry
- Securing a horse on a trailer or lorry

Topic 1.3:
Unloading a horse from a lorry or trailer:
- Safety
- Clothing/ Personal Protective Equipment (PPE)
- Preparation and positioning of trailer or lorry
- Procedure for unloading a horse from a trailer of lorry

Learning outcome:
2. Prepare travel equipment

Topics
2.1   Travel equipment

Topic 2.1
Travel equipment:
- First aid kits
- Hay nets
- Water
- Tack and equipment
- Bedding
- Specialist care requirements

Learning outcome:
3. Understand safe working practices for a travelling groom

Topics
3.1   Preparation for oneself when staying away for competitions
3.2   Professional conduct and expectations of a travelling groom
3.3   Legislative and procedure requirements for transporting horses

Topic 3.1
- Expectations/ organisation of accommodation when travelling (in lorry/ trailer/ horse box)
- Facilities on site
- Personal hygiene items
- Sufficient suitable clothing
- Bedding/ sleeping bag
- Pillows
- Camp bed

Topic 3.2:
Expectations of a traveling groom:
- Working hours
- Working conditions
- Job tasks/ responsibilities

Professional conduct for job role and safeguarding oneself.

Topic 3.3
Legislation and procedures for transporting horses:
- Welfare of Animals (Transport) (England) 2006

Guidance for delivery

This unit is designed to introduce the learner to the knowledge and skills required to safely and effectively assist with the transporting of horses.

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

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

This unit aims to give the learner fundamental knowledge and practical skills involved in transporting horses. Emphasis should be placed on practical work. It is anticipated that work within this unit links to other units where opportunities exist.

Learners must be given the opportunity to work with a range of horses and equipment in different situations which reflects current industry practice. The importance of health and safety and the welfare of animals are important throughout this unit.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources

Websites

British Horse Society (BHS)	www.bhs.org.uk
British Equestrian Trade Association (BETA)	www.beta-uk.org
British Horseracing Authority (BHA)	www.britishhorseracing.com
British Show jumping (BS)	www.britishshowjumping.com
British Eventing (BE)	www.britisheventing.com
British Dressage (BD)	www.britishdressage.co.uk
The Pony Club	www.pcuk.org
British Grooms Association	www.britishgrooms.org.uk

Unit 240   Assisting with the care of competition horses

Level:	2
GLH:	30

What is this unit about?

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

Learning outcomes

In this unit, learners will be able to

1. Bath and plait horses
2. Pulling, trimming, clipping and care of equipment
3. Know competition tack

Scope of content

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

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

Learning outcome:
1. Bath and plait horses

Topics
1.1   Bathing horses
1.2   Plaiting horses

Topic 1.1

Tasks and equipment for bathing horses:
- Shampooing and removal of soap and excess water
- Personal Protective Equipment (PPE)
- Aftercare
- Towels
- Rugs
- Handling techniques
- Appropriate method (starting at the head and working down the body)

Topic 1.2:

Basic plaiting of mane and tail using the correct handling techniques and methods maintaining the welfare of horse throughout.

Learning outcome:
2. Pulling, trimming, clipping and care of equipment

Topics
2.1   Pulling manes and tails
2.2   Trimming
2.3   Clipping
2.4   Care and maintenance of clipping equipment

Topic 2.1

Pulling mane and tail of a horse using of appropriate handling and techniques safely considering the welfare of the horse throughout.

Reasons for when pulling is not appropriate:
- Breeds where appropriate to keep natural state
- Medical reasons
- Recovering from injury

Topic 2.2

Trimming of feathers, tails, cat hairs, bridle path, ears safely using appropriate handling techniques and methods considering the welfare of the horse throughout.

Topic 2.3
Reasons for clipping:
- Time of year
- Appearance
- Ease of work
- Managing heat control
- Medical reasons

Types of clip:
- Full
- Hunter
- Trace
- Neck and belly
- Blanket
- Chase

Clipping a horse using appropriate handling and techniques, safely considering the welfare of the horse throughout.

Appropriate rugging of clipped horses.

Topic 2.4
Assembly of clippers.

Checks of equipment required before clipping a horse:
- Cable
- Plug
- Parts good working order
- Conditions of blade (sharpness, missing teeth)

Maintenance required during and after clipping:
- Clean
- Oil
- Temperature of blades

Associated costs for maintenance.

Electrical health and safety requirements and PAT testing

Learning outcome:

3. Know competition tack

Topics

3.1 competition tack

Topic 3.1

Types of:

- Bits:
  – Common
  – Loose ring
  – Fixed
  – Snaffles
  – Pellum

- Gags:
  – Three ring/ Dutch
  – English

- Nose bands:
  – Drop
  – Grackle
  – Flash
  – Kineton

- Martingales:
  – Running
  – Standing
  – Irish

- Breastplates:
  – Hunting
  – Five-post
  – Breast-girth

- Saddles:
  – Dressage
  – Show jumping
  – General purpose
  – Mono-flap

- Girths:
  – Atherstone
  – Fairfax
  – Shaped
  – Stud

- Numnahs:
  – Riser pad
  – Gel pad
  – Saddle cloth

Guidance for delivery

This unit is designed to provide the learner with the knowledge and skills required to prepare horses for competitions. Depending upon the specific horse discipline e.g. dressage, showing, eventing, the context of teaching will differ.

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

It is important that learners are given clear instruction on the importance of health and safety when working around horses. An understanding of animal behaviour is important as horses are large and can sometimes be unpredictable. Correct handling techniques are important, particularly in terms of approaching, catching and leading horses. Also it is important to know how horses might behave differently in the stable compared to the field.

Activities should be supervised and, at Level 2, it is likely that learners will be doing tasks under direction and/or assisting.

Learners working at level 2 are likely to have a variety of previous experiences and confidence. Time must be made to encourage less confident learners to achieve and allowance should be made for more competent learners to develop their skills further, where applicable.

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

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the centre has links, and with employers used for work experience placements.

It would be helpful for teachers to develop a method of maintaining contact with a range of employers in the Equine sectors that may be able to help with of the currency of legislation, policies and codes of practice used in the taught content.

Suggested learning resources

Books

Bring Out the Best in Your Horse   Henderson C.
J A Allen. 2009.
ISBN 0851319452

The Essential Guide to Professional Horse Care.   Pocklington A
J A Allen. 2004.
ISBN 0851318684

Threshold Picture Guides (Kenilworth Press)

Websites

British Horse Society (BHS)	www.bhs.org.uk
British Equestrian Trade Association (BETA)	www.beta-uk.org
British Horseracing Authority (BHA)	www.britishhorseracing.com
British Show jumping (BS)	www.britishshowjumping.com
British Eventing (BE)	www.britisheventing.com
British Dressage (BD)	www.britishdressage.co.uk
The Pony Club	www.pcuk.org
British Grooms Association	www.britishgrooms.org.uk

Unit 227   Environmental and land-based business

Level:	2
GLH:	30

What is this unit about?

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

The learner will investigate the structure of one industry within the land-based sector and the principal organisations within it. They will explore regulations and legislation relevant to that industry. The learner will develop the knowledge of common business operations and simple administrative tasks.

Learning outcomes

In this unit, learners will be able to
1. Identify relevant legislation and Codes of Practice within the environmental and land-based sector
2. Recognise common business operations
3. Carry out basic administrative tasks

Scope of content

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

Learning outcome:

1. Identify relevant legislation and Codes of Practice within the environmental and land-based sector

Topic

1.1:   Key requirements of current employment law on the environmental and land- based sector

In this outcome learners will examine the legal framework affecting businesses in the particular land-based industry. Learners are not expected to become legal experts, but to develop an awareness of the main pieces of legislation and how they impact on business in their industry.

Delivery of this outcome could be enhanced by guest speakers with experience of running a business or becoming self-employed for the first time.

Topic 1.1
Employment law:
- The main relevant current legislation relating to employment
- Health and Safety at Work etc Act 1974
- Control of Substances Hazardous to Health Regulations (2002) (COSHH)
- Working Time Regulations 1998 (as amended 2002)
- Equality Act 2010
- Employment Act 2002
- National Minimum Wage Act 1998

Learning outcome:

2. Recognise common business operations

Topics

2.1:   Use of IT software in everyday business operations
2.2:   Purpose and operation of common business tasks

In this outcome learners will need to identify how common IT software can be used to perform a range of everyday business operations. Some of these are common to all businesses (e.g. writing letters), but tutors should ensure that examples are vocationally relevant to the subject area of the learners.

It would be helpful for learners to have the opportunity to practice some of the IT skills to carry out simulated business tasks. Learners should find out about day-to-day business activities involving finance and banking, but will not be expected to learn about accounts.

It would help learners to have the opportunity to study a range of records (financial and non-financial) that are kept in a specific business, and how these are maintained and used.

Topic 2.1:

IT software:

- Word processor (letters, notices)
- Spreadsheets (records, timesheets)
- Database (records), graphics (advertisements, posters)
- e-mails

Topic 2.2:

Business task areas:

- Marketing
- Administrative tasks

Business tasks:

Teaching does not need to cover all of the tasks identified, but a selection of tasks relating to contexts being taught should be explored in detail.

- Financial and banking:
- Taking payments by cash, cheque, debit card and credit card
- Ordering procedure for supplies
- Invoices
- Types of bank account (current, savings)
- Loans
- Overdraft
- Methods of payment (debit card, cheques, bank giro credit, standing order, direct debit)
- Marketing:
- Ways to promote a business (advertisements, promotional events
- Referral / word of mouth
- Importance of customer care)
- Preparation of promotional materials
- Administrative tasks:
- File documents
- Complete simple records (production, customers)
- Check stock levels and complete stock control records
- Communicate using written and electronic media
- Importance of security and confidentiality of business records

Learning outcome:

3. Carry out basic administrative tasks

Topics

3.1:   Methods of preparing, presenting, sorting and retrieving information
3.2:   Basic accounting and administrative tasks appropriate business

In this outcome closely links with the previous outcome; it gives learners the opportunity to understand and engage in operations and tasks identified previously. This should include preparing a range of business outputs using the IT applications listed. These could relate to other

items in the content, e.g. advertisements, posters, specific records appropriate to businesses in their industry.

They will also complete examples of paper based records and ensure that both IT and paper records are filed appropriately.

Topic 3.1:
Preparing, presenting, sorting and retrieving information:
- Use of IT and paper filing systems
- Completion of simple business records
- Preparation of business documents (e.g. letters, advertisements)

Topic 3.2:
Accounting and administrative tasks:
- Completion of orders
- Invoices
- Conduct stock check
- Complete stock records

Guidance for delivery
This unit can be applied to any of the industries in the environmental and land-based sector, and delivery should be specifically tailored to the vocational interests of learners and the qualification being studied. They will learn about the industry and legal context in which businesses in the chosen sector takes place, and important operations necessary to manage a business.

The unit covers knowledge on the UK and European legal framework affecting businesses in the particular land-based industry. Learners are not expected to become legal experts, but to develop an awareness of the main pieces of legislation and how they impact on business in their industry. Delivery of this outcome could be enhanced by guest speakers with experience of running a business or becoming self-employed for the first time.

Learners will identify how common IT software can be used to perform a range of everyday business operations. Some of these are common to all businesses (e.g. writing letters), but tutors should ensure that examples are vocationally relevant to the subject area of the learners. It would be helpful for learners to have the opportunity to practice some of the IT skills to carry out simulated business tasks. Learners should find out about day-to-day business activities involving finance and banking, but will not be expected to learn about accounts. It would help learners to have the opportunity to study a range of records (financial and non-financial) that are kept in a specific business, and how these are maintained and used.

The unit gives learners the opportunity to understand and engage in business operations and tasks. This should include preparing a range of business outputs using the IT applications listed. These could relate to other items in the content, e.g. advertisements, posters, specific records appropriate to businesses in their industry. They will also complete examples of paper based records and ensure that both IT and paper records are filed appropriately.

Employer engagement

Employer engagement is essential in order to maximise the value of learners' experience. A partnership approach should be adopted where possible with employers with whom the consortium has links, and with employers used for work experience placements.

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

Suggested learning resources

Books

BTEC First Business (2nd Edition)	Carysforth, C & Neild, M
Published by Oxford: Butterworth Heinemann, 2006	
BTEC First Business	Canwell, D & Sutherland, J
Published by Cheltenham: Nelson Thornes, 2006	

Websites

Department for Environment, Food and Rural Affairs	www.defra.gov.uk
Welsh Assembly Government	www.wales.gov.uk
Scottish Executive Environment and Rural Affairs Department	www.scotland.gov.uk
Department of Agriculture and Rural Affairs (Northern Ireland)	www.daera-ni.gov.uk
Business Education Websites	www.bized.ac.uk
Health and Safety Executive	www.hse.gov.uk
Department for Trade and Industry	www.dti.gov.uk
Royal Society for the Prevention of Cruelty to Animals	www.rspca.org.uk
British Veterinary Association	www.bva.co.uk
British Horse Society	www.bhs.org.uk

Appendix 1   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

City & Guilds Centre Manual
This document provides guidance for organisations wishing to become City & Guilds approved centres, as well as information for approved centres delivering City & Guilds qualifications. It covers the centre and qualification approval process as well as providing guidance on delivery, assessment and quality assurance for approved centres.

It also details the City & Guilds requirements for ongoing centre and qualification approval, and provides examples of best practice for centres. Specifically, the document includes sections on:
- the centre and qualification approval process
- assessment, internal quality assurance and examination roles at the centre
- registration and certification of candidates
- non-compliance and malpractice
- complaints and appeals
- equal opportunities
- data protection
- management systems
- maintaining records
- internal quality assurance
- external quality assurance.

Our Quality Assurance Requirements
This document explains the requirements for the delivery, assessment and awarding of our qualifications. All centres working with City & Guilds must adopt and implement these requirements across all of their qualification provision. Specifically, this document:

- specifies the quality assurance and control requirements that apply to all centres
- sets out the basis for securing high standards, for all our qualifications and/or assessments
- details the impact on centres of non-compliance

The **centre homepage** section of the City & Guilds website also contains useful information on
- **Walled Garden**: how to register and certificate candidates on line
- **Events**: dates and information on the latest Centre events
- **Online assessment**: how to register for e-assessments.

Useful contacts

UK learners	**E: learnersupport@cityandguilds.com**
General qualification information	
International learners	**E: intcg@cityandguilds.com**
General qualification information	
Centres	**E: centresupport@cityandguilds.com**
Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	
Single subject qualifications	**E: singlesubjects@cityandguilds.com**
Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	
International awards	**E: intops@cityandguilds.com**
Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	
Walled Garden	**E: walledgarden@cityandguilds.com**
Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	
Employer	T: +44 (0)121 503 8993
Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	**E: business@cityandguilds.com**

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If you have a complaint, or any suggestions for improvement about any of the services that we provide, email: **feedbackandcomplaints@cityandguilds.com**

About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

City & Guilds Group

The City & Guilds Group is a leader in global skills development. Our purpose is to help people and organisations to develop their skills for personal and economic growth. Made up of City & Guilds, City & Guilds Kineo, The Oxford Group and ILM, we work with education providers, businesses and governments in over 100 countries.