# City & Guilds Level 2 Diploma in Work-based Horse Care (0071-21, 22, 23)

Version 1.6 (April 2026)

## Qualification handbook

| Version and date | Change detail | Section |
|---|---|---|
| 1.2 July 2021 | Last registration and last certification dates removed<br>Added GLH and TQT details<br>Centre, assessor and IV requirements updated | Introduction<br><br>Assessment strategy |
| 1.3 Feb. 2022 | GLH and TQT clarified and highlighted | Introduction |
| 1.4 Nov. 2022 | GLH and TQT corrected. | |
| 1.5 April 2023 | Minor correction in numbering for Unit 214 Learning Outcome 4 | Units |
| 1.6 April 2026 | Front cover updated<br>Font changed to Arial<br>Reference to QCF removed<br>Qualification grading added<br>Useful contacts updated with Sources of general information<br>CASS information added<br>Sustainability and Access arrangements added | Cover<br>Throughout<br>Qualification Information<br><br>Appendix 1<br><br>Assessment strategy<br>Centre and qualification approval |

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# City & Guilds Level 2 Diploma in Work-based Horse Care (0071)

This document contains the information that centres need to offer the following qualifications:

| Qualification title and level | Ofqual accreditation number | City & Guilds qualification number | GLH | TQT |
|---|---|---|---|---|
| City & Guilds Level 2 Diploma in Work-based Horse Care | 501/1857/2 | 0071 -21, -22, -23 | 309 | 410 |

Please note that this qualification handbook and assessor guidance details the information for all the routes within the qualification. The following routes are available:

0071-21 City & Guilds Level 2 Diploma in Work-based Horse Care (Horse Care)

0071-22 City & Guilds Level 2 Diploma in Work-based Horse Care (Horse Care and Riding)

0071-23 City & Guilds Level 2 Diploma in Work-based Horse Care (Breeding)

### Guided Learning Hours and Credit

The Guided Learning Hours for this qualification is 360. The minimum credit value varies depending on the route chosen:

| Scheme number | Qualification title and level | Credit |
|---|---|---|
| 0071-21 | City & Guilds Level 2 Diploma in Work-based Horse Care (Horse Care) | 41 |
| 0071-22 | City & Guilds Level 2 Diploma in Work-based Horse Care (Horse Care and Riding) | 50 |
| 0071-23 | City & Guilds Level 2 Diploma in Work-based Horse Care (Breeding) | 42 |

### Grading

Qualification grading for all routes is Pass/Fail.

## The Qualification

The qualifications and rules of combination (structures) are set out in this handbook. The units are derived from the National Occupational Standards, which are compiled by Lantra SSC, the Sector Skills Council for the Land-based industries.

Delivery and assessment of this qualification is similar to the previous NVQs but there are some administrative changes that centres will need to put in place, such as access to unique learner numbers.

Each unit has been assigned a number of credits, and the units will be assessed in the workplace and build up to a Diploma.

The City & Guilds Level 2 Diploma in Work-based Horse Care (0071-21 to 23) is a programme of workplace training and assessment leading to a nationally recognised qualification. It aims to:

- meet the needs of learners who work or want to work in the equine industry
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the equine industry
- replace the following qualification:
  Level 2 NVQ in Horse Care (7482-02) (QAN 100/1410/X) which expired on 31 December 2010

## City & Guilds Level 2 Diploma in Work-based Horse Care (0071-21 to 23)

This qualification will form part of the Apprenticeship framework for Horse Care. It is a work-related, competence-based qualification. It reflects the skills and knowledge needed to do a job effectively, and shows that a learner is competent in the area of work the qualification represents. The different routes available within this qualification are Horse Care, Horse Care and Riding and Breeding.

## Publications and resources

City & Guilds provides the following publications and resources specifically for this qualification.

To access these documents, go to the City & Guilds website **www.cityandguilds.com**. Click on 'Qualifications' and then click on 'Land-based industries'.

| Description | How to access |
|---|---|
| Qualification handbook and assessor guidance<br>This provides the structures of the qualifications and guidance for assessors on the evidence requirements for each unit. | **www.cityandguilds.com** |
| Learner guide and logbook<br>This provides guidance for learners and evidence summary sheets for the units within the qualification. It is expected that centres will use these forms. If centres devise or customise alternative forms, including paper-based or electronic methods, they must be approved by the external verifier before they are used by learners and assessors at the centre. | **www.cityandguilds.com** |
| Portfolio builder pack for learners and assessors<br>This has a series of recording forms that may be helpful for centres and learners to use. The forms are generic and may be used for any City & Guilds Land Based work-based qualification. | **www.cityandguilds.com** |
| Information guide for centres | **www.cityandguilds.com** |
| Product briefing sheet | **www.cityandguilds.com** |

# City & Guilds Level 2 Diploma in Work-based Horse Care

# 0071-21 to 23

## Unit specifications

All units available are listed below. The rule of combination for the qualification is detailed separately.

| Accreditation unit reference | City & Guilds unit number | Unit Title | Level | Credit Value |
|---|---|---|---|---|
| Y/600/3483 | 201 | Clean and maintain stables | 2 | 2 |
| D/600/3484 | 202 | Provide feed and water to horses | 2 | 2 |
| H/600/3485 | 203 | Carry out routine care and monitor the health and well-being of horses | 2 | 5 |
| K/600/3486 | 204 | Restrain horses using specified methods | 2 | 2 |
| Y/501/6353 | 205 | Monitoring and maintaining health and safety | 2 | 3 |
| F/502/1689 | 206 | Maintain and develop personal performance | 2 | 2 |
| T/502/1690 | 207 | Establish and maintain effective working relationships with others | 2 | 2 |
| R/600/3482 | 208 | Prepare a stable for a horse | 2 | 1 |
| T/600/3488 | 209 | Fit and remove horse clothing | 2 | 2 |
| A/600/3489 | 210 | Plait and trim horses manes and tails | 2 | 3 |
| M/600/3490 | 211 | Clean and groom horses for appearance | 2 | 3 |
| T/600/3491 | 212 | Assess grazing land for the introduction of horses | 2 | 2 |
| A/600/3492 | 213 | Turn out, catch and maintain horses when turned out | 2 | 3 |
| F/600/3493 | 214 | Fit, remove and maintain tack for exercise | 2 | 3 |
| J/600/3494 | 215 | Long rein a horse under supervision | 2 | 4 |
| L/600/3495 | 216 | Lunge a horse under supervision | 2 | 4 |
| Y/600/3497 | 217 | Care for horses after exercise | 2 | 2 |
| D/600/3503 | 218 | Assist with the preparation of horses for sale | 2 | 5 |
| F/600/3770 | 219 | Assist with pre and post trek procedures | 2 | 5 |
| L/600/3772 | 220 | Assist with the day to day care of performance horses | 2 | 4 |
| R/600/3773 | 221 | Assist with the care of performance horses after strenuous exercise | 2 | 6 |
| H/600/3776 | 222 | Assist with the care of horses at competitions | 2 | 6 |
| K/600/3777 | 223 | Prepare horses for riders with special requirements | 2 | 3 |
| M/600/3778 | 224 | Assist with mounting and dismounting riders with special requirements | 2 | 2 |
| M/600/3781 | 225 | Assist with riding activity for riders with special requirements | 2 | 4 |
| D/600/3789 | 226 | Assist with receiving a horse and carry out an initial assessment | 2 | 2 |
| R/600/3790 | 227 | Assist with the rehabilitation of horses | 2 | 3 |
| K/502/1492 | 228 | Load and unload animals for transportation | 2 | 3 |
| L/600/3500 | 229 | Assist with getting the mare in foal | 2 | 5 |
| R/600/3501 | 230 | Assist with foaling | 2 | 5 |
| Y/600/3502 | 231 | Assist in handling mares and foals | 2 | 5 |

| Accreditation unit reference | City & Guilds unit number | Unit Title | Level | Credit Value |
|---|---|---|---|---|
| F/600/3512 | 232 | Ride horses on the road | 2 | 8 |
| M/600/3506 | 233 | Ride a horse in the open | 2 | 8 |
| A/600/3508 | 234 | Ride and lead horses | 2 | 8 |
| D/600/3520 | 235 | Ride a schooled horse | 2 | 17 |
| L/600/3769 | 236 | Jump a schooled horse | 2 | 17 |
| J/600/3771 | 237 | Assist the trek leader during a trek | 2 | 7 |

## Rules of combination for the City & Guilds Level 2 Diploma in Work-based Horse Care (0071)

| **0071-21 City & Guilds Level 2 Diploma in Work-based Horse Care (Horse Care)** | |
|---|---|
| Rules for achievement of qualification | In order to achieve this qualification the learner must gain a minimum of 41 credits. 18 credits from the core mandatory units (201-207) and 23 credits (10 units) from the optional units (208-228)<br><br>(Knowledge based assessment for the Apprenticeship can be accessed by using the following qualification code 0070-25) |

| **0071-22 City & Guilds Level 2 Diploma in Work-based Horse Care (Horse Care and Riding)** | |
|---|---|
| Rules for achievement of qualification | In order to achieve this qualification the learner must gain a minimum of 50 credits. 18 credits from the core mandatory units (201-207), 3 out of 6 mandatory units for the pathway (232-237) and 5 units from the optional units (208-228)<br><br>(Knowledge based assessment for the Apprenticeship can be accessed by using the following qualification code 0070-25) |

| **0071-23 City & Guilds Level 2 Diploma in Work-based Horse Care (Breeding)** | |
|---|---|
| Rules for achievement of qualification | In order to achieve this qualification the learner must gain a minimum of 42 credits. 18 credits from the core mandatory units (201-207) 15 credits from the mandatory units for the pathway (229-231) and 9 credits (5 units) from the optional units (208-228)<br><br>(Knowledge based assessment for the Apprenticeship can be accessed by using the following qualification code 0070-25) |

## Assessment for the Diploma

The units will be assessed by the gathering of work-based evidence into a portfolio. The authenticity, sufficiency and validity of the evidence will be judged by the assessor.

**The portfolio builder pack** is available on **www.cityandguilds.com**. It contains a series of pro-forma that may be helpful to learners/assessors in the compilation of portfolios.

Included in the pack are the following pro-forma:

- Centre contacts form
- Self assessment and personal action plan form
- Record of units achieved
- Witness status list
- Witness testimony form
- Assessment planning form
- Learner feedback sheet

Where witness testimony is used, the Witness Status List must be completed on one occasion by any witnesses used.

The record of units achieved must also be updated as the learner completes each unit.

The use of the other forms is optional.

### Learners completing the City & Guilds Level 2 Diploma in Work-based Horse Care as part of the Apprenticeship framework

Learners who are completing the Level 2 Diploma in Work-based Horse Care as part of the Apprenticeship framework are required to undertake an additional knowledge based qualification. The qualification details are below:

0070-25 Level 2 Award in Business for the Environment and Land-based Sector QAN: 500/9311/3.

This single unit Award (10 credits) covers the underpinning knowledge for the Framework.

The assessment for this qualification is a City & Guilds set, internally marked, and externally verified assignment.

## Assessment strategy

**Centre staffing**
Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:
• be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
• have recent relevant experience in the specific area they will be assessing
• have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

**Assessors and internal verifiers**
The centre must provide Assessor personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level. The centre must provide Internal Quality Assurance personnel who must be occupationally competent in the industry either qualified to at least level 2 and/or have current experience of working in the industry at this level. Assessors/Internal Quality Assurance personnel may hold relevant qualifications such as D32/33/34 or A1/V1 or TAQA however they are not a mandatory requirement for this qualification. They should have had formal training in assessment/IQA, which may be the qualifications above, or other training that allows the assessor to demonstrate competence in the practice of assessment/IQA. This training may be carried out in-house or with an external agency.

TAQA qualifications are considered very appropriate as Continuing Professional Development (CPD) or as best practice standards for new centre staff to work towards.

Approved centres must have effective quality assurance systems to ensure optimal delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for all verified and/or moderated assessments undertaken by City & Guilds, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City & Guilds quality assurance processes visit the **What is CASS?** and **Quality Assurance Standards** documents on the City & Guilds website

### Assessor guidance

For the assessment of criteria within knowledge and understanding learning outcomes, it may be useful to use oral questions during direct observation and/or professional discussion.

For practical activities, witness testimony may be useful when direct observation does not cover all criteria. Product evidence may also be available.

## Appeals and Equal opportunities

Centres must have their own auditable, appeals procedure. If a learner is not satisfied with the examination conditions or a learner feels that the opportunity for examination is being denied, the Centre Manager should, in the first instance, address the problem. If, however, the problem cannot be resolved, City & Guilds will arbitrate and an external verifier may be approached to offer independent advice. All appeals must be clearly documented by the Centre Manager and made available to the external verifier or City & Guilds if advice is required.

Should occasions arise when centres are not satisfied with any aspect of the external verification process, they should contact their City & Guilds local office.

Access to the qualification is open to all, irrespective of gender, race, creed, age or special needs. The Centre Manager should ensure that no learner is subjected to unfair

discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. QCA requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to.

For learners with particular requirements, centres should refer to City & Guilds' policy document *Access to Assessment and Qualifications*, which is available from **www.cityandguilds.com**

## Centre and qualification approval

New centres must apply for centre and qualification approval. Further information on this process is available on the City & Guilds website.

Existing City & Guilds centres will need to get specific qualification approval to run this qualification. They should contact their City & Guilds Local Office.

Full details of the process for both centre and qualification approval are given in 'Providing City & Guilds qualifications – a guide to centre and qualification approval' which is available from **www.cityandguilds.com**

City & Guilds reserve the right to suspend an approved centre, or withdraw their approval from an approved centre to conduct a particular City & Guilds qualification, for reasons of debt, malpractice or for any reason that may be detrimental to the maintenance of authentic, reliable and valid qualifications or that may prejudice the name of City & Guilds.

## Registration and certification

Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under the appropriate qualification/complex (0071-21, -22 or -23).

Full details on the procedures for these qualifications will be found in the City & Guilds On-line Catalogue. This is accessed through the Walled Garden.

### Age restrictions

These qualifications are approved/accredited for 16-18, 18+ and 19+ learners. However, there are no age limits attached to learners undertaking the qualification unless this is a legal requirement of the process or the environment.

### Access arrangements, reasonable adjustments and special consideration

City & Guilds has considered the design of these qualifications and their assessments in order to best support accessibility and inclusion for all learners. City & Guilds understands however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

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.

The Equality Act 2010 requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

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.

Special consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

Please refer to the documents 'Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments', 'JCQ – A Guide to the special consideration process' and 'Access arrangements – When and how applications need to be made to City & Guilds' for more information. All of these are available on the **City & Guilds website**

## Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that help our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

**Our Pathway to Net Zero | City & Guilds (cityandguilds.com)**

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy and considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised and recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of activities wherever possible.

### The units

As units are signed off as completed, the record of units achieved proforma should be updated.

## How to use the Evidence Recording Sheets

There is a column alongside the assessment criteria. In this Qualification handbook this column is used for assessor guidance. In the Learner's Guide this column is used for recording the evidence. Records of direct observation may be written directly into this column or, if the evidence is on a separate document, the reference of where the evidence can be found should be entered here. If the evidence is cross reference to elsewhere in the Learner Guide and Logbook then the reference to where it may be found should be inserted. For underpinning knowledge criteria, the answers may be written in directly or completed on a separate page which can be referenced in the normal way.

Below is an example of how a recording sheet may look, with entries by the learner, the supervisor and the assessor. Although several people may enter information here, it remains the responsibility of the assessor to judge the evidence presented is sufficient, authentic and valid.

## Exemplar unit

| | | |
|---|---|---|
| **TITLE** | Maintain and develop personal performance | Learner's name<br>Tom Goodboy |
| **LEVEL** | 2 | |
| **CREDIT LEVEL** | 2 | |
| **UAN** | F/502/1689 | |

The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.
The learner will maintain and develop personal performance with regard to:
(i) working to targets and completing specific tasks
(ii) quality of work
Evidence from a staff appraisal or review is appropriate, where targets are set and agreed.
Relationship to National Occupational Standards : CU5.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Maintain personal performance | 1.1 Identify current competence and areas for development using relevant techniques and processes | Current competence was identified via self assessment and discussion at appraisal interview on 25th June 2008.<br>Identified that updating on current legislation and first aid training are required. See evidence ref 1 |
| | 1.2 Carry out work in accordance with responsibilities and organisational requirements | Tom is carrying out his duties to the high standard required by the company. He understands company policies and procedures for setting out work, the standard of work required and meeting targets agreed with customers. He arrives on site with required PPE and clean company uniform, giving a good impression of the company to customers. AB<br><br>25th September 2008. Visited Tom on site at 36 High Street. He was fully aware of what the job entailed. His work site was tidy and the customer was very satisfied with the work accomplished so far. ANO |

## Exemplar unit

| | | |
|---|---|---|
| 2. Develop personal performance | 2.1 Agree personal performance and targets with an appropriate person | Personal targets set on 25th June 2008. See evidence ref 1 |
| | 2.2 Review performance and progress regularly and use the outcome to plan future development activities | Performance is reviewed every 3 months. See update 30th September 2008. Evidence ref 2 |
| | 2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks | Tom asked about access to neighbouring land when working on the boundary at 46 Church Lane on 14th July 2008. AB<br><br>Tom asked for clarification of the order of work at 25 Common Lane on 30th August 2008 AB |
| | 2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance | Feedback from June has been acted on. Tom has improved his timekeeping since his appraisal. He is working in a more methodical way since our discussion, so that his work area is tidier and safer for Tom and the customers. It also gives a better impression of the company.<br><br>Although Tom works well on his own initiative, Tom seeks feedback from me if ever he is unsure what is required of him. Alan Boss 20th October 2008 |

| | | |
|---|---|---|
| 3. Know how to develop personal performance | 3.1 State own limits of responsibility in relation to specific tasks and activities | I have to arrive at the customer's address at the specified time and behave in a manner that gives a good impression to customers. I have to work tidily and steadily and do the jobs in the right order and do them how Joe and Alan have shown me. I have to avoid causing any unnecessary damage to the site and clear up any mess promptly. On longer jobs, I have to make sure I am not leaving hazards unguarded overnight. |
| | 3.2 State who to obtain advice from in relation to specific tasks and activities | Straight forward tasks, I refer to my colleague Joe. More complex things to my supervisor Alan. |
| | 3.3 List the correct procedures for obtaining advice | Initially I ask my colleague Joe, who has been here 5 years, then my supervisor Alan, if Joe can't help. If Alan cannot advise me he tells me where to find the advice or finds out the answer for me. |
| | 3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear | Safety may be put at risk or the job might not be done how the company or customer wants it to be done |
| | 3.5 Describe how to determine and agree development needs and personal targets | We do this formally at appraisal meeting and 3 monthly reviews. I fill in a self assessment form and then discuss this with Alan. |
| | 3.6 State why personal performance should be reviewed | So that I can improve in my job and advance my career. So that the company has well trained staff that can meet customers' needs and expectations. |

## Unit 201

| | | |
|---|---|---|
| TITLE | Clean and maintain stables | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | Y/600/3483 | |

The aim of this unit is about the daily routine of cleaning and maintaining stables. This work is carried out to ensure that the stabling provides safe and suitable accommodation for horses.

This unit involves cleaning and maintaining stables. The learner will need to be able to work with a variety of horses and types of bedding. The learner will also need to check and maintain ventilation, light, bedding and that the conditions are suitable for the individual horse.

Relationship to National Occupational Standards: This unit directly relates to 029NHC201.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to work safely and minimise environmental damage | 1.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | Routine awareness of working with horses when working inside and outside stables.<br>Securing horse, tying up, |
| | 1.2 Carry out work in a manner which minimises environmental damage | Removal of muck and water |
| | 1.3 Dispose of waste safely and correctly | Muck heap, muck trailer, drains |
| | 1.4 Wear appropriate PPE during cleaning | Clothing, foot wear, hair, jewellery |
| 2. Be able to select, use and maintain relevant equipment | 2.1 Select and use appropriate equipment for this area of work | Forks, shovels, brushes, skips, wheelbarrows |
| | 2.2 Prepare, maintain and store equipment in a safe and effective working condition | Maintenance of a safe store area |

## Unit 201

| | | | |
|---|---|---|---|
| 3. Be able to clean and maintain stables | 3.1 | Clean and maintain two different types of bedding within the stable environment | Muck out, deep litter, skip out, and provide clean bedding. Materials, straw, shavings, paper, rubber floors, and commercial alternative. Learners should be able to maintain standard mucked out beds |
| | 3.2 | Provide clean water | Water buckets, automatic water system |
| | 3.3 | Provide food as instructed | Mangers, feed bowls, safe procedure when entering and leaving stables |
| | 3.4 | Check and maintain stable conditions | Care throughout the day and routine activity |
| 4. Know how to clean and maintain stables | 4.1 | Outline the cleaning routines appropriate to different types of horse and stabling | Routine care to include; muck out, deep litter, skip out and provision of clean bedding. When clean bedding would be required. Materials, straw, shavings, paper, rubber floors, and commercial alternative |
| | 4.2 | Describe signs of stress of the horse that may be observed during mucking out | Pulling back, weaving, crib biting, stamping feet, calling, barging |
| | 4.3 | State the importance of clean water | The horse's need for clean fresh water and how the supply is maintained |
| | 4.4 | Identify the types of problems which may occur and describe how to deal with them | Horse health and welfare |
| | 4.5 | Describe different types of bedding that can be used within a stable | Wheat straw, barley straw, oat straw, shavings, hemp, paper, rubber matting and other commercial alternatives |
| | 4.6 | Describe how to check and maintain stable conditions | Care throughout the day to include skipping out. Day and night beds |
| 5. Know the current health and safety legislation and environmental good practice | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | Environment and physical |

## Unit 201

| | | | |
|---|---|---|---|
| | 5.2 | Describe how environmental damage can be minimised | Care of the stable yard muck heap and surrounding area, location of muck heap, drainage |
| | 5.3 | Describe the correct methods for disposing waste | Location of muck heap and/or trailer. Daily care of the muck heap |
| 6. Know the types of equipment required and how to maintain them | 6.1 | Describe the equipment and methods of maintaining the range of equipment | Caring and storage of; forks, shovels, brushes, small hand tools, wheelbarrows |

## Unit 202

| | | |
|---|---|---|
| TITLE | Provide feed and water to horses | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | D/600/3484 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to provide feed and water to a variety of horses in stables and fields. It also includes the identification of feed types including roughage and concentrates and how to assess their quality<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC202.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to select, use and maintain equipment to feed and water horses | 1.1 Select and use appropriate equipment for this area of work | Feed bowls, scoop, spoon, water |
| | 1.2 Prepare, maintain and store equipment in a safe and effective working condition throughout | Cleaning feed bowls, scoop, spoon, water, feed room |
| 2. Be able to feed and water horses | 2.1 Prepare rations according to instructions to include concentrates and roughage | Verbal instructions, feed charts, concentrate feeds, hay – dry and soaked |
| | 2.2 Identify feed types and assess quality including roughage and concentrates | Cereals and commonly used compounds for example horse nuts. Hay, Haylage and alternatives |
| | 2.3 Provide feed and water to the horses in the required place according to procedures for both stabled and grazing horses | Entering the stable and or field, placing feeds in a safe place. Using a range of feed bowls, mangers, troughs, hay racks |
| | 2.4 Report any changes in the feeding and drinking habits of horses to the appropriate person | Left over food, bolting food, picking at food, empty water buckets, full water buckets, hay nets not emptied |

## Unit 202

| | | |
|---|---|---|
| 3. Be able to work safely | 3.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | Lifting weight, entering stables and fields, securing horses when necessary |
| | 3.2 Dispose of waste safely and correctly | Uneaten food, food of a poor quality, left over hay |
| 4. Know how to feed and water horses | 4.1 Describe how to prepare rations | Measuring quantities, use of scoop, scales, hay and concentrate ration to include; dampening feed concentrate and hay |
| | 4.2 State the different procedures between feeding an individual horse to groups of horses | Positioning of feed, working to the promotion safety and the prevention of bullying |
| | 4.3 Describe normal feeding and drinking habits and behaviours of horses | Feeding drinking habits and the identification of normal and abnormal behaviour |
| | 4.4 State the correct storage and use of feedstuffs | Feed room and feed store to include; Feed bins, pallets, rotation of feed, environment, vermin |
| | 4.5 Describe signs and effects of vermin contamination to feed stocks and state to whom this should be reported | Identification of signs of vermin and where to look |
| | 4.6 List the rules of good feeding and watering practice | Related to daily routine practice |

## Unit 202

| | | |
|---|---|---|
| | 4.7 Describe what to do if there are changes in the feeding and drinking behaviour of the horse | Reporting to supervisor, identification of abnormal, potential signs that a horse maybe unwell |
| | 4.8 State the risks during feeding and watering to horses to self and others and how these can be minimised | Biting, kicking, barging, lifting, being trodden on, horses inter reacting with others, security of horses |
| 3. Know the types of equipment required and how to maintain them | 5.1 Describe the equipment methods of using and maintaining the equipment in a fit state for use which will be necessary to feed and water horses | Feed bins, bowls, buckets, utensils, automatic water butts, troughs, scoops, hay nets |
| 4. Know the current health and safety legislation | 6.1 Outline the current health and safety legislation, codes of practice and any additional requirements which apply to this area of work. | Handling food, horses, lifting environment |
| | 6.2 Describe the correct methods for disposing of waste | Where and how waste is disposed of. Definition of waste |

## Unit 203

| | | |
|---|---|---|
| TITLE | Carry out routine care and monitor the health and well-being of horses | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 5 | |
| UAN | H/600/3485 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to carry out routine care and routine monitoring of healthy horses, the recognition of the signs of ill-health and lameness, the nursing of sick horses and routine treatments.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NRC 202.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to carry out routine husbandry and monitor health and well-being of horses | 1.1 Care for horses in a manner which optimises their health and well-being | Observation and the maintenance of routine daily activity |
| | 1.2 Monitor horses physical condition and behaviour at regular intervals and report concerns to the appropriate person covering the following<br>i. posture<br>ii. movement<br>iii. behaviour<br>iv. appetite<br>v. condition<br>vi. bodily functions | Signs of good health<br>Signs that a horse maybe unwell<br>T.P.R. |
| | 1.3 Carry out routine husbandry and health care, observe and monitor to promote horses health according to instructions | Maintenance of routine activity and the recognition of normal/abnormal behaviour through the working day |
| | 1.4 Provide clear and accurate information for recording purposes | Describe the horse's status related to signs of good and or poor health |

## Unit 203

| | | | |
|---|---|---|---|
| 2. | Be able to work safely | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | Maintenance of routine work activity |
| 3. | Know how to carry out routine husbandry and monitor the health and well-being of horses | 3.1 Describe how to recognise signs of health and ill-health covering all of the following:<br>i. disease<br>ii. disability<br>iii. pest infestation<br>iv. trauma<br>v. colic | Disease, internal, external<br>Disability, direct injury<br>Worm infestation, skin parasites<br>Trauma, accident of injury<br>Colic, intestinal pain<br>Heat, swelling, limb pain |
| | | 3.2 Describe how to monitor horses physical condition and behaviour at regular intervals and when to report concerns to the appropriate person covering all the following<br>i. posture<br>ii. movement<br>iii. behaviour<br>iv. appetite<br>v. condition<br>vi. bodily functions | When and how to monitor, when and how to record, taking account of normal behaviour, droppings, disturbed bedding |
| | | 3.3 Describe how to recognise horse health emergencies and when to call supervisor | Acute trauma, injury or colic, wounds, dealing with blood loss |

## Unit 203

| | | |
|---|---|---|
| | 3.4 Describe routine measures of worming, vaccination, foot care | When to worm, how often, types of wormer for different times of year, veterinary records, shoeing –signs of |
| | 3.5 Describe the basic structure of the foot and leg and describe how to recognise a lame horse | Internal and external points of leg and foot, what to look for in a lame horse, how the horse moves when lame |
| | 3.6 Describe how to recognise and treat minor ailments | Types of wounds, poulticing, hot and cold fomentations, medicine cupboard |
| 4. Know the current health and safety legislation | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | Handling horses, health care, disposal of waste |

## Unit 204

| | | |
|---|---|---|
| TITLE | Restrain horses using specified methods | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | K/600/3486 | |
| The aim of this unit is to provide the learner with the knowledge and skills required for restraining horses using specified methods.<br>The unit covers maintaining control throughout, communicating effectively with others and seeking assistance should any difficulties occur.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC202.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to restrain horses using specified methods | 1.1 Select and wear suitable protective clothing for the work | Hat, gloves, footwear, clothing, removal of jewellery |
| | 1.2 Restrain horse according to instructions | Possible use of; Head collar, bridle, humane halter, twitch, skin pinch, positioning, assistance. Note to assessors, learners should be aware of different aspects of restraint but may not be expected to use all given examples. Learners should only be asked to handle horses which reasonably at level 2 they can be expected to control |
| | 1.3 Work in a quiet, calm and confident manner while restraining the horse | Body language, use of voice positioning |
| | 1.4 Maintain control of the horse throughout the process | Body language, use of voice positioning |
| | 1.5 Release the horse from restraint safely as instructed | Possible removal of; Head collar, bridle, humane halter, twitch, skin pinch, positioning, assistance. Note to assessors, learners should be aware of different aspects of restraint but may not be expected to use all given examples. Learners should only be asked to handle horses which reasonably at level 2 they can be expected to control |

## Unit 204

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|---|---|---|---|
| | 1.6 | Communicate effectively with those working with the horse during restraint and seek the assistance without delay should any difficulties arise | Supervisor, assistant |
| 2. Be able to select, use and maintain equipment for restraining horses using specified methods | 2.1 | Identify, select and use appropriate equipment according to instructions | Head collar, bridle, humane halter, twitch, skin pinch, positioning, and assistance. Note to assessors, learners should be aware of different aspects of restraint but may not be expected to use all given examples. Learners should only be asked to handle horses which reasonably at level 2 they can be expected to control |
| | 2.2 | Prepare, maintain and store equipment correctly | |
| 3. Be able to work safely | 3.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant codes of practice and any appropriate guidance | Approach and handle a horse in a stable |

## Unit 204

| | | |
|---|---|---|
| 4. Know how to restrain horses using specified methods | 4.1 Explain the reasons for restraining horses, the methods of restraint and when to use them covering all the following<br>i. holding up a leg<br>ii. pinching skin on the neck<br>iii. bridle<br>iv. headcollar<br>v. lunge line<br>vi. chiffney<br>vii. twitch | |
| | 4.2 Specify the protective clothing which may be required and why this should be worn | |
| | 4.3 Describe how to recognise if the horse is becoming stressed during restraint and when to seek assistance | |
| | 4.4 State the importance of communicating with the person working with the horse while it is being restrained | |
| 5. Know the current health and safety legislation | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | |

## Unit 205

| | | |
|---|---|---|
| TITLE | Monitoring and maintaining health and safety | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | Y/501/6353 | |
| The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain a healthy and safe working environment under minimal guidance or direction. Learners should be familiar with the health and safety policy and understand their responsibilities under the policy.<br><br>Relationship to National Occupational Standards: This unit directly relates to NOS: CU 2.1, 2.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to maintain health, safety and security in the workplace | 1.1 Identify health and safety risks in relation to the workplace covering the following<br>• people<br>• equipment & materials<br>• the work area | Horses, stable area, storage areas and facilities, stable yards, fields, and paddocks. Working with others and horses in a routine working stable yard |
| | 1.2 Carry out specified measures to control risks and keep the appropriate people fully informed. | Risk assessment |
| | 1.3 Seek guidance on measures to control unfamiliar risks arising from non-routine work situations | Areas of responsibility and referral within the working yard |

## Unit 205

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|---|---|---|---|
| | 1.4 | Relay health and safety information to others in a manner likely to be understood | Risk assessment, instruction to fellow workers |
| | 1.5 | Take the appropriate action without delay as soon as an emergency is suspected | Reporting incidents and accidents, |
| | 1.6 | Dispose of hazardous and non-hazardous waste safely and appropriately | Definition of hazardous and non hazardous waste |
| | 1.7 | Maintain the security of the workplace in accordance with organisational requirements | Areas in a stable yard with specific security needs |
| 2. Be able to use equipment and materials safely | 2.1 | Use equipment and materials in accordance with manufacturers' instructions and any organisational training | Mechanical, electrical, manual |
| | 2.2 | Transport any equipment and materials safely and store them correctly at an approved location when not in use | Lifting and carrying, mechanical, electrical, manual |
| 3. Know the systems and procedures for maintaining health, safety and security. | 3.1 | State the organisational requirements with regard to ensuring the security of the workplace | People, - fellow workers, clients, horses |

## Unit 205

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|---|---|---|---|
| | 3.2 | Describe the roles and responsibilities for health and safety in the workplace under organisational policy and legislation | Supervisor, self, fellow workers |
| | 3.3 | State why inadequate measures to control risks should be reported | |
| | 3.4 | Describe procedures for different types of emergencies appropriate to the relevant industry | Ridden, stable yard, field |
| | 3.5 | Explain how the procedures for specific emergencies may be affected by location | Riding areas, stable yard, field |
| | 3.6 | Identify different types of fire extinguishers and their use, relevant to the work area | |
| | 3.7 | Describe the different forms of waste and appropriate methods of disposal | |
| | 3.8 | Explain the relationship between security and safety within the workplace | |
| | 3.9 | List any specific risks relevant to child safety in the workplace | |

## Unit 205

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|---|---|---|---|---|
| | | 3.10 | State who and why accidents should be reported | |
| 4. | Understand why equipment is transported and stored safely | 4.1 | Explain how to transport and store equipment and materials safely | |
| 5. | Know the reason for following manufacturers' guidance | 5.1 | State the importance of following manufacturers' and organisational instructions and the potential consequences and risks of not doing so | |
| 6. | Maintain good standards of heath and safety for self and for others | 6.1 | Supply the necessary personal medical information in accordance with organisational requirements | Information that supervisors and employers may need to know in order to maintain a safe working environment |
| | | 6.2 | Use and care for the correct personal protective equipment and clothing necessary for work | Overalls, gloves, hat, footwear |
| | | 6.3 | Use approved methods of handling when moving and lifting items | Examples; hay, feed, wheelbarrows |
| | | 6.4 | Use the appropriate personal and workplace hygiene at all times | Personnel hygiene; for example when to wash hands |
| | | 6.5 | Provide accurate information about location so that contact can be made if necessary | Address |

## Unit 205

| | | | |
|---|---|---|---|
| | 6.6 | Work in a way which minimises risk to self, others and the environmental | Routine activity |
| | 6.7 | Take appropriate action where incidents affect the health and safety of workers | Routine procedure |
| | 6.8 | Report incidents without delay and complete records accurately, legibly and completely | |
| 7. Understand how to maintain the health and safety of self and others | 7.1 | Explain the roles in maintaining health and safety | |
| | 7.2 | Explain the reasons for leaving information about location when working in isolation or in remote locations | |
| | 7.3 | Explain why accidents should be reported without delay and recorded in the appropriate document | |
| | 7.4 | Explain the methods of minimising environmental damage during work | |
| 8. Know the safe lifting techniques | 8.1 | Describe the safe methods for moving and lifting items | |

## Unit 205

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|---|---|---|---|
| 9. | Know how to maintain health and safety | 9.1 | Describe the reasons for maintaining good personal and workplace hygiene |
| | | 9.2 | State own ability to deal with health and safety emergencies (e.g. not carrying out actions beyond capabilities). |
| | | 9.3 | Describe how to administer basic emergency first aid procedures |
| | | 9.4 | Identify the types of personal protective equipment and clothing needed for work and how they must be used, cleaned, stored, inspected and replaced |

## Unit 206

| | | |
|---|---|---|
| TITLE | Maintain and develop personal performance | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | F/502/1689 | |
| The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person.<br>The learner will maintain and develop personal performance with regard to:<br>(i) working to targets and completing specific tasks<br>(ii) quality of work<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NCU5.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Maintain personal performance | 1.1 Identify current competence and areas for development using relevant techniques and processes | Initial assessment and self review of equine skills and horse care |
| | 1.2 Carry out work in accordance with responsibilities and organisational requirements | Identification of roles and responsibility within an equine establishment |
| 2. Develop personal performance | 2.1 Agree personal performance and targets with an appropriate person | Mentorship, tutorial records |

## Unit 206

| | | | |
|---|---|---|---|
| | 2.2 | Review performance and progress regularly and use the outcome to plan future development activities | Evidence and methods of review and monitoring that maybe used are; Mentorship, tutorial records, record of training, work logs |
| | 2.3 | Seek advice from an appropriate person if clarification is required concerning specific tasks | Supervisor, manager, fellow worker |
| | 2.4 | Seek constructive feedback and advice from others and use it to help maintain and improve performance | Supervisor, manager, fellow worker |
| 3. Know how to develop personal performance | 3.1 | State own limits of responsibility in relation to specific tasks and activities | Job role and specification |
| | 3.2 | State who to obtain advice from in relation to specific tasks and activities | Supervisor, manager, fellow worker |
| | 3.3 | List the correct procedures for obtaining advice | Supervisor, manager, ,tutor |
| | 3.4 | State the risks involved in not obtaining advice where specific tasks and activities are unclear | |

## Unit 206

| | | | |
|---|---|---|---|
| | 3.5 | Describe how to determine and agree development needs and personal targets | |
| | 3.6 | State why personal performance should be reviewed | |

## Unit 207

| | | |
|---|---|---|
| TITLE | Establish and maintain effective working relationships with others | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | T/502/1690 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation<br><br>The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation<br><br>Relationship to National Occupational Standards: This unit directly relates to O239NCU5.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Maintain working relationships with others | 1.1 Identify opportunities to improve working practices with the appropriate person | Supervisor, manager, fellow worker, clients |
| | 1.2 Carry out activities requiring co-operation with others in accordance with required procedures | Supervisor, manager, fellow worker, clients |
| | 1.3 Communicate with others in a way which promotes effective working relationships | Supervisor, manager, fellow worker, clients |
| | 1.4 Keep others informed about work plans or activities which affect them | Supervisor, manager, fellow worker, clients |

## Unit 207

| | | | |
|---|---|---|---|
| | 1.5 | Seek assistance from others without causing undue disruption to normal work activities | Supervisor, manager, fellow worker, clients |
| | 1.6 | Respond in a timely and positive way when others ask for help or information | Supervisor, manager, fellow worker, clients |
| 2. Understand why good working practices are important | 2.1 | State why good working relationships are important | Communication, productivity |
| | 2.2 | Suggest ways in which good working relationships can be maintained | Communication |
| | 2.3 | State the methods of dealing with disagreements within the workplace | Complaints, disciplinary, meetings |
| | 2.4 | Describe own level of responsibility in relation to dealing with disagreements | Job role and specification |
| | 2.5 | State why effective communication is important | |

## Unit 208

| | | |
|---|---|---|
| TITLE | Prepare a stable for a horse | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 1 | |
| UAN | R/600/3482 | |

The aim of this unit is about the daily routine of preparing a stable. This work is carried out to ensure that the stabling provides safe and suitable accommodation for horses.

This unit involves preparing stables for horses. The learner will be able to select a stable for a horse, check the stable for safety, provide suitable bedding, check the availability/quality of food and water and put the horse in the stable.
Relationship to National Occupational Standards: This unit directly relates to 029NRC201.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to prepare stable for a horse | 1.1 Select a stable for a horse according to instructions | Individual horse's needs, size, temperament, location |
| | 1.2 Check the safety of the stable | Doors, fittings, windows, floor, size |
| | 1.3 Assess suitability of bedding and bed down according to instructions | Type of bedding to suit the horse's welfare and health requirements |
| | 1.4 Ensure water and food is available | Feed, hay, buckets, automatic water bowls, current feeding and watering habits |
| | 1.5 Introduce horse to the stable safely, securely and to maintain welfare | Consider needs of horse. New horse to yard. Young horse or moving stables |

## Unit 208

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|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | Handling of horse, PPE, establish horse needs |
| 3. | Know how to prepare stables for horses | 3.1 | Describe the types of stabling suitable for different types of horses | |
| | | 3.2 | Describe common stable fittings | |
| | | 3.3 | State the required ventilation and light for horses | |
| | | 3.4 | Describe a range of bedding and their uses | |
| | | 3.5 | Describe safe and suitable methods of introducing horses to stables | |
| 4. | Know the current health and safety legislation | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements which apply to this area of work | |

## Unit 209

| | | |
|---|---|---|
| TITLE | Fit and remove horse clothing | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | T/600/3488 | |

The aim of this unit involves putting on and removing stable/protective and tail bandages. It also involves putting on, fitting and removal of rugs.
The learner will need to be fully aware of the importance of health and safety in connection with this work.
The learner will need to be able to recognise hazards and assess risks within the workplace

Relationship to National Occupational Standards: This unit directly relates to 029NHC203.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to fit and remove horse clothing | 1.1 Select and apply stable/protective bandages with protective padding as required maintaining safety and security of self and horse throughout | Stable, travel, exercise |
| | 1.2 Select and apply tail bandage | Awareness of tension |
| | 1.3 Check comfort and safety of bandages to ensure they are fit for purpose | Security and appropriate tension |
| | 1.4 Remove roll and store bandages, as appropriate | Stable, travel, exercise |
| | 1.5 Select and fit suitable rugs according to instructions | Indoor and outdoor rugs with layers. Under blankets and toppers. Use cross over straps, leg straps, rollers, surcingle Procedure for putting on rugs, security of the horse |
| | 1.6 Remove, fold and store rugs according to organisational requirements | Procedure for removing rugs to maintain the welfare and safety of the horse, handler and any fellow workers |

## Unit 209

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|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with codes of practice and any additional requirements | Security and well being of the horse, handler and other workers, consideration of the environment and injury |
| 3. | Know how to fit and remove horse clothing | 3.1 | Explain the reasons for applying stable/protective/tail bandages | |
| | | 3.2 | Describe the dangers of unsafe bandaging | |
| | | 3.3 | Describe a range of different types of rugs and their applications for:<br>• Indoor rugs<br>• Outdoor rugs | |
| | | 3.4 | Describe the principles of fitting and measuring rugs | |
| | | 3.5 | Explain the effects of ill-fitting rugs | |
| | | 3.6 | Explain the importance of cleaning and storing rugs and bandages in good condition | |
| 4. | Know the current health and safety legislation | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | Security of the horse, welfare of horse, handler and other workers, environment and prevention of injury |

## Unit 210

| | | |
|---|---|---|
| TITLE | Plait and trim horses manes and tails | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | A/600/3489 | |
| The aim of this unit is to provide the learner with the knowledge and skills to plait the mane and trim the horse as appropriate<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC203.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to plait and trim horses | 1.1 Prepare and control horse prior to plaiting and trimming | Secure horse, select appropriate area, gather equipment, prepare mane |
| | 1.2 Prepare and plait the mane according to instructions | Prepare and plait mane using bands or thread |
| | 1.3 Carry out trimming according to instructions to include one of the following:<br>i. Bottom of tail<br>ii. Bridle gap<br>iii. Feathers | Combs, scissors, clippers |
| 2. Be able to work safely | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant codes of practice and any additional requirements | Positioning of the horse. Care of equipment, use and safety of needles, technique when using scissors. Awareness and use of PPE |

## Unit 210

| | | | |
|---|---|---|---|
| 3. Be able to select, use and maintain relevant equipment for plaiting and trimming | 3.1 | Select and use appropriate equipment for plaiting and trimming according to relevant legislation and manufacturer's instructions | Combs, scissors, clippers |
| | 3.2 | Prepare, maintain and store equipment in a safe and effective working condition | Combs, scissors, clippers |
| 4. Know how to plait and trim horses | 4.1 | Explain how and when a horse might be plaited | |
| | 4.2 | State when trimming is required | |
| | 4.3 | Describe how to control a horse when plaiting or trimming | |
| | 4.4 | Describe how to carry out trimming for all the following<br>i. Bottom of tail<br>ii. Bridle gap<br>iii. Feathers | |
| 5. Know the current health and safety legislation | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | |
| 6. Know the types of equipment required and how to maintain them | 6.1 | Describe the equipment and methods of maintaining the range of equipment used required for plaiting and trimming | |

## Unit 211

| | | |
|---|---|---|
| TITLE | Clean and groom horses for appearance | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | M/600/3490 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to clean and groom horses for appearance. It also covers recognising when horses hooves need attention<br>The learner will need to be fully aware of the importance of health and safety in connection with this work<br><br>Relationship to National Occupational Standards: This unit directly relates to 029NHC203.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to clean and groom horses | 1.1 Groom horses efficiently and correctly | Full grooming and strapping of the stabled horse. Brushing off in preparation for work or following work activity.<br>Grooming field kept horses and ponies |
| | 1.2 Recognise and report when a horse's hooves need attention | Signs of a horse needing to be re shod of hoof trimmed |
| | 1.3 Wash and dry horse according to conditions and requirements covering both:<br>i. a full wash<br>ii. sponging off | Wetting, washing, shampooing, and drying |
| 2. Be able to select, use and maintain equipment for cleaning and grooming horses | 2.1 Select and use appropriate equipment for grooming and washing according to requirements | Water, sponges, bucket, shower. Use of full grooming kit and items for particular purposes |
| | 2.2 Prepare, maintain and store equipment in a safe and effective working condition | Grooming kits. |

## Unit 211

| | | | | |
|---|---|---|---|---|
| 3. | Be able to work safely | 3.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant codes of practice and any additional requirements | Security of horse, handler and fellow worker. PPE |
| 4. | Know how to clean and groom horses | 4.1 | Outline the dangers of a dusty environment for the handler | |
| | | 4.2 | Describe the dangers of wearing perfume and jewellery | |
| | | 4.3 | Describe the reason why a horse's hooves might need attention | |
| | | 4.4 | Explain the principles and reasons for grooming | |
| | | 4.5 | Name and describe the correct use of items in the grooming kit | |
| | | 4.6 | Describe the procedure for washing and sponging off dirty horses and drying | |
| 5. | Know the current health and safety legislation | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | Security of horse, handler and fellow worker. PPE |

## Unit 212

| | | |
|---|---|---|
| TITLE | Assess grazing land for the introduction of horses | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | T/600/3491 | |
| This aim of this unit is to provide the learner with the knowledge and skills to assess grazing land ready for the introduction of horses. This unit involves checking land for its suitability for grazing by horses. This includes; recognising and removing hazards, providing a suitable supply of water, checking boundaries and the quality of the grazing.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC204.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assess grazing land for the introduction of horses | 1.1 Make a basic assessment of the quantity and quality of grazing to ensure it is appropriate for the intended purpose | Grass, drainage, time of year, |
| | 1.2 Check for and identify presence of poisonous plants and weeds and any hazards | Identification of poisonous plants and how best they are removed |
| | 1.3 Check that the boundaries are safe and secure | Fencing - post and rail, electric, wire, other alternative brand name products |
| | 1.4 Ensure a supply of clean water is available | Trough, bucket, supply, cleaning |
| | 1.5 Report the condition of the grazing land to the appropriate person | Supervisor, manager |

## Unit 212

| | | | | |
|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE, care when lifting and protection to skin |
| 3. | Know how to assess grazing land for the introduction of horses | 3.1 | Describe the differences between good and poor grazing | |
| | | 3.2 | Describe different methods for providing water for grazing horses | |
| | | 3.3 | State the importance of clean grazing in preventing parasitic infections | |
| | | 3.4 | Identify common types of poisonous plants and weeds | |
| | | 3.5 | Describe the suitability of different types of fencing for horses | |
| | | 3.6 | Describe the ideal location of a gate and appropriate measures for securing gates | |
| 4. | Know the current health and safety legislation and environmental good practice | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | |

## Unit 213

| | | |
|---|---|---|
| TITLE | Turn out, catch and maintain horses when turned out | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | A/600/3492 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to turn out, catch and maintain horses when turned out. It includes the routine checking of the horse and the land and catching and bringing in horses as required<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC204.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to prepare to turn horses out | 1.1 Check the land, boundaries and any shelter are suitable and secure | Fencing - post and rail, electric, wire, other alternative brand name products |
| | 1.2 Check that an adequate supply of clean water is available | Trough, bucket, cleanliness |
| | 1.3 Identify the horse to be turned out as instructed | |
| | 1.4 Select and fit equipment as necessary and lead the horse to the land appropriately | Headcollar, bridle, PPE |
| 2. Be able to maintain horses when turned out | 2.1 Release the horse into turn out area as instructed | Conduct and handling through gate way and positing before release |
| | 2.2 Take the appropriate action to resolve any problems as necessary | Temperamental change, groups of horses, field location |

## Unit 213

| | | | | |
|---|---|---|---|---|
| | | 2.3 | Check the behaviour and condition of horses regularly | Routine care, normal abnormal behaviour |
| 3. | Be able to catch up horses | 3.1 | Catch and bring in horses as instructed | Body language and approach to the horse, fitting headcollar, when to offer a titbit, removal from field, dealing with the gate |
| 4. | Be able to work safely | 4.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE. Handling of horse, fitting of equipment, safety in and out of field |
| 5. | Know how to maintain horses when turned out | 5.1 | Describe the process for turning out horses in to regular and new turn out areas | |
| | | 5.2 | State how often to check the horse, area and water and how this varies depending on the time of year and weather | |
| | | 5.3 | Identify the types of records required and the importance of accurate record keeping | |
| | | 5.4 | Describe how to introduce a new horse into an established group | |
| | | 5.5 | Outline the group behaviour of horses | |

## Unit 213

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|---|---|---|---|---|
| | | 5.6 | State how to make sure the land boundaries and any shelters are suitable and secure | |
| 6. | Know the current health and safety legislation | 6.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | PPE. Handling of horse, fitting of equipment, safety in and out of field |

## Unit 214

| | | |
|---|---|---|
| TITLE | Fit, remove and maintain tack for exercise | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | F/600/3493 | |
| The aim and purpose of this unit provides the learner with the knowledge and skills to tack up and un-tack horses for exercise.<br><br>The learner will need to be fully aware of the importance of health and safety in connection with this work and will need to be able to recognise hazards and assess risks.<br><br>Relationship to National Occupational Standards: This unit directly relates to 029NHC205.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to fit and remove tack for exercise | 1.1 Prepare and control the horse in preparation for tacking up | Security of horse |
| | 1.2 Fit suitable tack for exercise including:<br>i. bridles<br>ii. martingales<br>iii. saddles<br>iv. nosebands and bits<br>v. breastplate | Snaffle bridles<br>Running standing martingales, with breast plate attachment<br>General purpose, dressage, jumping, numnahs and cloths<br>Drop, flash, cavesson, cross over<br>Different types with and without attachments |
| | 1.3 Fit suitable boots for exercise | Brushing type boots front and back legs. Over reach boots |

## Unit 214

| | | | |
|---|---|---|---|
| | 1.4 | Remove equipment after exercise and store tack safely and correctly | Removal and storage of;<br>Snaffle bridles<br>Running standing martingales, with breast plate attachment<br>General purpose, dressage, jumping, numnahs and cloths<br>Drop, flash, cavesson, cross over<br>Different types with and without attachments |
| 2. Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | Fitting of tack and equipment with due consideration of PPE, horse welfare and security, safety of handler and others. |
| 3. Be able to select, use and maintain tack | 3.1 | Select and check tack for safety and suitability for the specified work | Snaffle bridles<br>Running standing martingales, with breast plate attachment<br>General purpose, dressage, jumping numnahs and cloths,<br>Drop, flash, cavesson, cross over<br>Different types with and without attachments |
| | 3.2 | Clean, maintain and store tack in a safe and effective working condition | Leather, synthetic, fabric |
| 4. Know how to fit tack and remove for exercise | 4.1 | State the reasons for checking tack for comfort and safety | |
| | 4.2 | Identify a range of tack in common use and how to fit | |
| | 4.3 | Describe the problems which may occur when tacking up or untacking | |

## Unit 214

| | | | |
|---|---|---|---|
| | 4.4 | Describe how to recognise ill-fitting tack and the appropriate action to take | |
| | 4.5 | Describe the procedure for untacking a horse safely and securely and the purpose of checking condition of horse after untacking | |
| | 4.6 | Describe the reasons for checking, cleaning, maintaining and storing tack and the actions to take if tack is found to be unsafe | |
| 5. Know relevant health and safety legislation | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE, Handling horses to maintain the security and welfare of the horse, handler and other workers |

## Unit 215

| | | |
|---|---|---|
| TITLE | Long rein a horse under supervision | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 4 | |
| UAN | J/600/3494 | |

The aim if this unit is to provide the learner with the skills and knowledge for long reining a horse under supervision. It includes checking and fitting suitable tack and the conditions which may affect the process
The learner will need to be fully aware of the importance of health and safety in connection with this work and will need to be able to recognise hazards and assess risks

Relationship to National Occupational Standards: This unit directly relates to 029NHC205.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to long rein a horse | 1.1 Check that the area is suitable for the exercise | Fenced, flat, free from debris |
| | 1.2 Wear the appropriate protective clothing | Comfortably fitting clothing that allows for movement. Footwear, gloves, hat |
| | 1.3 Select, check and fit suitable long rein tack and equipment according to instructions | Possible equipment for use; saddle, roller, bridle, lines, whip, cavesson |
| | 1.4 Maintain control of the horse at all times appropriate to the conditions | Body language, handling of equipment, lines, whip, positioning, walk, trot and steering and control |
| | 1.5 Long rein the horse according to instructions | Body language, handling of equipment, lines, whip, positioning, walk, trot and steering and control |
| | 1.6 Remove tack and maintain security and safety of horse throughout | Removal of equipment to ensure the horses safety and comfort |

## Unit 215

| | | | | |
|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and is consistent with current codes of practice and any additional requirements | Body language, handling of equipment, lines, whip, positioning, walk, trot and steering. PPE |
| 3. | Know how to long rein horses | 3.1 | State the purpose of long reining and the reasons why long reining can be substituted for exercise | |
| | | 3.2 | Describe procedures associated with long reining horses | |
| | | 3.3 | List types and use of equipment and protective clothing | |
| | | 3.4 | Describe the ways in which conditions such as; weather, surface and other horses affect the process | |
| | | 3.5 | Explain the long rein process and how to recognise and deal with problems | |
| 4. | Know the current health and safety legislation | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | |

## Unit 216

| | | |
|---|---|---|
| TITLE | Lunge a horse under supervision | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 4 | |
| UAN | L/600/3495 | |

The aim if this unit is to provide the learner with the skills and knowledge for lungeing a horse under supervision. It includes checking and fitting suitable tack and the conditions which may affect the process
The learner will need to be fully aware of the importance of health and safety in connection with this work and will need to be able to recognise hazards and assess risks

Relationship to National Occupational Standards: This unit directly relates to 029NHC205.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to lunge a horse | 1.1 Check that the lunge area is suitable for the exercise | Fenced, flat, free from debris |
| | 1.2 Wear the appropriate protective clothing | Comfortably fitting clothing that allows for movement. Footwear, gloves, hat |
| | 1.3 Select, check and fit suitable lunge tack and equipment according to instructions | Possible equipment for use; saddle, roller, bridle, line, whip, cavesson |
| | 1.4 Maintain control of the horse at all times appropriate to the conditions | Body language, handling of equipment, line, whip, positioning, walk, trot and control |
| | 1.5 Lunge the horse according to instructions | Body language, handling of equipment, line, whip, positioning, walk, trot and control |
| | 1.6 Remove tack and maintain security and safety of horse throughout | Removal of equipment to ensure the horses safety and comfort |

## Unit 216

| | | | | |
|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and is consistent with current codes of practice and any additional requirements | Body language, handling of equipment, lines, whip, positioning, walk, trot and steering. PPE |
| 3. | Know how to lunge horses | 3.1 | State the reasons why lungeing can be substituted for ridden exercise | |
| | | 3.2 | Describe procedures associated with lungeing horses | |
| | | 3.3 | List types of equipment and protective clothing their purpose and use | |
| | | 3.4 | Describe the ways in which conditions, such as; weather, surface and other horses affect the process | |
| | | 3.5 | Explain the lungeing process and how to recognise and deal with problems | |
| 4. | Know the current health and safety legislation | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | Body language, handling of equipment, lines, whip, positioning, walk, trot and steering. PPE |

## Unit 217

| | | |
|---|---|---|
| TITLE | Care for horses after exercise | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | Y/600/3497 | |
| The claim and purpose of this unit is to provide the learner with the knowledge and skills to provide care for horses after they have exercised. The learner will provide appropriate care suited to the condition of the horse and ensuring the comfort and safety of the horse.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC205.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to care for horses after exercise | 1.1 Provide care which is appropriate to the condition of the horse after exercise | Assessment of the horses needs. Walking off. Appropriate removal of tack. Sponging horse down. Drying. Dealing with sweating horses. Ensure the horse is the right temperature |
| | 1.2 Report any problems relating to the health and condition of the horse to the appropriate person | Supervisor, manager, identify what is a problem |
| | 1.3 Return the horse to stabling or field ensuring comfort and safety | Clothing |
| | 1.4 Provide food and water according to instructions | Hard, feed, hay |
| | 1.5 Clean and groom the horse according to instructions | Sufficient grooming for comfort |

## Unit 217

| | | | | |
|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant codes of practice and any additional requirements | PPE, procedure to ensure the comfort of the horse |
| 3. | Know how to care for horses after they have exercised | 3.1 | Describe the signs of tiredness and stress following exercise | |
| | | 3.2 | State the feed and water requirements following exercise | |
| | | 3.3 | Describe how the needs of the horse will vary depending on duration and intensity of the exercise, and time of year | |
| | | 3.4 | Describe the grooming and cleaning requirements of horses following work | |
| | | 3.5 | Describe the appropriate care to be provided to horses after exercise for both<br>i. a hot sweaty horse after exercise<br>ii. a wet horse on a cold day on return from exercise | |
| 4. | Know relevant health and safety legislation | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse to maintain its welfare and security and that of handlers and fellow workers |

## Unit 218

| | | |
|---|---|---|
| TITLE | Assist with the preparation of horses for sale | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 5 | |
| UAN | D/600/3503 | |
| The aim of this unit is to provide the learner with the knowledge and skills to assist with the preparation of horses and/or young stock for sale including showing the horse to the prospective client.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC210.4 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with the preparation of a horse for sale | 1.1 Prepare a horse for sale according to instructions | Grooming, bathing, plating |
| | 1.2 Show the horse to prospective client according to instructions including<br>i. leading and trotting up<br>ii. standing horses for viewing | Bridle, headcollar, turning and moving, standing square and positioning of handler |
| 2. Be able to select, use and maintain relevant equipment | 2.1 Select and use the appropriate equipment according to instruction | Grooming kit, plaiting and trimming equipment, bathing equipment, handling equipment to include headcollar and tack |
| | 2.2 Prepare, maintain and store equipment in a safe and effective working condition | Grooming kit, plaiting and trimming equipment, bathing equipment, handling equipment to include headcollar and tack |

## Unit 218

| | | | | |
|---|---|---|---|---|
| 3. | Be able to work safely | 3.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse to maintain its welfare and security and that of handlers and fellow workers |
| 4. | Know how to prepare horses for sale | 4.1 | Describe the sales preparation procedures, including; feeding, rugging, grooming, fitting equipment, plaiting and trimming | |
| | | 4.2 | Explain when to plait and when it is not appropriate | |
| | | 4.3 | Explain the importance of good manners in a horse and how to deal with any problems such as nipping or pulling away when exhibiting for sale | |
| 5. | Know relevant health and safety legislation | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse to maintain its welfare and security and that of handlers and fellow workers |
| 6. | Know the types of equipment required and how to maintain them | 6.1 | Describe the equipment which will be required for the activity and the methods of maintaining the range of equipment | |

## Unit 219

| | | |
|---|---|---|
| TITLE | Assist with pre and post trek procedures | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 5 | |
| UAN | F/600/3770 | |

This unit is about assisting with commercial trekking activities including the preparations before the trek, helping during the trek and the care of the horses on return from the trek.

This unit involves preparing the horses for the trek, helping the clients mount and dismount, adjusting tack as necessary and caring for the horses on return from the trek. The importance of customer relations and perception.

Relationship to National Occupational Standards: This unit directly relates to O29NHC 215.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with pre and post trek procedures | 1.1 Assist with pre-trek assessment for treks involving beginners and capable riders according to agreed procedures | Rider information and experience, Matching riders and horses and ensuring appropriate equipment is to hand |
| | 1.2 Tack up horses in accordance with instructions. Check the suitability of tack provided and query any issues found<br>i. bridle<br>ii. saddle<br>iii. neck strap<br>iv. protective numnahs | Security and comfort of horse |

## Unit 219

| | | | |
|---|---|---|---|
| | 1.3 | Assist with mounting and dismounting from the ground and a mounting block as instructed by the trek leader | Positioning and preparation of the horse |
| | 1.4 | Adjust tack to suit individual riders | Girths, saddles, numnahs, bridles |
| | 1.5 | Recognise hazardous situations and report promptly to the trek leader | Mismatch horse and rider |
| | 1.6 | Recognise health problems in both horse and rider and report appropriately | Signs of sickness in the horse. Mismatch between horse and rider. Body language, nervousness and ability of the rider. Sweating, lameness, breathing cuts, galls in the horse |
| | 1.7 | Provide horses with water and make them comfortable according to season and work levels | Length of trek, water breaks, ensuring feed and water on long treks |
| 2. Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, Health and Safety at work act 1974, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse to maintain its welfare and security and that of handlers and fellow workers and clients, Route, access and awareness of others as to the route being taken. Maintenance of appropriate feed and water breaks for people and horses |
| 3. Be able to select, use and maintain relevant equipment | 3.1 | Prepare, maintain and store equipment in a safe and effective working condition | Tack and riding equipment, grooming and maintenance equipment |

## Unit 219

| | | | | |
|---|---|---|---|---|
| 4. | Know how to assist with pre and post trek procedures | 4.1 | Explain why it is important to follow instructions | |
| | | 4.2 | Identify potential hazards likely to be encountered during mounting and dismounting from both the ground and from a mounting block. | |
| | | 4.3 | Identify the insurance requirements for trekking establishments | |
| | | 4.4 | Outline agreed procedures for trekking activities | |
| | | 4.5 | Identify importance of good customer relations | |
| | | 4.6 | State why it is important to recognise poor fitting, broken or unsafe tack | |
| | | 4.7 | Define different types of treks and the requirements of short and long treks, and seasonal differences. | |
| | | 4.8 | Outline procedures for pre-trek assessments of the horses and clients | |
| | | 4.9 | Identify the appropriate uses of numnahs and gel pads | |

## Unit 219

| | | | |
|---|---|---|---|
| | 4.10 | Define how to adjust tack for comfort, safety, secure girth and how stirrup adjustment effects rider balance<br>i. size of saddle<br>ii. width of stirrup<br>iii. stirrup length<br>iv. balance straps<br>v. grass reins | |
| | 4.11 | Identify risks to horses, yourself and others and how these can be minimised | |
| | 4.12 | Describe to recognise horse health problems<br>i. sweating<br>ii. lameness<br>iii. breathing<br>iv cuts/girth galls | |
| | 4.13 | Describe how to recognise health problems with riders | |
| 5. Know relevant health and safety legislation and environmental good practice | 5.1 | Outline the current health and safety legislation, codes of practice that may effect the working environment. | PPE and procedure with regard to the correct handling of the horse and rider to maintain their welfare and security and that of handlers and fellow workers |

## Unit 220

| | | |
|---|---|---|
| TITLE | Assist with the day to day care of performance horses | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 4 | |
| UAN | L/600/3772 | |
| The aim of this unit is to provide the learner with the knowledge and skills to assist with the day to day care of performance horses assisting with specialist healthcare, monitoring the health of horses and helping to keep the yard in a tidy and serviceable condition.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29N216.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with the day to day care of performance horses | 1.1 Carry out exercise in accordance with instructions | Ridden, In hand, lungeing |
| | 1.2 Assist with the administration of routine healthcare for horses in accordance with instructions | Daily routine care, dealing with a horse after work, observation, worming, feet, teeth, grooming, warmth, feeding |
| | 1.3 Monitor the health and well-being of the horse and report any problems to the appropriate person | Observation during routine care, dealing with a horse after work, worming, feet, teeth, grooming, warmth, feeding, reporting to supervisor, manager |

## Unit 220

| | | | | |
|---|---|---|---|---|
| 2. | Be able to assist with maintaining facilities | 2.1 | Assist with the maintenance of the following facilities in accordance with instructions:<br>i. tack room<br>ii. feed room<br>iii. yards<br>iv. muck heap | Daily care;<br><br>Keeping tack tidy, safe and dry<br>Storing food safely for timely use, dry and clean<br>Tidy, safe, swept, equipment put away after use<br>Managed daily as part of routine |
| 3. | Be able to work safely | 3.1 | Work in a way which maintains health and safety and welfare of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during routine care and activity to maintain their welfare and security and that of handlers and fellow workers |
| 4. | Know how to assist with the day to day care of performance horses | 4.1 | Describe how to use exercise routines | |
| | | 4.2 | Describe the types of specialist healthcare covering all the following<br>i. vet<br>ii. farrier<br>iii. dentist<br>iv. therapy | |
| | | 4.3 | Identify the types of records required and state reasons for keeping accurate stable records, including records concerning health, treatments, shoeing and exercise | |

## Unit 220

| | | | |
|---|---|---|---|
| | 4.4 | Describe why it is important to maintain facilities in serviceable conditions | |
| | 4.5 | State the risks to horses, yourself and others and how these can be minimised | |
| | 4.6 | Explain how to administer routine healthcare for horses | |
| 5. Know relevant health and safety legislation | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during routine care and activity to maintain their welfare and security and that of handlers and fellow workers |

## Unit 221

| | | |
|---|---|---|
| TITLE | Assist with the care of performance horses after strenuous exercise | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 6 | |
| UAN | R/600/3773 | |
| The aim of this unit is to provide the learner with the knowledge and skills to assist with the care of performance horses after strenuous exercise according to the needs of the individual horse, the weather conditions and the time of year.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC216.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with the care of performance horses after strenuous exercise | 1.1 Safely remove tack and equipment, maintaining horse welfare throughout | Timely removal of tack. Walking horse prior to removal. Security |
| | 1.2 Wash the horse down safely and appropriate for conditions and according laid down procedures | Temperature, conditions and the prevention of chilling |
| | 1.3 Cool and dry the horse appropriate to the weather conditions | Dry and maintain warmth |
| | 1.4 Apply appropriate clothing and equipment to the horse as directed | Rugs and bandages, Dealing with a wet horse. |
| | 1.5 Provide the horse with food and water as directed | Timely provision of food and water ensuring sufficient normality of systems. Selection of feed, hay, temperature of water |
| | 1.6 Recognise and report problems to the appropriate person as required | Health, welfare, lethargic, lameness, cuts, swellings, colic, ability to eat and drink temperature. Report to rider, supervisor. |

## Unit 221

| | | | | |
|---|---|---|---|---|
| | | 1.7 | Assist with the treatment of health problems as directed | Lameness, cuts, swellings, ability to eat and drink temperature, colic. |
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and welfare of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during routine care and activity to maintain their welfare and security and that of handlers and fellow workers |
| 3. | Know how to assist with the care of performance horses after strenuous exercise | 3.1 | Summarise the signs of tiredness and overstress following strenuous exercise and why it is important tot report any problems | |
| | | 3.2 | State the feed and water requirements following strenuous exercise | |
| | | 3.3 | Explain how different weather conditions may affect the care of the horse after strenuous exercise | |
| | | 3.4 | Describe how to correctly wash and dry a horse after strenuous exercise | |
| 4. | Know relevant health and safety legislation and environmental good practice | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during routine care and activity to maintain their welfare and security and that of handlers and fellow workers |

## Unit 222

| | | |
|---|---|---|
| TITLE | Assist with the care of horses at competitions | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 6 | |
| UAN | H/600/3776 | |
| The aim of this unit is to provide the learner with the knowledge and skills to care for horses at competitions.<br><br>The learner will need to be fully aware of the importance of health and safety in connection with this work and will need to be able to recognise hazards and assess risks.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC216.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with the care of horses at competitions | 1.1 Care for the horse on arrival as directed | Welfare and health check, removal of travelling equipment as required |
| | 1.2 Comply with the appropriate competition rules and etiquette at all times | Access areas, people and horses |
| | 1.3 Provide feed, water and exercise as directed at the competition | Timely to fit into work pattern |
| | 1.4 Assist with the preparation of the horse for the competition within the appropriate time and in accordance with instructions | Grooming and tacking up being mindful of safety and security and permitted tack according to activity |

## Unit 222

| | | | |
|---|---|---|---|
| | 1.5 | Care for horse after competition as directed | Timely removal of tack. Walking horse prior to removal. Security. Rugs and bandages, Dealing with a wet horse. Timely provision of food and water ensuring sufficient normality of systems. Selection of feed, hay, temperature of water |
| 2. Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during routine care and activity to maintain their welfare and security and that of handlers and fellow workers. Consideration of show and venue and specific regulations that maybe applied. |
| 3. Know how to assist with the care of horses at competitions | 3.1 | Describe acceptable behaviour and etiquette for individuals at competitions | |
| | 3.2 | Describe the potential hazards and the reactions of horses at competitions | |
| | 3.3 | Outline risks to horses, yourself and others and how these can be minimised | |
| | 3.4 | Describe how to provide feed, water and exercise whilst at competition | |
| | 3.5 | Outline how to prepare a horse for a competition within the appropriate time scales | |

## Unit 222

| | | | |
|---|---|---|---|
| | | 3.6 Describe the importance of adhering to competition rules | |
| 4. | Know relevant health and safety legislation | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during routine care and activity to maintain their welfare and security and that of handlers and fellow workers |

## Unit 223

| | | |
|---|---|---|
| TITLE | Prepare horses for riders with special requirements | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | K/600/3777 | |
| The aim of this unit is to provide the learner with the knowledge and skills to check rider records and prepare a suitable horse for riders with special needs to ride, and ensuring that riders are correctly and safely dressed.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC217.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to prepare horses for riders with special requirements | 1.1 Check rider records and select equipment to meet the rider's needs | Consideration of specific sporting discipline with regard to the required records for horse and rider |
| | 1.2 Prepare the horse in accordance with instructions | Groom according to show standard. Tack horse according the need of the occasion |
| | 1.3 Adjust tack to suit individual riders | Bridles, saddles and associated equipment |
| | 1.4 Assess the rider for appropriate dress and safety equipment for the activity | Awareness of regulations pertaining to level and grade |
| | 1.5 Report hazardous situations promptly to group leader as necessary | PPE, conditions, arena and special need |

## Unit 223

| | | | | |
|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during routine care and activity to maintain their welfare and security and that of handlers and fellow workers.<br>Consideration of activity and specific regulations that maybe applied to assist individual riders.<br>Risk assessment |
| 3. | Know how to prepare horses for riders with special requirements. | 3.1 | Identify the types of records required and the importance of accurate record keeping | |
| | | 3.2 | Explain how individuals' special requirements affect riding | |
| | | 3.3 | Describe the hazards likely to be encountered and how they should be dealt with | |
| | | 3.4 | Explain the importance of following instructions | |
| | | 3.5 | State the importance of ensuring that riders are appropriately dressed | |
| | | 3.6 | Outline risks to horses, yourself and others and how these can be minimised | |
| 4. | Know relevant health and safety legislation and environmental good practice | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during routine care and activity to maintain their welfare and security and that of handlers and fellow workers.<br>Consideration of activity and specific regulations that maybe applied to assist individual riders.<br>Risk assessment |

## Unit 224

| | | |
|---|---|---|
| TITLE | Assist with mounting and dismounting riders with special requirements | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | M/600/3778 | |
| The aim of this unit is to provide the learner with knowledge and skills required to help riders with special needs to mount and dismount safely.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC217.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with mounting and dismounting | 1.1 Position the horse correctly in the mounting area | Awareness of rider need and the positioning of others |
| | 1.2 Assist with mounting and dismounting as instructed to include assisted lifts, block and ramps | Awareness of rider need and the positioning of others |
| | 1.3 Provide clear and accurate information for recording purposes | |
| 2. Be able to work safely | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during activity to maintain their welfare and security and that of the rider, other horses, handlers and fellow workers.<br>Consideration of activity and specific regulations that maybe applied to assist individual riders.<br>Risk assessment |

## Unit 224

| | | | | |
|---|---|---|---|---|
| 3. | Know how to assist with mounting and dismounting | 3.1 | Describe the different methods of mounting and dismounting and how they are carried out to include assisted lifts, blocks and ramps and hoists | |
| | | 3.2 | Explain the importance of using assistants when dismounting riders | |
| | | 3.3 | Describe hazards likely to be encountered and how they should be dealt with | |
| | | 3.4 | Explain how to position the horse in the mounting area | |
| | | 3.5 | Identify the types of records required and the importance of accurate record keeping | |
| 4. | Know relevant health and safety legislation | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during activity to maintain their welfare and security and that of the rider, other horses, handlers and fellow workers.<br>Consideration of activity and specific regulations that maybe applied to assist individual riders.<br>Risk assessment |

## Unit 225

| | | |
|---|---|---|
| TITLE | Assist with riding activity for riders with special requirements | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 4 | |
| UAN | M/600/3781 | |
| The aim of this unit is to provide the learner with knowledge and skills to assist with riding activity for riders with special needs.<br>It is recommended this unit is carried out within recommended RDA provision.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NRC217.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. To be able to assist with riding activity for riders with special requirements | 1.1 Lead the horse at the required pace according to instructions | Positing, equipment |
| | 1.2 Monitor individual riders according to instructions | Checking riders balance, comfort and security |
| | 1.3 Liaise with instructor and other assistants throughout activity | Follow instructions to for example; moving around the school, changing of direction relaying information to the rider |
| | 1.4 Give information to riders at appropriate times | Relay and confirm, information to rider for example changing rein |
| | 1.5 Monitor the welfare and comfort of the horse and report any concerns | |
| | 1.6 Follow instructions at all times | |

## Unit 225

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|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during activity to maintain their welfare and security and that of the rider, other horses, handlers and fellow workers.<br>Consideration of activity and specific regulations that maybe applied to assist individual riders.<br>Risk assessment |
| 3. | Know how to assist with riding activity for riders with special requirements | 3.1 | Describe the reasons why side walking is necessary | |
| | | 3.2 | State reasons why riders must be continuously monitored | |
| | | 3.3 | Describe how to recognise distress in riders and horses and the appropriate actions to be taken | |
| | | 3.4 | Describe three examples of how different special requirements may affect riding | |
| | | 3.5 | Describe hazards likely to be encountered and how they are dealt with | |
| | | 3.6 | Explain why it is essential to maintain communication with the rider and others throughout the activity | |
| | | 3.7 | Outline the risks to horses, self and others and how these can be minimised | |
| 4. | Know relevant health and safety legislation | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | |

## Unit 226

| | | |
|---|---|---|
| TITLE | Assist with receiving a horse and carry out initial assessment | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | D/600/3789 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to assist with receiving horses and carrying out an initial assessment<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC219.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with receiving a horse and carry out an initial assessment | 1.1 Prepare accommodation or assessment area ready to receive a horse | Stable, bedding, rugs, food, isolation |
| | 1.2 Receive horse and settle into accommodation according to instruction | Handle horse and ensure initial comfort which may include feed and water |
| | 1.3 Assist with initial assessment procedure | Identification of health, mobility, behaviour, signs of health, weight, condition, TPR, ascertains available history, appropriate recording mechanism, which maybe written or computerized. Appropriate diary entry, confirmation ownership |
| | 1.4 Communicate and share information with colleagues in relation to the initial assessment as appropriate | Supervisor, manager, co workers, |

## Unit 226

| | | |
|---|---|---|
| | 1.5 Contribute to the provision of information for recording purposes | Hand written, computerized, diary, daily recording of status and condition, reading notes made by others |
| | 1.6 Maintain health and welfare of horse throughout | PPE and procedure with regard to the correct handling of the horse during activity to maintain their welfare and security and that of other equines and fellow workers.<br>Note to assessor; in specific circumstance were contamination or isolation is considered the disposal and use of clothing would need to be recognised. |
| | 1.7 Clean assessment area ready for next use | Water, disinfectant, consideration of isolation and contamination |
| 2. Be able to work safely | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during activity to maintain their welfare and security and that of other equines and fellow workers.<br>Note to assessor; in specific circumstance were contamination or isolation is considered the disposal and use of clothing would need to be recognised. |
| 3. Know how to assist with receiving horses and carry out an initial assessment | 3.1 Explain the importance of preparing the assessment area ready for initial assessment | |
| | 3.2 Describe how horses are settled into the assessment area | |
| | 3.3 Describe the initial assessment procedures for the following:<br>i) Identification<br>ii) Health<br>iii) Mobility<br>iv) Behaviour | |

## Unit 226

| | | | |
|---|---|---|---|
| | 3.4 | Identify the types of records required and the importance of accurate record keeping | On going, daily weekly monthly, health, routine, handwritten, computerized, dairy, |
| | 3.5 | State why initial assessments are carried out | |
| | 3.6 | Describe working practices and bio-security requirements when receiving new horses | |
| | 3.7 | State how to communicate effectively and in a professional manner with clients | |
| 4. Know relevant health and safety legislation and environmental good practice | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | |

## Unit 227

| | | |
|---|---|---|
| TITLE | Assist with the rehabilitation of horses | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | R/600/3790 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to contribute to rehabilitation of horses.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC219.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with the rehabilitation of horses | 1.1 Care for horse according to agreed plan including horses that live on their own and those that live in groups | Daily routine care, food, water, grooming warmth, comfort, exercise |
| | 1.2 Monitor the progress of horses health and welfare against rehabilitation plan covering:<br>i) condition<br>ii) health<br>iii) mobility<br>iv) behaviour | Day sheets, diary, health, routine, reading the records of others |
| | 1.3 Identify and report any behavioural patterns or difficulties | Identification of normal abnormal behaviour, sigs of health, reporting to supervisor, manager |
| | 1.4 Record and provide feedback to the relevant person on progress against rehabilitation plan | Recount of routine activity, reading and contributing to available plans |
| | 1.5 Assist with controlling horse for health care professionals | Treatment, farrier, vet |

## Unit 227

| | | |
|---|---|---|
| 2. Be able to work safely | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during activity to maintain their welfare and security and that of other equines and fellow workers.<br>Note to assessor; in specific circumstance were contamination or isolation is considered the disposal and use of clothing would need to be recognised. |
| 3. Know how to assist to the rehabilitation care of horses | 3.1 Describe the behaviour of horses living alone or in groups and how this may affect their care | Socialisation |
| | 3.2 State the basic dietary requirements for horses that are underweight and overweight | Amount of food, type of food |
| | 3.3 Describe exercise regimes for horses undergoing rehabilitation<br>(i) Lungeing<br>(ii) Ridden<br>(iii) Horse walker<br>(iv) In hand<br>(v) Swimming<br>(vi) Different surfaces<br>(vii) Grazing | |
| | 3.4 Describe how any two conditions may affect stabling and/or paddock requirements | Isolation, contamination, socialization issues, bullying |
| | 3.5 Explain the problems relating to box resting a horse | |
| | 3.6 Explain why it is important to follow a rehabilitation plan | |

## Unit 227

| | | |
|---|---|---|
| | 3.7 Explain your role in recording and providing feedback on progress against plan | |
| 4. Know relevant health and safety legislation and environmental good practice | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during activities to maintain their welfare and security and that of other equines and fellow workers.<br>Note to assessor; in specific circumstance were contamination or isolation is considered the disposal and use of clothing would need to be recognised. |

## Unit 228

| | | |
|---|---|---|
| TITLE | Load and unload animals for transportation | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | K/502/1492 | |
| The aim of this unit is to provide the learner with the knowledge and skills needed to load and unload animals for transportation. It includes preparation of the transportation equipment, health and safety, legislation, maintaining the welfare of the animal throughout the process and effective communication.<br><br>Relationship to National Occupational Standards: This unit directly relates to CU42.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to prepare animals and transport | 1.1 Communicate effectively with colleagues | Supervisor, manager, co workers |
| | 1.2 Prepare the correct animals as instructed | Horse clothing according to weather, boots, bandages |
| | 1.3 Prepare and make safe the appropriate transportation equipment covering:<br>(i) cleanliness<br>(ii) health and safety<br>(iii) security<br>(iv) removal of hazards | Access, partitions, floor |
| 2. Be able to load and unload animals for transportation | 2.1 Load and unload the animals as required | Selection of headcollar of bridle. Trailer, lorry |

## Unit 228

| | | | | |
|---|---|---|---|---|
| 3. | Be able to work safely | 3.1 | Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse during activity to maintain their welfare and security and that of other equines and fellow workers.<br>Positing of transportation, positing of other workers, procedure for enclosing the horse |
| 4. | Know how to prepare animals and transport | 4.1 | Outline how to communicate effectively with colleagues | |
| | | 4.2 | Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards | |
| 5. | Know how to load and unload animals for transport | 5.1 | Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal | |
| | | 5.2 | Describe how to approach, handle and restrain animals correctly minimising stress | |
| | | 5.3 | State the types of problems which should be reported, when and to whom | |

## Unit 228

| | | | | |
|---|---|---|---|---|
| 6. | Know the relevant legislation and codes of practice | 6.1 | Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals | PPE and procedure with regard to the correct handling of the horse during activity to maintain their welfare and security and that of other equines and fellow workers.<br>Positing of transportation, positing of other workers, procedure for enclosing the horse |

## Unit 229

| | | |
|---|---|---|
| TITLE | Assist with getting the mare in foal | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 5 | |
| UAN | L/600/3500 | |
| The aim of this unit is to provide the learner with the knowledge and skills required in assisting with the teasing process and involves holding a quiet mare for teasing, recognising the signs of a mare in season, and completion of appropriate stud records.<br><br>Relationship to National Occupational Standards: This unit directly relates to 029NHC210.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with the teasing process | 1.1 Select and wear suitable protective clothing for the work | PPE |
| | 1.2 Hold a quiet mare for teasing | Appropriate handling equipment, PPE, positing of mare |
| | 1.3 Present and position the mare according to instructions | |
| | 1.4 Note reactions of mares to other horses, especially males and report to the appropriate person | Record or verbal feedback |
| | 1.5 Assist with stud documentation according to instructions including:<br>i. Dates of foaling<br>ii. Mare records<br>iii. Stallion records<br>iv. Teasing and covering records | Computerized or hand written, diary entries |

## Unit 229

| | | | | |
|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the mare during activity to maintain their welfare and security and that of other equines and fellow workers. |
| 3. | Know how to assist with the teasing process | 3.1 | Explain the reasons for teasing and the importance of observation of signs of oestrus, including silent mares | |
| | | 3.2 | Describe the covering process | |
| | | 3.3 | Describe the main stages of oestrus in the mare | |
| | | 3.4 | Describe the reaction of stallions to mares in oestrus | |
| | | 3.5 | Outline points to be aware of when working with teasers and stallions, including potential dangers | |
| | | 3.6 | Explain why it is necessary to maintain appropriate records | |
| 4. | Know the current health and safety legislation and environmental good practice | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | PPE and procedure with regard to the correct handling of the mare during activity to maintain their welfare and security and that of other equines and fellow workers. |

## Unit 230

| | | |
|---|---|---|
| TITLE | Assist with foaling | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 5 | |
| UAN | R/600/3501 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to assist with foaling and involves the preparation of the foaling box, recognition of the signs of imminent foaling, observation of foaling and the handling of the newborn foal.<br><br>Relationship to National Occupational Standards: This unit directly relates to 029NHC210.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist with foaling | 1.1 Prepare foaling box according to instructions | Bedding, cleanliness |
| | 1.2 Recognise the main signs of imminent foaling and report to the appropriate person | Period leading up to foaling and imminent foaling |
| | 1.3 Assist with foaling according to instructions | Observation |
| | 1.4 Handle the newly born foal in accordance with instructions | Maintenance of comfort in the stable area |
| 2. Be able to select, use and maintain equipment to assist with foaling | 2.1 Select, prepare and use the appropriate equipment needed for foaling according to instructions | Identify and locate equipment |
| | 2.2 Prepare, maintain and store equipment in a safe and effective working condition | Routine care, cleanliness following use |

## Unit 230

| | | | | |
|---|---|---|---|---|
| 3. | Be able to work safely | 3.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the mare and foal during activity to maintain their welfare and security and that of other equines and fellow workers. |
| 4. | Know how to assist with foaling | 4.1 | Describe how to prepare foaling boxes with regard to the special requirements of the foaling mare and the newborn foal | |
| | | 4.2 | State the main stages of foaling | |
| | | 4.3 | Describe the signs of imminent foaling | |
| | | 4.4 | Explain the assistance that may be required during foaling | |
| | | 4.5 | Explain when it may be necessary to call the veterinary surgeon | |
| | | 4.6 | Describe the normal reactions of the mare to the newborn foal | |
| | | 4.7 | Outline how to maintain foaling records | |
| 5. | Know the current health and safety legislation and environmental good practice | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work | PPE and procedure with regard to the correct handling of the mare and foal during activity to maintain their welfare and security and that of other equines and fellow workers. |
| 6. | Know the types of equipment required and how to maintain them | 6.1 | Describe the equipment which will be necessary and methods of maintaining the equipment to assist with foaling | |

## Unit 231

| | | |
|---|---|---|
| TITLE | Assist in handling mares and foals | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 5 | |
| UAN | Y/600/3502 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to assist with the handing of mares and foals. The learner will be involved in catching, leading and turning a mare and foal out into the field, and holding a mare and foal for examination or treatment. It also covers knowledge of the weaning procedure.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NRC210.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist in handling mare and foals | 1.1 Approach mares and foals in a calm and confident manner | PPE, routine daily care, feeding, grooming, mucking out stables, safety and security |
| | 1.2 Hold a mare and foal for examination according to laid down procedures | Headcollar, bridle, positing |
| | 1.3 Assist with turning out a mare and foal in accordance with instructions | Approaching mare and foal, putting on equipment, headcollar, bridle, foal slip, holding and leading, providing assistance when not directly handling the mare and foal |
| | 1.4 Assist with catching and bringing in a mare and foal according to instructions | Approaching mare and foal, putting on equipment, headcollar, bridle, foal slip, holding and leading, providing assistance when not directly handling the mare and foal |
| | 1.5 Assist with the weaning process according to instructions | Handing mare and foal, carrying out routine care, observation |

## Unit 231

| | | | | |
|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the mare and foal during activity to maintain their welfare and security and that of other equines and fellow workers. |
| 3. | Know how to be able to assist in handling mare and foals | 3.1 | Describe the methods for holding mares and foals for veterinary examination or routine treatments | |
| | | 3.2 | Explain the requirements for introducing a mare and foal to a group | |
| | | 3.3 | List the methods of weaning and the reactions of mare and foal to weaning | |
| | | 3.4 | State the normal age for weaning a foal | |
| 4. | Know relevant health and safety legislation and environmental good practice | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the mare and foal during activity to maintain their welfare and security and that of other equines and fellow workers. |
| 5. | Know the types of equipment required and how to maintain them | 5.1 | Describe the equipment which will be required for the activity | |

## Unit 232

| | | |
|---|---|---|
| TITLE | Ride a horse on the road | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 8 | |
| UAN | F/600/3512 | |
| The aim of this unit is to provide the learner with the knowledge and skills to exercise horses on the road<br>This unit involves riding safely on the road according to laid down procedures and the highway Code.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC212.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to ride a horse on the road | 1.1 Complete the relevant preparation before ride commences to include checking horses' shoes | Clothing and equipment for horse and handler. Tacking up, saddle and bridle and associated equipment, - boots, High visibility clothing for horse and rider |
| | 1.2 Plan intended route | Relay intended route to others |
| | 1.3 Mount and dismount horse according to instructions adjust girth and stirrups | Check tack for safety, mount form the ground or mounting block |
| | 1.4 Adjust gait and speed according to conditions | Walk and trot, position on the road |
| | 1.5 Follow highway code for riding on the road at all times | Consideration of other road users, other horses, traffic, pedestrians, cyclists |
| | 1.6 Report any problems to the appropriate person as necessary | Relay visual information to other riders, alert supervisor - leader |

## Unit 232

| | | | | |
|---|---|---|---|---|
| 2. | Be able to ride safely | 2.1 | Ride in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding on the road, other road users, riders, pedestrians, cyclists, traffic, to maintain their welfare and security and that of other equines and fellow riders.<br>Highway code |
| 3. | Be able to select, use and maintain relevant equipment | 3.1 | Select and wear the appropriate personal protective equipment in accordance with instructions | Riding clothing, boots, hat, gloves, high visibility |
| | | 3.2 | Use equipment according to relevant legislation and instructions | Riding clothing, boots, hat, gloves, high visibility tack, bridle, saddle boots |
| | | 3.3 | Prepare, maintain and store equipment in a safe and effective working condition | Riding clothing, boots, hat, gloves, high visibility, tack, bridle, saddle boots |
| 4. | Know how to ride horses on the road | 4.1 | State the road safety requirements and the relevance of the Highway Code | |
| | | 4.2 | Outline the principles of riding in a group | Distance, positioning, leader, rear file |
| | | 4.3 | Describe the all the following conditions and how they may affect riding on the road:<br>i. road surface<br>ii. weather<br>iii. other road users<br>iv. riding in a group<br>v. visibility | |

## Unit 232

| | | | |
|---|---|---|---|
| | 4.4 | State the actions to be taken in the event of an accident | |
| | 4.5 | List hazards likely to be encountered when riding on the road | |
| | 4.6 | List the necessary preparations and equipment prior to riding on the road | |
| 5. Know relevant health and safety legislation | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding on the road, other road users, riders, pedestrians, cyclists, traffic, to maintain their welfare and security and that of other equines and fellow riders.<br>Highway code |

## Unit 233

| | | |
|---|---|---|
| TITLE | Ride a horse in the open | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 8 | |
| UAN | M/600/3506 | |
| The aim of this unit is to provide the learner with the knowledge and skills to ride horses in the open.<br>This unit involves exercising horses in the open in walk, trot and canter, under supervision and following specific instructions.<br><br>Relationship to National Occupational Standards: This unit directly relates to 029NHC212.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to a ride horse in the open | 1.1 Complete the relevant preparations before the ride commences | Tacking up and preparing horse which may include grooming, confirming route of ride |
| | 1.2 Report any difficulties to the appropriate person as necessary | Equipment, route, behaviour of horse |
| | 1.3 Mount and dismount the horse according to instructions and adjust girth and stirrups to suit | Check tack, mount from a block or ground |
| | 1.4 Exercise horse in walk, trot and canter in accordance with instructions and prevailing conditions | Relate to designated area for walk, trot and canter |
| | 1.5 Adopt the correct riding position to exercise control over the horse | Adjustment of stirrups, forward position, rising trot |
| | 1.6 Ride the horse in a controlled manner appropriate to conditions, singly and in a group | Distance to other horses, front to back, side to side, order of horses when riding in groups |

## Unit 233

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|---|---|---|
| | 1.7 Negotiate gates when riding in the open | Mounted or dismounted, ensure security |
| 2. Be able to work safely and minimise environmental damage | 2.1 Ride in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding in the open, consideration for others which may include; pedestrians, cyclists, traffic, to maintain their welfare and security and that of other equines and fellow riders.<br>Awareness of Highway code were the ride may cross a road |
| 3. Be able to select, use and maintain relevant equipment | 3.1 Select and wear the appropriate personal protective equipment according to instructions | Clothing for riding, hat, gloves, footwear, comfort, warmth |
| | 3.2 Use equipment according to relevant legislation and instructions | PPE and tack |
| | 3.3 Prepare, maintain and store equipment in a safe and effective condition | Care for clothing and equipment following use to include PPE and tack |
| 4. Know how to ride horses in the open | 4.1 State the possible effects on horse's behaviour when riding horses singly and in a group | |
| | 4.2 List the necessary preparations to make prior to riding in the open | |
| | 4.3 State the reasons for adopting the correct riding position | |
| | 4.4 State why it is important to adjust girth and stirrups | |

## Unit 233

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|---|---|---|---|
| | | 4.5 Explain the basic principles of controlling a horse | |
| | | 4.6 List the hazards likely to be encountered when riding in the open | |
| | | 4.7 State the actions to be taken in response to adverse surfaces, weather conditions other horses, animals and people | |
| | | 4.8 State the importance of following exercise routines | |
| | | 4.9 State the procedures to be followed in the event of an accident | |
| 5. | Know relevant health and safety legislation and environmental good practice | 5.1 Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding in the open, consideration for others which may include; pedestrians, cyclists, traffic, to maintain their welfare and security and that of other equines and fellow riders.<br>Awareness of Highway code were the ride may cross a road |

## Unit 234

| | | |
|---|---|---|
| TITLE | Ride and lead horses | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 8 | |
| UAN | A/600/3508 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to ride and lead horses.<br>This unit involves 'ride and lead' of quiet horses in the open, under supervision and following specific instructions.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC212.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to ride and lead horses | 1.1 Complete the relevant preparations before the ride is commenced | Tacking up and preparing horses which may include grooming, confirming route of ride |
| | 1.2 Mount and dismount according to instruction, adjust girth and stirrups to suit | Check tack, positing of horses, mount from the ground |
| | 1.3 Carry out turns to the right and left | Positing of horses, possible signals |
| | 1.4 Exercise horses in walk and trot | Relate to designated area for walk and trot |
| | 1.5 Maintain control over ridden and led horses in a manner appropriate to the conditions | Positing of horses, use of reins, use of legs, use of voice |
| | 1.6 Report any difficulties to the appropriate person as necessary | Behaviour of horses to each other, terrain and area to be ridden in |
| | 1.7 Secure horses and equipment following exercise | Following dismounting securing of both horses, removal of equipment |

## Unit 234

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|---|---|---|---|---|
| 2. | Be able to ride and lead safely and minimise environmental damage | 2.1 | Ride in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding in the open, consideration for others which may include; pedestrians, cyclists, traffic, to maintain their welfare and security and that of other equines and fellow riders. Awareness of Highway code if the ride includes road work. Note to the assessor; assessment maybe on a highway but does not need to be restricted to highway use. The area selected for assessment must be suitably large to allow the rider to move the horses in walk and trot and to provide opportunity for turns. |
| | | 2.2 | Carry out work in a manner which minimises environmental damage | Consideration of terrain and possible damage that may occur if inappropriate activity occurs |
| 3. | Be able to select, use and maintain relevant equipment | 3.1 | Select, fit and use suitable tack and equipment according to instructions | Saddle and numnah, bridles, boots, - brushing knee |
| | | 3.2 | Select and wear appropriate Personal Protective Equipment in accordance with instruction | Riding wear, boots, gloves, hat, appropriate riding trousers and body wear, High Visibility as required |
| | | 3.3 | Prepare, maintain and store equipment in a safe and effective working condition | Saddle and numnah, bridles, boots, - brushing knee. Riding wear, boots, gloves, hat, appropriate riding trousers and body wear, High Visibility as required |
| 4. | Know how to ride and lead quiet horses | 4.1 | Describe how to asses the suitability of horses for “riding and leading” | Size, temperament, compatibility, stride length, location |

## Unit 234

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| | 4.2 | List the hazards associated with riding and leading and the actions to be taken in response to<br>i. adverse surfaces<br>ii. other horses<br>iii. other people<br>iv. adverse weather conditions<br>v. if the horse slips<br>vi. loss of stirrups | |
| | 4.3 | State the actions to be taken if horses are unsettled | |
| | 4.4 | List the necessary preparations to be made prior to riding in the open | |
| 5. Know relevant health and safety legislation and environmental good practice | 5.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding in the open, consideration for others which may include; pedestrians, cyclists, traffic, to maintain their welfare and security and that of other equines and fellow riders.<br>Awareness of Highway code if the ride includes road work. |

## Unit 235

| | | |
|---|---|---|
| TITLE | Ride a schooled horse | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 17 | |
| UAN | D/600/3520 | |
| The aim of this unit is to provide the learner with the knowledge and skills required to ride schooled horses under supervision. It includes road work and basic schooling<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NRC213.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to ride a schooled horse | 1.1 Complete the relevant preparations before ride commences | Tacking up and preparing horses which may include grooming, confirming riding requirements |
| | 1.2 Adjust tack so that it is suitable for the work | Bridle, saddle, numnah, girth, boots, leg protection |
| | 1.3 Mount and dismount the horse safely according to instructions | From the ground or from a mounting block |
| | 1.4 Adopt a balanced riding position which is not detrimental to the horse | Walk, trot and canter and when working through school movements, for example; changes of rein circles |

## Unit 235

| | | |
|---|---|---|
| | 1.5 Warm the horse up appropriately for the movements covering all the following<br>i. walking<br>ii. trotting on the correct diagonal<br>iii. cantering on the correct lead<br>iv. simple school movements<br>v. transitions | Spatial awareness when moving around the school. Awareness of other horses and riders and any persons that may be standing on the ground |
| | 1.6 Ride the horse in a controlled manner suitable for the working area and conditions<br>i. with stirrups<br>ii. without stirrups<br>iii. singly<br>iv. in a group<br>v. reins held in one hand | School movements, changes of rein circles |
| | 1.7 Carry out movements safely in accordance with instructions | Showing an awareness of other school users |
| | 1.8 Cool the horse down appropriately after movements | Paces maybe walk trot or canter as appropriate of a combination of all allowing the horse to stretch but providing sufficient time for breathing to return to normal before retuning to the stable |

## Unit 235

| | | |
|---|---|---|
| 2. Be able to ride safely | 2.1 Ride in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding in a riding school, consideration for others which should include the safety of other equines and fellow riders.<br>Awareness of the Rules of the Riding School<br><br>Note to assessors; In line with established practice riders will be required to ride two horses that are suitable to their size stature and experience |
| 3. Know how to ride schooled horses | 3.1 State the possible effects on horse's behaviour when riding in groups or singly | |
| | 3.2 State the reasons for adopting a balanced riding position | |
| | 3.3 State why it is important to adjust girth and stirrups | |
| | 3.4 Explain the basic principles of controlling a horse | |
| | 3.5 List the hazards likely to be encountered when riding and the actions to be taken in response to<br>i. adverse surfaces<br>ii. other horses<br>iii. other people<br>iv. adverse weather conditions<br>v. if the horse slips<br>vi. loss of stirrups | |

## Unit 235

| | | |
|---|---|---|
| | 3.7 Describe the aids required for simple exercises | Walk, trot, canter, transitions, turns, circles |
| | 3.8 State the importance of warming the horse up appropriately | |
| | 3.9 Describe the principles of riding a horse to include<br>i. with stirrups<br>ii. without stirrups<br>iii. singly<br>iv. in groups<br>v. reins held in one hand | |
| 4. Know relevant health and safety legislation | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding in a riding school, consideration for others which should include the safety of other equines and fellow riders.<br>Awareness of the Rules of the Riding School |

## Unit 236

| | | |
|---|---|---|
| TITLE | Jump a schooled horse | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 17 | |
| UAN | L/600/3769 | |

The aim of this unit is to provide the learner with the knowledge and skills to jump schooled horses under supervision. And following specific instructions to include pole work, grids and individual fences.

Fences are likely to be 2'6", including upright and spread fences.

Relationship to National Occupational Standards: This unit directly relates to O29NHC213.3

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to jump a schooled horse | 1.1 Adopt and maintain the correct riding position | Tacking up and preparing horses which may include grooming, confirming riding requirements. Bridle, saddle, numnah, girth, boots, leg protection. Enter riding area, mount form the ground or block. Riding position to include; shorter stirrups, maintenance of flat riding position when not jumping, forward and jumping position in canter and when working over fences |
| | 1.2 Warm the horse up appropriately for jumping | Walk, trot and canter appropriate to the needs of the individual, including turns and circles within the riding space |
| | 1.3 Maintain your balance whilst jumping fences | Maintenance and use of jumping positioning when moving over and between fences as required |
| | 1.4 Maintain a balanced position which is not detrimental to the horse | Walk, trot and canter and when working round the arena and over fences. |

## Unit 236

| | | | |
|---|---|---|---|
| | 1.5 | Follow the correct route according to instructions | Spatial awareness when moving around the school. Awareness of other horses and riders and any persons that may be standing on the ground |
| | 1.6 | Adjust speed and gait to suit location and type of jump | Speed and pace in either or both trot and canter |
| | 1.7 | Cool the horse down appropriately after jumping | Paces maybe walk trot or canter as appropriate of a combination of all allowing the horse to stretch but providing sufficient time for breathing to return to normal before retuning to the stable |
| 2. Be able to work safely and minimise environmental damage | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding in a jumping arena or area, consideration for others which should include the safety of other equines and fellow riders. Awareness of the Rules of the Riding Area<br><br>Note to assessors; In line with established practice riders will be required to ride two horses that are suitable to their size stature and experience. The learner will be required to jump and use poles and grids and jump a small course of fences to show an ability to ride between fences and select appropriate pace and speed. The learner should be aware of distances and strides set between obstacles |
| 3. Know how to jump schooled horses | 3.1 | Explain the reasons for following the correct route and presenting the horse to the fence correctly | |
| | 3.2 | Describe how to warm up and cool down horses prior to and after jumping | |

## Unit 236

| | | | |
|---|---|---|---|
| | 3.3 | Describe the actions to be taken if horses refuse to jump or run out | |
| | 3.4 | Describe the principles of controlling a horse when jumping | |
| | 3.5 | State the hazards likely to be encountered when jumping | |
| | 3.6 | State the actions to be taken in adverse weather and surface conditions | |
| 4. Know relevant health and safety legislation and environmental good practice | 4.1 | Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct riding in a jumping arena or area, consideration for others which should include the safety of other equines and fellow riders.<br>Awareness of the Rules of the Riding Area<br><br>Note to assessors; In line with established practice riders will be required to ride two horses that are suitable to their size stature and experience. The learner will be required to jump and use poles and grids and jump a small course of fences to show an ability to ride between fences and select appropriate pace and speed. The learner should be aware of distances and strides set between obstacles |

## Unit 237

| | | |
|---|---|---|
| TITLE | Assist the trek leader during a trek | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 7 | |
| UAN | J/600/3771 | |
| This unit is about assisting with commercial trekking activities including the preparations before the trek, helping during the trek and the care of the horses on return from the trek.<br><br>This unit involves assisting the trek leader in monitoring the conditions during the trek and safety and comfort of clients and horses as well as communicating with the clients.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC 215.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to assist the trek leader during a trek | 1.1 Assist riders and monitor conditions<br>i. weather<br>ii. terrain<br>iii. client health<br>iv. client attitude<br>v. horse welfare<br>vi. potential hazards to the riders and horses | Rider information and experience, Matching riders and horses. Positioning of escorts. Providing assistance and guidance to riders working up hill, downhill and through changes of going. Identifying rider's body language and when they might be in need of assistance. Identification of hazard, surface, terrain and items they may spook a horse. Awareness of distance to other horses |
| | 1.2 Report hazardous situations promptly to the trek leader according to agreed procedures where appropriate | Terrain, surface, others, cars, traffic and anything that might cause fright |
| | 1.3 Carry out the trek leader's instructions at all times | Positioning within the ride. Active two way communication with trek leader |

## Unit 237

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|---|---|---|
| | 1.4 Comply with Riding & Road Safety Legislation and codes of practice | Girths, saddles, numnahs, bridles, pace, terrain, highway code, distance between horses side to side front to back, providing information to riders |
| | 1.5 Put a horse on lead whilst mounted and ride and lead as directed. | Position of horse at commencement, maintain position of both horses |
| | 1.6 Assess the risks of leading for both horse and rider | Position, compatibility, location, road or in the open, pace. General risk assessment for ride |
| | 1.7 Use safe techniques and control whilst riding and leading | Position, compatibility, location, road or in the open, pace. General risk assessment for ride, positioning in ride |
| 2. Be able to work safely | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse to maintain its welfare and security and that of handlers and fellow workers and clients, Route, access and awareness of others as to the route being taken. Maintenance of appropriate feed and water breaks for people and horses. Highway code. High visibility clothing when riding on the highway. Equipment that needs to be taken on a trek to include first aid kit and mobile phone |
| 3. Know how to assist the trek leader during a trek | 3.1 Define safe conditions for trekking and how to monitor<br>i. weather<br>ii. terrain<br>iii. client health<br>iv. client attitude<br>v. horse welfare<br>vi. potential hazards to the riders and horses | |

## Unit 237

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|---|---|---|
| | 3.2 Outline the implications of correct horse and rider combinations | |
| | 3.3 Indicate how weather conditions affect different terrain | |
| | 3.4 Explain reasons for continuous monitoring of trek members | |
| | 3.5 Outline Riding & Road Safety legislation and codes of practice | |
| | 3.6 Give two examples of how to recognise clients in distress | |
| | 3.7 Identify how the Highway Code applies to trekkers | |
| | 3.8 Explain how and when the following information should be given<br>i. points of local interest<br>ii. progress of trek<br>iii. basic riding/control | |
| | 3.9 Describe how to communicate with participants on the trek | |
| | 3.10 Outline how to put a horse on lead whilst mounted and how to ride and lead horses | |

## Unit 237

| | | |
|---|---|---|
| | 3.11 Outline the risks to horses, yourself and others and how these can be minimised | |
| | 3.12 Describe how clients medical conditions may affect their ability on the trek | |
| | 3.13 Outline the Accident procedure | |
| | 3.14 Describe how to follow trek leaders instructions at all times covering<br>i. riding of hazards<br>ii. opening and shutting of gates<br>iii. dealing with obstacles | |
| 4. Know relevant health and safety legislation | 4.1 Outline the current health and safety legislation, codes of practice and any additional requirements | PPE and procedure with regard to the correct handling of the horse to maintain its welfare and security and that of handlers and fellow workers and clients, Route, access and awareness of others as to the route being taken. Maintenance of appropriate feed and water breaks for people and horses. Highway code. High visibility clothing when riding on the highway. Equipment that needs to be taken on a trek to include first aid kit and mobile phone |

# 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 **www.cityandguilds.com** or click on the links below:

**Centre handbook: quality assurance standards**
This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The centre handbook should be used to ensure compliance with the terms and conditions of the centre contract.

**Centre assessment: quality assurance standards**

This document sets out the minimum common quality assurance requirements for our qualifications that feature centre-assessed components.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides guidance on administering portfolios and controlled assessments, including a definition of supervised conditions.

**Access arrangements: when and how applications need to be made to City & Guilds**
This provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre document library** also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

**Useful contacts**

Please visit the **contact us** section of the City & Guilds website

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