# Level 3 Diploma in Work-based Horse Care and Management (0071)

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## Learner guide and logbook
## 501/1885/7

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# Level 3 Diploma in Work-based Horse Care and Management (0071)

## What is it all about?

You are about to start a programme of work-based training and assessment leading to a nationally recognised qualification, based on the National Occupational Standards for the industry. This learner guide has been written in order to provide you with information and support as you work through to achieving your qualification. As you make progress you will be able to demonstrate that you have the necessary practical skills and the knowledge to do your work effectively and efficiently.

## Introduction

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

| Qualification title and level | City & Guilds qualification number | Ofqual accreditation number | Last registration date | Last certification date |
|---|---|---|---|---|
| Level 3 Diploma in Work-based Horse Care and Management | 0071 -31, -32, -33, -34 | 501/1885/7 | 31/12/2012 | 31/12/2015 |

Please note that this learner guide and logbook details the information for all the routes within the qualification. The following routes are available:

0071-31 Level 3 Diploma in Work-based Horse Care and Management (Horse Care and Management)

0071-32 Level 3 Diploma in Work-based Horse Care and Management (Horse Care and Riding)

0071-33 Level 3 Diploma in Work-based Horse Care and Management (Breeding)

0071-34 Level 3 Diploma in Work-based Horse Care and Management (Coaching)

## Guided Learning Hours and Credit

The Guided Learning Hours for this qualification is 923. The minimum credit value varies depending on the route chosen:

| Scheme number | Qualification title and level | Credit |
|---|---|---|
| 0071-31 | Level 3 Diploma in Work-based Horse Care and Management (Horse Care and Management) | 64 |
| 0071-32 | Level 3 Diploma in Work-based Horse Care and Management (Horse Care and Riding) | 83 |
| 0071-33 | Level 3 Diploma in Work-based Horse Care and Management (Breeding) | 70 |
| 0071-34 | Level 3 Diploma in Work-based Horse Care and Management (Coaching) | 72 |

## What is the Qualifications and Credit Framework?

Ofqual have introduced the Qualifications and Credit Framework to increase flexibility for learners and employers. It allows learners to build towards a qualification, rather than having to do all of it at the same time. Qualifications may be built up from individual units according to rules of combination. 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 Qualification

The Level 3 Diploma in Work-based Horse Care (0071 31 to 34) 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 trees and timber industry
- allow learners to learn, develop and practise the skills required for employment and/or career progression in the trees and timber industry
- replace the following qualification:
  Level 3 NVQ in Horse Care (7482-03) (QAN100/1411/1) which expired on 31 December 2010

## Level 3 Diploma in Work-based Horse Care (0071 31 to 34)

This qualification will form part of the Advanced 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 and Management, Horse Care and Riding, Breeding and Coaching.

## Who will be involved?

### The learner

That's you! You will need to:

- negotiate and agree an assessment programme with your assessor
- negotiate and develop a personal action plan with dates for review and assessment
- collect the evidence which proves your competence in your job
- organise and reference the evidence in a portfolio
- judge the evidence against the standards of competence to see whether it is adequate to present for assessment
- present the evidence for assessment; this may include:-
  - attending an assessment interview
  - being available to discuss your evidence with the internal and /or external verifier if requested

Later in this guide we will explain how you can identify and collect evidence and how you can prepare for being assessed in your daily work.

### The assessor

- will have experience in your area of work, must be occupationally competent and may be your immediate supervisor or manager or a visiting assessor from a training centre who will visit you a minimum of 3 times to observe you at work
- will be experienced in assessing
- will themselves have achieved a higher qualification or have significant and current experience in the area of assessment. Therefore you may have more than1 assessor
- can advise you on the planning and organisation of your evidence
- is responsible for making the decisions about your evidence and judging when you are competent.

### The internal verifier

- is appointed by the centre where you are registered
- is responsible for maintaining the quality of assessment within the centre by checking the assessment decisions made by assessors
- will have experience in your area of work and must be occupationally competent
- will themselves have achieved a higher qualification or have significant and current experience in the area of assessment to allow them to act as an internal verifier.

### The external verifier

- is appointed by City & Guilds to ensure that all assessments undertaken in your centre are fair, valid, consistent and that your centre meets the required national standard
- will make regular visits to your centre to observe assessments and examine portfolios of evidence
- makes regular reports to City & Guilds confirming what happens with assessment practice in your centre.

**The expert witness**
Wherever possible, the evidence which you produce should be witnessed. For example your assessor, line manager or colleagues may witness an activity or authenticate a document as being your own work.

**Witness status**
Witnesses fall into three main categories of experience:
1. Occupational expert and D32/D33 or A1/A2 assessor who is familiar with the standards
2. D32/D33 or A1/A2 assessor without occupational competence
3. Occupational expert who is familiar with the standards.

In some circumstances it may be possible to accept witness testimony from a non-occupational expert, e.g. for evidence for a non-vocationally specific skill such as dealing with clients, validating a competition result. In these cases, the following two categories of witness may be valid:
4. Occupational expert who is not familiar with the standards
5. Non-expert not familiar with the standards, e.g. a customer.

**Why do you need witnesses?**
It is important to demonstrate that the evidence was produced by you under the circumstances described. The witness is therefore able to observe and report on your performance on tasks which produce evidence towards the work-based qualification. The job of the expert witness is to report to the assessor their observations of your performance. The assessor will then judge whether the evidence is sufficient.

**How do you involve a witness?**
The key to this is planning. In many cases someone, for example a colleague, may naturally be involved with your work and so be able to witness and authenticate evidence. However, if the work is usually unobserved, you might arrange for someone to be present (where practical) to observe your performance. Alternatively where you are working directly with or for a customer, you might ask the customer to act as a witness.

**What do they have to do?**
After observing your work, the witness will need to write a short statement describing what you actually did. The witness should be aware of assessment criteria for the activity and the evidence requirements which are explained in the qualification handbook. As you will be aware of the standards and the evidence you require, you may decide to write out the statement yourself and ask you witness to read it and sign if they agree with it.

You may also provide statements for yourself, e.g. to justify why you produced a product in a particular way, but this would usually need to be augmented by supplementary evidence such as a work sheet or witness statement from a customer.

A Witness Status List and a Witness Statement Form have been included in the portfolio builder pack for you to photocopy and use.

You must ensure that each witness is recorded with a sample signature in the Witness Status List. Only the approved assessor is qualified to judge the evidence. The job of the expert witness is to report to the assessor their observations of the learner's performance.

**How will my competence be assessed?**
Occupational competence can be described as the consistent demonstration of skill, knowledge and understanding, to the standard specified by the assessment criteria for each unit of the work-based qualification. Each unit relates to competence in a different area of activity within a job.

Assessment of your competence will be based upon realistic work place situations, performing purposeful and recognisable tasks which will require a combination of skills and related knowledge.

**What is evidence?**
Evidence is what you will need to provide in order to prove your competence, your ability to do the job and so meet the standards. You can draw on past experience to provide such evidence as well as collecting evidence from your current job. Your evidence will need to be filed and indexed in a portfolio. You will need to map your evidence to the assessment criteria and present it for assessment when you think each unit is complete.

Most assessment for your work-based qualification will be carried out by your assessor judging the evidence about tasks you have carried out. There are five basic sources of evidence and you may collect evidence from all of them:

**Performance at work**
Observation in the workplace is an essential source of evidence. Your assessor may watch you working and assess your performance against the unit.

Assessment guidance and examples of evidence have been provided for each assessment criteria in the unit. Evidence may also be provided by witness statements, work records, job sheets, or a diary of your work. In this case, you need to match the evidence provided by witnesses against the unit. Although evidence can be provided by witnesses, no unit of your work-based qualification can be signed off as complete without the involvement of a qualified assessor to judge the evidence presented.

**Performance of specially set tasks**
You may be asked to undertake a particular activity, e.g. a simulated task, project or case study, sometimes in a college or other training environment.

**Questioning**
Questioning may be written or oral, usually occurring as a result of an observed assessment.
Your assessor will ask you questions to make sure you have the necessary knowledge and understanding to carry out your job activities to the required standard.

**Historical evidence**
You may have done things in the past which are applicable to your work-based qualification. These may be used as evidence, provided that they are sufficiently current and relevant to the qualification standard, e.g. a relevant qualification. This is sometimes known as Accreditation of Prior Learning (APL).

**Simulation**
Simulation should only be used where it is difficult to collect evidence through a real work situation, the real work environment or within an acceptable time frame. Simulations will usually deal with contingencies such as unexpected problems, emergencies or other incidents, which will not necessarily occur frequently.

**Background evidence and previous experience**
It is useful to include a copy of your CV, a copy of your previous or current job description, any previous certificates which relate to this qualification.
You can also include performance evidence from previous experiences and achievement

- CV
- Job descriptions
- Certificates
- Records of achievement
- Accounts of experience
- Case studies or projects from previous work
- Licences
- Records of courses attended
- Staff appraisals
- Products
- Endorsements
- Employer references

If you wish to bring forward a large amount of evidence from past experience, please discuss this with your assessor to help you plan the presentation of this evidence.

**Observed performance and products of performance**
Work is a natural source of evidence and if your work includes the activities described in the assessment criteria for any of the units of the work-based qualification, then your assessor can readily observe you to judge your competence. If the activity covered by a unit is rare and is not likely to occur during the assessment period, then your assessor may advise you to use an alternative source of evidence or arrange a simulated activity for you.

Often there are products from work activities which maybe used as a valuable source of evidence, for example:

- Letters relating to work
- Completed Forms
- Job Sheets
- Plans
- Diaries
- Completed projects, case studies or assignments that are part of your work
- Finished or end products
- Witness statements about your work
- Contact with clients
- Memos
- Reports
- Logbooks
- Checklists
- Tape recordings
- Visual aids/photographs/videos
- Authenticated reports from appropriate personnel, e.g. line managers
- Staff appraisals
- References received
- Witness Statements from clients

**Supplementary evidence**
In addition to direct observation of your work activities and judging the evidence provided by products of this work and witness testimony, it will be necessary for your assessor to seek supplementary evidence. This may be done by asking you to:

- provide answers to oral or written questions
- attend a professional discussion
- complete written tests
- provide a written personal account to support other evidence.

**Publications and resources**

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

To access these documents, go to the NPTC website www.nptc.org.uk. Click on 'Qualifications' and then click on 'Equine'. The documents can be found under 0071 Level 3 Diploma in Work-based Horse Care.

| 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.nptc.org.uk |
| 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.nptc.org.uk |
| 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 work-based qualification. | www.nptc.org.uk |
| Information sheet | www.nptc.org.uk |
| Product briefing sheet | www.nptc.org.uk |

## Level 3 Diploma in Work-based Horse Care and Management

## 0071 31 to 34

## 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/600/3791 | 301 | Receive a horse and carry out an initial assessment | 3 | 4 |
| M/600/4896 | 302 | Plan diets and implement feeding regimes for horses | 3 | 5 |
| A/600/3797 | 303 | Monitor and maintain stocks of feed and bedding | 3 | 2 |
| T/600/3801 | 304 | Promote the health and well-being of horses | 3 | 8 |
| A/600/3802 | 305 | Deliver basic health care treatment to horses | 3 | 8 |
| D/502/1523 | 306 | Promote, monitor, and maintain health, safety and security of the workplace | 3 | 6 |
| F/501/2989 | 307 | Manage your own resources | 2 | 7 |
| J/600/3804 | 308 | Tack up horses for specialist work | 3 | 4 |
| Y/600/3807 | 309 | Prepare horses for public appearance | 3 | 3 |
| D/600/3811 | 310 | Clip horses | 3 | 5 |
| M/600/3814 | 311 | Introduce young horses to equipment | 3 | 12 |
| L/600/3819 | 312 | Contribute to training of horses from the ground | 3 | 15 |
| A/600/4898 | 313 | Contribute to the design and implementation of a work programme for horses | 3 | 4 |
| F/601/0136 | 314 | Exercise and improve the performance of horses using lunging or long reigning | 3 | 8 |
| F/600/4904 | 315 | Prepare to lead a horse trek | 3 | 5 |
| R/600/4907 | 316 | Carry out pre and post horse trek activities | 3 | 4 |
| Y/600/4908 | 317 | Carry out pre and post play routines for polo ponies | 3 | 6 |
| D/600/4909 | 318 | Assist with the exercise and care for performance horses | 3 | 5 |
| R/600/4910 | 319 | Care for performance horses after strenuous exercise | 3 | 5 |
| Y/600/4911 | 320 | Escort horses to competition | 3 | 3 |
| D/600/4912 | 321 | Care for horses after competition | 3 | 3 |

| | | | | |
|---|---|---|---|---|
| J/601/0137 | 322 | Introduce stick and ball to polo ponies | 3 | 4 |
| H/600/4913 | 323 | Prepare and maintain grazing land for horses | 3 | 3 |
| J/600/8517 | 324 | Manage horses when turned out | 3 | 3 |
| M/600/3795 | 325 | Develop and implement a horse rehabilitation plan | 3 | 5 |
| F/502/1451 | 326 | Repair and maintain structures or surfaces | 3 | 2 |
| K/502/1542 | 327 | Maintain the health and welfare of animals during transportation | 2 | 4 |
| L/502/1517 | 328 | Plan, monitor and evaluate the transportation of animals | 3 | 3 |
| J/500/4604 | 329 | Develop your business idea | 2 | 1 |
| Y/500/4591 | 330 | Develop your business idea | 3 | 1 |
| R/500/4606 | 331 | Explore your business motives | 2 | 1 |
| K/500/4594 | 332 | Explore your business motives | 3 | 1 |
| Y/500/4607 | 333 | Improve your business skills | 2 | 1 |
| D/601/5800 | 334 | Keep financial records | 2 | 4 |
| M/601/5803 | 335 | Keep financial records | 3 | 4 |
| T/601/4412 | 336 | Keeping up to date with current legislation in a business | 2 | 2 |
| K/601/4374 | 337 | Define the product or service of the business | 2 | 3 |
| M/601/4375 | 338 | Define the product or service of the business | 3 | 3 |
| R/601/5356 | 339 | Carry out banking for a business | 2 | 2 |
| Y/601/5357 | 340 | Carry out banking for a business | 3 | 3 |
| F/601/4378 | 341 | Carry out plans for a business | 3 | 3 |
| Y/601/5925 | 342 | Check what customers need from the business | 3 | 3 |
| Y/601/5360 | 343 | Controls for customer payments | 2 | 3 |
| M/601/6207 | 344 | How to treat business customers | 2 | 3 |
| T/601/4393 | 345 | Obtaining support for a business idea | 2 | 3 |
| A/601/4394 | 346 | Obtaining support for a business idea | 3 | 3 |
| Y/601/5939 | 347 | Plan how to let customers know about products or services | 2 | 2 |

| | | | | |
|---|---|---|---|---|
| H/601/5944 | 348 | Plan how to let customers know about products or services | 3 | 3 |
| J/601/6245 | 349 | Seek advice and help for the business | 2 | 2 |
| H/601/6236 | 350 | Seek advice and help for the business | 3 | 3 |
| L/601/4383 | 351 | Improving the quality of products or services | 2 | 3 |
| R/601/4384 | 352 | Improving the quality of products or services | 3 | 3 |
| D/500/4592 | 353 | Choose supplies and suppliers for your business | 2 | 1 |
| L/500/4586 | 354 | Choose supplies and suppliers for your business | 3 | 2 |
| J/601/6133 | 355 | Bidding for work | 2 | 2 |
| D/601/6137 | 356 | Bidding for work | 3 | 3 |
| H/601/4406 | 357 | Contract the business premises | 2 | 2 |
| K/601/5783 | 358 | Impact of the environment on a business | 2 | 3 |
| F/601/5854 | 359 | Prepare wages | 2 | 2 |
| J/601/5855 | 360 | Prepare wages | 3 | 4 |
| M/601/4408 | 361 | Run a business from home | 2 | 3 |
| T/601/4409 | 362 | Run a business from home | 3 | 3 |
| H/601/6169 | 363 | Sell products or services using the internet | 2 | 3 |
| D/601/5859 | 364 | Sub-contract work | 2 | 2 |
| Y/601/5861 | 365 | VAT registration and returns | 2 | 3 |
| H/601/5863 | 366 | VAT registration and returns | 3 | 4 |
| M/600/8513 | 367 | Care for and prepare the mare for covering | 3 | 8 |
| T/600/8514 | 368 | Maintain stud documentation | 3 | 3 |
| M/600/3845 | 369 | Attend to mare and foal during foaling | 3 | 8 |
| T/600/3846 | 370 | Care for mare and foal | 3 | 8 |
| A/600/8515 | 371 | Handle and present stallions under supervision | 3 | 8 |
| F/600/8516 | 372 | Establish and maintain the care of stallions | 3 | 8 |
| F/600/4899 | 373 | Ride horses for exercise | 3 | 10 |
| K/600/4900 | 374 | Ride and lead horses for exercise | 3 | 10 |
| T/600/4902 | 375 | Ride schooled horses to maintain training | 3 | 26 |
| A/600/4903 | 376 | Jump schooled horses to maintain training | 3 | 26 |

| | | | | |
|---|---|---|---|---|
| L/600/4906 | 377 | Lead a horse trek | 3 | 15 |
| K/503/2136 | 378 | Collect and analyse information and prepare for equine coaching sessions | 3 | 4 |
| M/503/2137 | 379 | Prepare for, conduct and evaluate equine coaching sessions | 3 | 20 |

## Rules of combination for the Level 3 Diploma in Work-based Horse Care and Management (0071)

| **0071-31 Level 3 Diploma in Work-based Horse Care and Management (Horse Care and Management)** | |
|---|---|
| Rules for achievement of qualification | In order to achieve this qualification the learner must gain a minimum of 64 credits in total. 40 credits from the core mandatory units (301-307) and a minimum of 24 credits (8 units) from the optional units (308-366).<br><br>(Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35) |

| **0071-32 Level 3 Diploma in Work-based Horse Care and Management (Horse Care and Riding)** | |
|---|---|
| Rules for achievement of qualification | In order to achieve this qualification the learner must gain a minimum of 83 credits in total. 40 credits from the core mandatory (301-307), 3 out of 5 mandatory units for the pathway (373-377) and3 units from the optional units (308-366)<br><br>(Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35) |

| **0071-33 Level 3 Diploma in Work-based Horse Care and Management (Breeding)** | |
|---|---|
| Rules for achievement of qualification | In order to achieve this qualification the learner must gain a minimum of 70 credits. 40 credits from the core mandatory (301-307), 3 out of 5 mandatory units for the pathway (367-372) and 4 units from the optional units (308-366)<br><br>(Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35) |

| 0071-34 Level 3 Diploma in Work-based Horse Care and Management (Coaching) | |
|---|---|
| Rules for achievement of qualification | In order to achieve this qualification the learner must gain a minimum of 72 credits. 40 credits from the core mandatory (301-307), 24 credits from 2 mandatory units for the pathway (378-379) and a minimum of 8 credits from 3 units from the optional units (308-366)<br><br>(Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35) |

## Learners completing the Level 3 Diploma in Work-based Horse Care as part of the Advanced Apprenticeship framework

Learners who are completing the Level 3 Diploma in Work-based Horse Care and Management as part of the Advanced Apprenticeship framework are required to undertake an additional knowledge based qualification. The qualification details are below:

0070-35 Level 3 Award in Business Management for the Environment and Land-based Sector QAN: 500/9232/7.

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.

## 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 Verification Services at City & Guilds.

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 *The application of reasonable adjustments and special considerations in vocational qualifications*, which is available from www.nptc.org.uk

**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.

## Example Unit for Level 3 Work-Based Qualifications

| | | |
|---|---|---|
| TITLE | Estimate and programme resource requirements for landscaping | Learner's name<br><br>JOE GOODMAN |
| LEVEL | 3 | |
| CREDIT VALUE | 4 | |
| UAN REFERENCE | Y/502/0502 | |
| This unit will provide the learner with the skills, knowledge and understanding required for estimating resource requirements and programming work for soft, hard and interior landscapes.<br>Simulation will not be acceptable.<br>Relationship to National Occupational Standards : L26.1,2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to estimate the resources. | 1.1 Identify the nature, extent, required outcome and standards of proposed work clearly and accurately. | Most of the evidence for this unit revolves around a major redevelopment of an herbaceous border at Stanley Gardens. Details of this project are in reference1. JG<br><br>The initial research findings and specifications are at1.1 |
| | 1.2 Identify required resources which are appropriate to the work taking into account:<br>• labour,<br>• equipment,<br>• materials,<br>• finance<br>• specific expertise. | Reference1.2 Action plan and financial breakdown JG |

## Exemplar unit

| | | |
|---|---|---|
| | 1.3 Ensure timing of resource enable work to proceed. | Reference1.3 Initial resource orders and labour scheduling JG<br>Joe effectively prepared the plans and ensured sufficient and appropriate resources were ready for the start of work AB |
| 2. Be able to sequence and programme work | 2.1 Ensure the work programme takes full account of the available resources to proceed. | Reference1.4 Gantt chart indicates the major stages of the project and work schedule indicates each stage in more detail JG |
| | 2.2 Provide a sequence of work which meets agreed targets efficiently and effectively | I have seen these documents during the professional discussion AN |
| | 2.3 Use a work programme which enables work to be completed on time, safely and to the standard required. | Joe carried out all the scheduling of staff and other resources. He carried out risk assessment for all stages and method statements for all activities AB |
| | 2.4 Communicate the work programme effectively and in time to all relevant people. | Joe lead 2 staff meetings to explain the project to the staff involved and train them in the methods of work. 2 staff were trained to use the mini-digger AB |
| 3. Be able to promote health and safety and good environmental practice. | 3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements. | Joe has met all the company's requirements to comply with legislation, including carrying our risk assessments, COSHH assessments, environmental assessments and maintained al the relevant records, including PUWER. He has carried out staff training on manual handling and machinery use and liaised with contractors carrying out specific tasks AB |
| | 3.2 Ensure work is carried out in a manner which minimises environmental damage. | Joe carried out an environmental assessment and used this to inform the method statements AB |

## Exemplar unit

| | | |
|---|---|---|
| 4. Understand how to estimate resource requirements and programme work. | 4.1 Define project planning and describe methods of estimating resource requirements:<br>• labour,<br>• equipment,<br>• materials,<br>• finance<br>• specific expertise. | A combination of questions and answers available in reference 4.1 is evidence for this section. AN<br>I carried out a professional discussion with Joe at Stanley Gardens, where we could look at the company's records and the work completed. The audio tape of our conversation is reference 4.2 AN |
| | 4.2 Compare the effects of timing of resource provision on costs and completion. | 4.1 |
| | 4.3 Assess methods to optimise resource usage and timing and minimise waste. | 4.1 and 4.2 |
| | 4.4 Comment on the implications of estimating and arranging resources for both horticultural and landscape projects. | 4.2 |
| 5. Understand the sequence and programming of work. | 5.1 Explain the methods of sequencing work to achieve targets and realistic work rates for the work type programmed. | 4.2 |

| | | |
|---|---|---|
| | 5.2 Evaluate the use of performance measures. | 4.2 |
| | 5.3 Describe the possible causes of disruption to work programmes and their effects on quality and timing. | 4.1 |
| | 5.4 Explain the sources of hazard encountered on landscape maintenance and measures for their reduction. | 4.1 and 4.2 |
| 6 Understand relevant health and safety legislation and environmental good practice. | 6.1 Explain current health and safety legislation, codes of practice and any additional requirements which apply to this area of work. | 4.2 |
| | 6.2 Describe the possible environmental damage and how to respond appropriately. | 4.1 |
| | 6.3 Explain the records required for management and legislative purposes and the importance of maintaining them. | 4.2 |

**Learner's signature**
I confirm that the evidence above is all my own work

**Joe Goodman**…… Date 30th October 2009

**Assessor's name** **A N Other**…… I

confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed… **A N Other** ……..Date 30th October 2009

**Internal verifier's signature (if sampled)**

……..Date……

In the example above, Alan Boss is the learner's manager, Anthony Other is the assessor and Joe Goodman is the learner. All 3 can complete sections of the Learner's logbook. Supplementary evidence needs to be referenced as in previous NVQ qualifications. Eg in the example above the learner's Appraisal current skills and action plan would be referenced as Evidence1.

Guidance on the unit is given at the top. Any items of scope are dealt with within the assessment criteria: they do not have to be recorded separately. Alan Boss, and anyone else providing evidence, except the learner and the assessor, would need to complete a line on the Witness status list.

## Unit 301

| | | |
|---|---|---|
| TITLE | Receive a horse and carry out an initial assessment | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | Y/600/3791 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to carry out an initial assessment on horses, maintaining the health and welfare of the horse and bio security and safety of the site

This could include, a new arrival, rehabilitation, re-homing, retiring and retraining

Relationship to National Occupational Standards: This unit directly relates to 029NHC219.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to receive a horse and carry out an initial assessment | 1.1 Receive horse and settle into appropriate accommodation or assessment area taking into account any relevant bio-security measures | |
| | 1.2 Carry out an initial assessment of the horse covering<br>i. Identification<br>ii. Health<br>iii. Mobility<br>iv. Behaviour | |
| | 1.3 Provide clear and accurate information for recording purposes | |

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| | 1.4 Ensure that the yard/senior staff have all the appropriate details and any particular requirements | |
| | 1.5 Carry out any follow up actions required after admission | |
| | 1.6 Communicate appropriate information to relevant parties | |
| | 1.7 Monitor and promote the health and welfare of the horse throughout | |

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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 | |
| 3. | Understand how receive horses and carry out an initial assessment | 3.1 | Explain how to receive horses and settle into appropriate accommodation or assessment area | |
| | | 3.2 | Explain how to carry out initial assessment procedures covering all the following and why it should be carried out:<br>i. Identification<br>ii. Health<br>iii. Mobility<br>iv. Behaviour | |
| | | 3.3 | Explain the types of records required and the importance of accurate record keeping | |

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| | 3.4 Explain the importance of confidentiality and data protection when maintaining records and sharing information | |
| | 3.5 Explain the possible health and bio-security risks that could occur to both horses and humans when horses arrive on a yard | |
| | 3.6 Explain how to manage communication both internally and externally | |
| | 3.7 Explain what factors may affect the initial assessment | |

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| 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 301

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 302

| | | |
|---|---|---|
| TITLE | Plan diets and implement feeding regimes for horses | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 5 | |
| UAN | M/600/4896 | |

The aim and purpose of this unit is to provide the learner with the knowledge and understanding for planning diets and implementing feeding regimes. The learner will need to be able to identify the dietary requirements of horses and decide the quantity of feed required.

The learner will also need to deal with any necessary supplements to the diet and special dietary requirements. It is also essential that any necessary changes in dietary requirements are identified and changes to rations are incorporated

Relationship to National Occupational Standards: This unit directly relates to O29NHC301.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to plan diets and implement feeding regimes | 1.1 Accurately identify the dietary requirements for horses | |
| | 1.2 Establish the required quantity of feed and the frequency of feeding | |
| | 1.3 Accurately specify any supplements to the diet as required | |

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| | 1.4 Identify and record special dietary requirements | |
| | 1.5 Adapt rations to meet changes in the horse's dietary requirements and to optimise the health and well-being of the horse | |
| | 1.6 Plan diets and feeding regimes that take account of feeding policy and allow for changes in the rations covering<br>i. availability of feed and forages<br>ii. seasonality<br>iii. costs of feed and forages | |
| | 1.7 Provide clear and accurate information for recording purposes | |

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| 2. | Be able to promote health and safety | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to plan diets and implement feeding regimes | 3.1 | Compare the dietary requirements for horses of different ages, conditions and different work levels according to<br>i. body weight<br>ii. reproductive stage<br>iii. type and temperament<br>iv. sickness | |
| | | 3.2 | Explain how the feeding plan can be affected by costs | |
| | | 3.3 | Describe dietary additives and supplements and reasons for their inclusion in the diet | |

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| | 3.4 Justify reasons for feeding and watering the horse before, during and after strenuous work | |
| | 3.5 Explain the reasons for using different systems of feeding | |
| | 3.6 List diseases and illnesses which require special diets | |
| | 3.7 Explain rules of feeding and watering | |

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| | 3.8 Explain the function of the digestive system | |
| | 3.9 Evaluate types of feed and methods of preparing feed | |
| | 3.10 Explain the following dietary requirements<br>i. Forage (including effectiveness of different types of hay<br>ii. Concentrates<br>iii. Water<br>iv. Supplements and additives | |

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| | 3.11 Explain how the following affect the planning of feeding programmes<br>i. horse body weight<br>ii. age<br>iii. reproductive stage<br>iv. condition<br>v. level and type of work<br>vi. type and temperament<br>vii. tired<br>viii. sick<br>iv. fussy horses | |
| 4. Understand relevant health and safety legislation | 4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |

## Unit 302

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 303

| | | |
|---|---|---|
| TITLE | Monitor and maintain stocks of feed and bedding | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 2 | |
| UAN | A/600/3797 | |
| The aim of this unit is to provide the learner with the knowledge, understanding and skills required for management of supplies of feed and bedding, including monitoring stocks, ensuring adequate supply, storage and handling. The learner will be able to check the supply and take the appropriate action if there are any shortfalls. The learner will also be able to store and use feed and bedding correctly.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC301.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to monitor and maintain stocks of feed and bedding | 1.1 Receive materials and check accurately against delivery note and original order covering both<br>i. foodstuffs<br>ii. bedding | |
| | 1.2 Assess the quality of products | |
| | 1.3 Record any faults or shortfalls and take the appropriate follow up action | |

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|---|---|---|
| | 1.4 Store feed and bedding appropriately | |
| | 1.5 Check and record supplies to maintain the required levels | |
| | 1.6 Take appropriate action where supplies fall below, or are likely to fall below the required level | |
| | 1.7 Use safe lifting techniques at all times | |

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| 2. | Be able to promote health and safety | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to monitor and maintain stocks of feed and bedding | 3.1 | Explain why feed and bedding should be checked against the delivery note and original order and any shortfalls followed up | |
| | | 3.2 | Explain effective methods of storing different types of feed and bedding and the purpose of manufacturer's recommendations regarding storage | |
| | | 3.3 | Explain how poor storage may affect feed and bedding | |

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|---|---|---|
| | 3.4 Explain why feed and bedding stocks should be checked and the impact low levels may have and the action to take when supplies fall below the required level | |
| | 3.5 Explain why any damage should be recorded and reported, and the potential consequences of not doing so | |
| | 3.6 Describe methods of safe handling and storing of feed and bedding | |
| 4. Understand relevant health and safety legislation | 4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |

## Unit 303

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 304

| | | |
|---|---|---|
| TITLE | Promote the health and well-being of horses | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 8 | |
| UAN | T/600/3801 | |

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for providing the care, environment and routine treatments that ensure that the horse remains healthy and content. It involves the recognition and treatment of health problems and minor ailments.

This unit applies to all types of horses and involves caring for horses so that the risk of injury and illness is minimised, being able to recognise and respond to signs of health and ill-health, and knowing when to summon professional help.

Relationship to National Occupational Standards: This unit directly relates to O29NHC302.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to promote the health and well-being of horses | 1.1 Treat horses in a manner which minimises stress and maintains health and welfare | |
| | 1.2 Monitor the horses' physical condition and behaviour effectively covering<br>i. appearance<br>ii. posture and movement<br>iii. behaviour<br>iv. bodily functioning<br>v. signs of health | |
| | 1.3 Take and record the temperature, pulse and respiration of the horse accurately | |

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| | 1.4 | Recognise normal and abnormal signs of horse health and take the appropriate action | |
| | 1.5 | Provide clear and accurate information for recording purposes | |
| 2. Be able to promote health and safety | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation and codes of practice | |
| 3. Understand how to promote the health and well-being of horses | 3.1 | Describe how to promote the health and well-being of horses | |

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|---|---|---|---|
| | 3.2 | Describe commonly used first aid procedures and individual responsibilities for the treatment of horses under current welfare legislation | |
| | 3.3 | Explain why horses need exercise to promote health and welfare | |
| | 3.4 | Describe the signs of health in relation to the appearance, posture and movement, behaviour and bodily functioning | |
| | 3.5 | Describe the signs of poor health and the actions to take for all the following<br><br>i. ill health<br>ii. disease<br>iii. lameness<br>iv. parasites<br>v. injury<br>vi. infestation<br>vii. stress<br>viii. health emergency | |

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|---|---|---|---|
| | 3.6 | Describe when a horse health emergency would necessitate the calling of a vet | |
| | 3.7 | Explain the requirements of health and treatment records | |
| | 3.8 | Describe the anatomy of the lower leg and foot | |
| | 3.9 | Explain procedures for isolation and sick nursing including bio-security | |

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|---|---|---|---|
| | 3.10 | Describe the conformation of the horse and its relationship to movement and action | |
| | 3.11 | Describe the skeletal and muscular structure of a horse | |
| | 3.12 | Describe the circulatory, digestive and respiratory system | |
| | 3.13 | Summarise the risks to horses, yourself and others and how these can be minimised | |

## Unit 304

| | | | |
|---|---|---|---|
| 4. | Understand relevant health and safety legislation and environmental good practice | 4.1 | Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements |

## Unit 304

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 305

| | | |
|---|---|---|
| TITLE | Deliver basic health care treatment to horses | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 8 | |
| UAN | A/600/3802 | |

This unit is about providing the type of care, environment and routine treatments that ensure that the horse remains healthy and content. It also involves the recognition and treatment of health problems and minor ailments.

This unit applies to all types of horses, and involves delivering basic health care treatments according to veterinary instructions and legislative requirements. The learner will need to seek assistance without delay if it's not possible to administer the treatment. The learner will also need to keep accurate records, dispose of waste safely and provide the routine care to the horse after treatment.

Relationship to National Occupational Standards: This unit directly relates to O29NHC302.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1 Be able to deliver basic health care treatment to horses | 1.1 Store medication and equipment in accordance with product instructions and health and safety requirements | |
| | 1.2 Use appropriate medication for the intended horse covering<br>i. prescription only medicine<br>ii. over-the-counter products<br>iii. wormers | |

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|---|---|---|---|
| | 1.3 | Administer the specified treatment using the correct technique and at the stated time and frequency covering<br>i. cleaning and hygiene procedures<br>ii. topical treatments<br>iii. oral treatments<br>iv. treatments for wounds | |
| | 1.5 | Implement appropriate routine care, diet and exercise plan after treatment | |
| | 1.6 | Provide clear and accurate records of treatments including reporting of any unusual signs | |
| 2. Be able to promote health and safety and environmental good practice | 2.1 | Work in a way which promotes health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |

| | | | |
|---|---|---|---|
| | 2.2 | Manage and dispose of contaminated and non contaminated waste and sharps in accordance with legislative requirements and codes of practice | |
| 3. Understand how to deliver basic health care treatments to horses | 3.1 | Explain the significance of expiry dates on drugs and medications and safe procedures for disposal | |
| | 3.2 | Describe why it is necessary to interpret medication instructions accurately covering all the following<br>i. prescription only medicine<br>ii. over-the-counter products<br>iii. wormers | |
| | 3.3 | Explain the importance of restraint techniques, minimising stress levels of the horse and ensuring safety of the handler and horse | |

| | | | |
|---|---|---|---|
| | 3.4 | Explain how to administer all of the following treatments<br>i. cleaning and hygiene procedures<br>ii. topical treatments<br>iii. oral treatments<br>iv. treatments for wounds | |
| | 3.5 | Describe the side effects or adverse reactions to medication that might occur | |
| | 3.6 | Summarise the reasons and legislative requirements and codes of practice for 'withdrawal of drugs' covering<br>i. racing<br>ii. competing<br>iii. being destroyed | |
| | 3.7 | Explain the reasons for ensuring personal hygiene and safety precautions e.g. zoonoses and other communicable diseases between horses and humans | |

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|---|---|---|
| | 3.8 Describe the routine vaccinations required to promote health | |
| | 3.9 Explain the contents of the first aid kit and their uses | |
| | 3.10 Explain the risks to horses, yourself and others and explain how these can be minimised | |
| | 3.11 Explain the appropriate action to take if contagious or infectious diseases are anticipated and identified | |

## Unit 305

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|---|---|---|---|---|
| 4. | Understand relevant health and safety legislation and environmental good practice | 4.1 | Explain the correct and appropriate methods for disposing of contaminated and non contaminated waste and sharps and/or organic and inorganic waste | |
| | | 4.2 | Explain the records required for management and legislative purposes and the importance of maintaining them | |

## Unit 305

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 306

| | | |
|---|---|---|
| TITLE | Promote, monitor and maintain health, safety and security of the workplace | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 6 | |
| UAN | D/502/1523 | |
| The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NCU3.1, 2, 3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand how to monitor and maintain the health, safety and security of the work area | 1.1 Explain the legal and organisational responsibilities in relation to health, safety and security covering:<br>i. people<br>ii. equipment and materials<br>iii. the work area | |
| | 1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities | |
| | 1.3 Explain the importance of assessing security issues associated with the work area covering<br>i. bio security<br>ii. building security<br>iii. data security<br>iv. personal security | |

| | | | |
|---|---|---|---|
| | 1.4 | Describe how to carry out and evaluate a risk assessment | |
| | 1.5 | Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment) | |
| | 1.6 | Outline safe systems of work when people are working alone or at risk of abuse | |
| | 1.7 | Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation | |

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|---|---|---|---|
| | 1.8 | Explain how hazardous and non-hazardous waste should be managed in line with legislation | |
| 2. Understand how to promote good standards of health and safety | 2.1 | Explain the methods of communicating health and safety precautions to others entering the work area | |
| | 2.2 | Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations | |
| 3. Understand how to deal with health emergency situations | 3.1 | Describe the types of accidents or incidents which may occur and the correct actions to take | |

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|---|---|---|---|
| | 3.2 | Explain the importance of not carrying out actions beyond own capabilities | |
| | 3.3 | Explain the potential risks to others from an emergency situation | |
| | 3.4 | Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved | |
| 4. Understand the records required and their importance | 4.1 | Explain the responsibility for and types of records required and the importance of accurate record keeping | |

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|---|---|---|---|
| | 4.2 | Explain the relevant legislative requirements for completing records of accidents and incidents | |
| 5. Monitor and maintain the health, safety and security of the work area | 5.1 | Carry out risk assessments in accordance with relevant legal and organisational requirements | |
| | 5.2 | Evaluate the risks which have been identified and implement appropriate control measures | |
| 6. Promote good standards of health and safety | 6.1 | Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment | |

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|---|---|---|---|
| | 6.2 | Communicate any health and safety precautions that are being applied in the work area to others entering the area | |
| | 6.3 | Use approved safe methods of lifting and handling when carrying out work | |
| | 6.4 | Ensure standard procedures for personal hygiene are followed at all times | |
| | 6.5 | Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment | |

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|---|---|---|---|
| | 6.6 | Take appropriate action if there is a danger of accidents or injury | |
| 7. Respond to health emergencies within the work area | 7.1 | Implement procedures safely, correctly and without delay in an emergency situation | |
| | 7.2 | Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation | |
| | 7.3 | Give assistance as required within the limits of your capability, including suitable verbal support | |

| | |
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| | 7.4 Make the immediate vicinity as safe as possible |

## Unit 306

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 307

| | | |
|---|---|---|
| TITLE | Manage Your Own Resources | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 7 | |
| UAN | F/501/2989 | |

This unit is mainly about making sure learners have the personal resources (particularly knowledge, understanding, skills and time) to undertake their work role and reviewing their performance against agreed objectives. It also covers identifying and undertaking activities to develop their knowledge, skills and understanding where gaps have been identified.

Relationship to National Occupational Standards: This unit directly relates to Direct Match to M & L standards 2004

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Manage their own resources | 1.1 Identify and agree the requirements of their work-role with those they report to | |
| | 1.2 Discuss and agree personal work objectives with those they report to and how they will measure progress | |
| | 1.3 Identify any gaps between the requirements of their work-role and their current knowledge, understanding and skills | |

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| | 1.4 | Discuss and agree, with those they report to, a development plan to address any identified gaps in their current knowledge, understanding and skills | |
| | 1.5 | Undertake the activities identified in their development plan and discuss, with those they report to, how they have contributed to their performance | |
| | 1.6 | Get regular and useful feedback on their performance from those who are in a good position to judge it and provide you with objective and valid feedback | |
| | 1.7 | Discuss and agree, with those they report to, any changes to their personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes | |

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| | 1.8 | Check, on a regular basis, how they are using their time at work and identify possible improvements | |
| | 1.9 | Ensure that their performance consistently meets or goes beyond agreed requirements | |
| 2. Use appropriate behaviours to manage their own resource | 2.1 | Demonstrate that they recognise changes in circumstances promptly and adjust plans and activities accordingly | |
| | 2.2 | Demonstrate that they prioritise objectives and plan work to make best use of time and resources | |

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| | 2.3 | Demonstrate that they take personal responsibility for making things happen | |
| | 2.4 | Demonstrate that they take pride in delivering high quality work | |
| | 2.5 | Demonstrate that they agree achievable objectives for themselves and give a consistent and reliable performance | |
| | 2.6 | Demonstrate that they can find practical ways to overcome barriers | |

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| | 2.7 | Demonstrate that they make best use of available resources and proactively seek new sources of support when necessary | |
| 3. Know and understand how to manage their own resources using general knowledge | 3.1 | Demonstrate why managing their resources (particularly knowledge, understanding, skills and time) is important | |
| | 3.2 | Demonstrate how to identify the requirements of a work-role | |
| | 3.3 | Demonstrate how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time- bound) | |

| | | | |
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| | 3.4 | Demonstrate how to measure progress against work objectives | |
| | 3.5 | Demonstrate how to identify development needs to address any identified gaps between the requirements of their work-role and their current knowledge, understanding and skills | |
| | 3.6 | Demonstrate what an effective development plan should contain | |
| | 3.7 | Demonstrate the type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills | |

| | | | |
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| | 3.8 | Demonstrate how to identify whether/how development activities have contributed to their performance | |
| | 3.9 | Demonstrate how to get and make effective use of feedback on their performance | |
| | 3.10 | Demonstrate how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes | |
| | 3.11 | Demonstrate how to record the use of their time and identify possible improvements | |

| | | |
|---|---|---|
| 4. Know and understand how to manage their own resources using industry and sector specific knowledge | 4.1 Show that they know and understand the industry/sector requirements for the development or maintenance of knowledge, understanding and skills | |
| 5. Know and understand how to manage their own resources using context specific knowledge | 5.1 Show that they know the agreed requirements of their work-role including the limits of their responsibilities | |
| | 5.2 Show that they know their agreed personal work objectives | |
| | 5.3 Show that they know the reporting lines in their organisation | |

| | | | |
|---|---|---|---|
| | 5.4 | Show that they know and understand their current knowledge, understanding and skills | |
| | 5.5 | Show that they can identify gaps in their current knowledge, understanding and skills | |
| | 5.6 | Show that they know and understand their personal development plan | |
| | 5.7 | Show that they know their organisation's policy and procedures in terms of personal development | |

| | | | |
|---|---|---|---|
| | 5.8 | Show that they know the available development opportunities and resources in their organisation | |
| | 5.9 | Show that they understand possible sources of feedback in their organisation | |

## Unit 307

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 308

| | | |
|---|---|---|
| TITLE | Tack up horses for specialist work | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | J/600/3804 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding required for tacking up horses for specialist work. The learner will need to be able to select, apply and fit the tack for the specified activity. The learner will also need to be able to check that the tack is safe before handing over to the user.

Relationship to National Occupational Standards: This unit directly relates to O29NHC303.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to tack up a horse for specialist work | 1.1 Confirm requirements for tacking up with the appropriate person | |
| | 1.2 Select, apply and fit the tack for according to requirements, suitable for the horse and its specified activity | |
| | 1.3 Check the tack is safe before use take the appropriate action for any defective tack | |

| | | | |
|---|---|---|---|
| | 1.4 | Apply and fit the tack for the specified activity according to requirements | |
| 2. Be able to promote health and safety | 2.1 | Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. Understand how to tack up horses for specialist work | 3.1 | Explain types of specialist work activity and the requirement of tacking up horses | |
| | 3.2 | Identify the types of saddlery, bits and equipment and the reasons for their use in specialist work activity | |

| | | |
|---|---|---|
| | 3.3 Describe the dangers of unsafe tack, how to check that the tack is safe and how to deal with defective tack | |
| | 3.4 Explain the risks to horses, yourself and others and explain how these can be minimised | |
| 4. Understand relevant health and safety legislation | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |

## Unit 308

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 309

| | | |
|---|---|---|
| TITLE | Prepare horses for public appearance | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | Y/600/3807 | |

This unit involves trimming and plaiting horses which compete or are on show to the public. You will need to be able to use suitable methods of restraint during the work, and use the equipment safely and correctly.

You will need to be fully aware of the importance of health and safety in connection with this work and be able to recognise hazards and assess risks within the workplace.

Relationship to National Occupational Standards: This unit directly relates to O29NHC303.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to prepare horses for public appearance | 1.1 Confirm the requirements for preparing the horse | |
| | 1.2 Select and use the correct tools and equipment for the work in accordance with laid down procedures | |
| | 1.3 Apply suitable methods of restraint | |

| | | |
|---|---|---|
| | 1.4 Pull a mane in accordance with requirements | |
| | 1.5 Trim a horse in accordance with requirements | |
| | 1.6 Plait a horse in accordance with requirements | |
| | 1.7 Apply quarter marks in accordance with requirements | |

| | | | | |
|---|---|---|---|---|
| | | 1.8 | Maintain health and safety, and the welfare of the horse, during your work | |
| 2. | Be able to promote health and safety | 2.1 | Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to prepare horses for public appearance | 3.1 | Describe how to pull a mane and tail in accordance with requirements | |
| | | 3.2 | Describe how to plait and trim horses, and apply quarter marks in accordance with requirements | |

| | | |
|---|---|---|
| | 3.3 Describe the risks to horses, yourself and others and how these can be minimised | |
| | 3.4 Describe the standards required for high level public appearances in accordance with requirements | |
| | 3.5 Explain the appropriate methods of restraint, and their use in different circumstances | |
| | 3.6 Identify the types of tools and equipment used for the work and explain their correct use | |

| | | | |
|---|---|---|---|
| 4. | Understand relevant health and safety legislation | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |
| | | 4.2 Explain the correct and appropriate methods for disposing of waste | |

## Unit 309

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 310

| | | |
|---|---|---|
| TITLE | Clip Horses | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 5 | |
| UAN | D/600/3811 | |
| The aim of the unit is to provide the learner with the knowledge, skills and understanding required to clip horses to agreed requirements. It also covers the care and maintenance of clipping equipment.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC303.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to clip horses | 1.1 Confirm the requirements for clipping the horse | |
| | 1.2 Prepare the horse, equipment and area for clipping according to requirements | |
| | 1.3 Minimise stress to the horse and ensure comfort of the horse during clipping | |

| | | | |
|---|---|---|---|
| | 1.4 | Restrain the horse using appropriate techniques and equipment | |
| | 1.5 | Select the necessary type of clip to meet requirements | |
| | 1.6 | Clip coat according to requirements and type of clip selected | |
| | 1.7 | Care for horse after clipping according to the needs of the horse and good practice | |

| | | | |
|---|---|---|---|
| | 1.8 | Instruct assistant appropriately | |
| 2. Be able to maintain and use relevant equipment | 2.1 | Ensure equipment is prepared, used and maintained in a safe and effective condition according to requirements | |
| 3. Be able to promote health and safety and environmental good practice | 3.1 | Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| | 3.3 | Manage and dispose of waste in accordance with legislative requirements and codes of practice | |

| | | |
|---|---|---|
| 4. Understand how to clip horses | 4.1 Explain the reasons for clipping horses, and the different types of clip | |
| | 4.2 Describe how to prepare a clipping area | |
| | 4.3 Explain how to introduce horses to clipping | |
| | 4.4 Describe the methods of restraint which may be used during clipping | |

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|---|---|---|
| | 4.5 Explain how to recognise and deal with horses that are difficult to clip | |
| | 4.6 Describe risks to horses, yourself and others and how these can be minimised | |
| 5. Understand the safe use of equipment | 5.1 Describe the how to select and prepare and use the equipment required | |
| | 5.2 Describe the methods of and importance of maintaining the range of equipment used | |

## Unit 310

| | | |
|---|---|---|
| 6. Understand relevant health and safety legislation and environmental good practice | 6.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |
| | 6.2 Explain the correct and appropriate methods for disposing of waste | |

## Unit 310

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 311

| | | |
|---|---|---|
| TITLE | Introduce young horses to equipment | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 12 | |
| UAN | M/600/3814 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding required to introduce young horses to equipment. The learner will need to be able to identify the training needs of young horses, introduce training procedures, monitor progress and adjust the programme. The learner will need to agree the training with the appropriate person and where necessary, modify it to take into account advice.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC307.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to introduce young horses to equipment | 1.1 Identify the training needs of an individual horse and agree with appropriate person | |
| | 1.2 Introduce the appropriate basic handling and preliminary training procedures | |
| | 1.3 Select and fit suitable equipment to the horse according to requirements | |

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|---|---|---|
| | 1.4 Maintain physical and mental well-being of the horse throughout | |
| | 1.5 Monitor progress of the horse and report to the appropriate person | |
| | 1.6 Adjust the programme according to the individual horses requirements, resources and conditions | |
| 2. Be able to promote health and safety | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |

| | | |
|---|---|---|
| 3. Understand how to introduce young horses to equipment | 3.1 Explain how to introduce young horses to basic handling and equipment | |
| | 3.2 Explain the psychology of young horses | |
| | 3.3 State the importance of establishing good manners in young horses | |
| | 3.4 Describe the correct use and fitting of training equipment | |

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|---|---|---|---|
| | 3.5 | Explain the possible consequences of a young horse having a negative experience during training | |
| | 3.6 | Explain the risks to horses, yourself and others and how these can be minimised | |

## Unit 311

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 312

| | | |
|---|---|---|
| TITLE | Contribute to training from the ground | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 15 | |
| UAN | L/600/3819 | |
| The aim of this unit is to provide the knowledge, skills and understanding to contribute to the training of young horses. It covers teaching the young horse to accept discipline, the bridle, saddle and rider.<br>It involves leading, long reining or lunging the horse and backing the horse. The learner will need to be able to select and fit suitable tack, train the horse and introduce the horse to the rider.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC307.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to contribute to training from the ground and backing | 1.1 Ensure tack and equipment is prepared, used and maintained in a safe and effective condition | |
| | 1.2 Select and fit suitable tack for training the horse from the ground | |
| | 1.3 Assist with the training of the horse in accordance with the agreed training plan, within an enclosed area and in the open | |

| | | |
|---|---|---|
| | 1.4 Agree targets and monitor the progress of training process | |
| | 1.5 Report and amend the programme as appropriate for horse's progress and well-being throughout the process | |
| 2 Be able to introduce horse and rider | 2.1 Prepare horse and area for backing according to requirements | |
| | 2.2 Assist with Introducing the horse to the rider according to current good practice and establish basic ridden procedures | |

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|---|---|---|---|---|
| 3 | Understand relevant health and safety legislation and environmental good practice | 3.1 | Summarise current health and safety legislation, codes of practice and any additional requirements | |
| | | 3.2 | Explain the records required for management purposes and the importance of maintaining them | |
| 4. | Understand how to contribute to training from the ground and backing | 4.1 | Explain the types of specialist equipment and how to use it | |
| | | 4.2 | Explain the effects and benefits of lungeing and long reining | |

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|---|---|---|---|
| | | 4.3 Describe the procedures associated with training young and difficult horses | |
| | | 4.4 Describe the risks to horses, yourself and others and how these can be minimised | |
| 5 | Understand how to introduce horse and rider | 5.1 Explain the methods of introducing the horse to the rider | |
| | | 5.2 Explain when and how to amend the programme as appropriate for horse's progress and well-being throughout the process | |

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| 6 | Understand relevant legislation and codes of practice | 6.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |
| | | 6.2 Explain the records required for management and legislative purposes and the importance of maintaining them | |

## Unit 312

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 313

| | | |
|---|---|---|
| TITLE | Contribute to the design and implementation of a work programme for horses | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | A/600/4898 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding to contribute to the design and implementation of a work programme for horses.<br>This unit covers the design and implementation of daily exercise programmes for horses. The learner will need to be able to determine the condition of the horse, identify the exercise needs, plan the work programme, carry out exercise activities and evaluate the results.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC314.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to contribute to the design and implementation of a work programme for horses | 1.1 Assess both physical and psychological condition and performance of the horse | |
| | 1.2 Identify the exercise needs of individual horses | |
| | 1.3 Plan and discuss the work programme and feed regime with the appropriate person | |

| | | |
|---|---|---|
| | 1.4 Plan and discuss the exercise activity including slow work and development work with the appropriate person | |
| | 1.5 Formulate a work programme that fully meets the requirements of the plan | |
| | 1.6 Carry out exercise activities and daily routines according to plan | |
| | 1.7 Evaluate the effect of exercise activities on the horse | |

| | | | | |
|---|---|---|---|---|
| | | 1.8 | Record information regarding the performance of the horse and report to the appropriate person | |
| 2. | Be able to promote health and safety | 2.1 | Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to contribute to the design and implementation of a work programme for horses | 3.1 | Explain the types and use of schooling aids | |
| | | 3.2 | Explain additional fitness techniques that may be used | |

| | | |
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| | 3.3 Evaluate the physical and psychological effects of exercise and training on the horse | |
| | 3.4 Explain the reasons for developing plans for individual horses | |
| | 3.5 Explain the purpose of work programmes | |
| | 3.6 Explain the process of introducing an unfit horse into a fitness programme | |

| | | |
|---|---|---|
| | 3.7 Explain the process of preparing a horse for a period of rest or roughing off | |
| | 3.8 Explain how to assess fitness and condition to identify exercise needs and summarise timescales and outcomes | |
| | 3.9 Describe the effects of temperament, age and experience on the behaviour of horses | |
| | 3.10 Explain the objectives of training programmes | |

| | | |
|---|---|---|
| | 3.11 Explain the risks to horses, yourself and others and how these can be minimised | |
| 4. Understand relevant health and safety legislation | 4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |

## Unit 313

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 314

| | | |
|---|---|---|
| TITLE | Exercise and improve the performance of horses using lungeing or long reining | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 8 | |
| UAN | F/601/0136 | |

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to lunge or long rein horses for exercise and improvement in performance.

This unit covers the design and implementation of daily exercise programmes for horses. The learner will need to be able to determine the condition of the horse, identify the exercise needs, plan the work programme, carry out exercise activities and evaluate the results.

Relationship to National Occupational Standards: This unit directly relates to O29NHC314.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to select use and maintain relevant equipment | 1.1 Select and fit suitable tack/equipment for individual requirements ensuring it is prepared, used and maintained in a safe and effective condition according to current procedures | |
| 2. Be able to lunge or long rein horses for exercise and improvement in performance | 2.1 Maintain control of the horse at all times appropriate to the conditions | |
| | 2.2 Determine the exercise and training needs of the horse and agree them with the appropriate person | |

| | | |
|---|---|---|
| | 2.3 Exercise the horse for improvement using lunging or long reining according to the agreed requirements | |
| | 2.4 Evaluate the effects the exercise activities are having on the horse | |
| 3. Be able to promote health and safety | 3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements | |
| 4. Understand how to lunge or long rein horses for exercise and improve performance | 4.1 Compare the use of lunging or long reining in exercise and training programmes | |

| | | | |
|---|---|---|---|
| | 4.2 | Explain the use of the various schooling aids when lungeing and reining | |
| | 4.3 | Explain how horses can be worked from the ground to improve their way of going | |
| | 4.4 | Explain with whom you must liaise, and the importance of recording and reporting information | |
| | 4.5 | Explain the risks to horses, yourself and others and how these can be minimised | |

| | | |
|---|---|---|
| | 4.6 Explain how to exercise the horse for improvement using lunging or long reining | |
| | 4.7 Explain how a programme would vary depending on the condition of the horse covering<br>i. Fit<br>ii. Unfit<br>iii. Performance<br>iv. Leisure<br>v. Working | |
| | 4.8 Explain how to exercise a horse in the following ways<br>i. walk<br>ii. trot<br>iii. canter on lunge | |
| 5. Understand relevant health and safety legislation | 5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |

## Unit 314

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 315

| | | |
|---|---|---|
| TITLE | Prepare to lead a horse trek | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 5 | |
| UAN | F/600/4904 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding required for preparing to lead the trek. This unit covers assessing and preparing the resources and clients prior to a trek. It also covers briefing clients prior to the trek<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC 320.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to prepare to lead a trek | 1.1 Ensure sufficient horses are available with suitable tack for the activity | |
| | 1.2 Carry out a full briefing of procedures and confirm client's understanding of the code of conduct for rides | |
| | 1.3 Issue and fit safety equipment correctly | |

| | | |
|---|---|---|
| | 1.4 Assess clients' suitability and allocate them with a suitable horse, give assistance during mounting and adjust tack to suit the rider | |
| 2. Be able to maintain and use relevant equipment | 2.1 Ensure equipment is prepared, used and maintained in a safe and effective condition | |
| 3. Be able to promote health and safety | 3.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| | 3.2 Confirm that the appropriate emergency equipment is available | |

| | | | |
|---|---|---|---|
| | | 3.3 Ensure all records are complete and medical conditions taken into account | |
| 4. | Understand how to prepare to lead a trek | 4.1 Outline the reasons for briefing clients and checking understanding of<br>i. Trek route<br>ii. Basic horse control<br>iii. Safety precautions and equipment<br>iv. Emergency procedures<br>v. Rules regarding position in string | |
| | | 4.2 Explain why it is important to ensure that safety helmets are correctly fitted and worn at all times | |
| | | 4.3 Explain the reasons for communicating the proposed route to the appropriate person | |

| | | |
|---|---|---|
| | 4.4 Explain why it is important to establish and maintain relationships with clients | |
| | 4.5 Explain how to assess the suitability of clients for the activity covering<br>i. adults<br>ii. children<br>iii. experienced riders<br>iv. inexperienced riders | |
| | 4.6 Explain how to respond appropriately to the following problems<br>i. Rider's perception of the horses being unsuitable<br>ii. Riders not wishing to wear correct equipment and/or remove jewellery<br>iii. Riders with inappropriate equipment and personal items<br>iv. Nervous and insecure riders | |

| | | |
|---|---|---|
| 5. Understand the reasons for maintaining equipment | 5.1 Explain the importance of maintaining equipment for use | |
| 6. Understand relevant health and safety legislation | 6.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |
| | 6.2 Explain the records required for management and legislative purposes and the importance of maintaining them<br>i. Length of time records to be held<br>ii. Rider Registrations<br>iii. Data Protection rules | |
| | 6.3 Explain the emergency equipment required for the trek and the reasons for this covering<br>i. first aid kit<br>ii. spare tech<br>iii. communication equipment | |

## Unit 315

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 316

| | | |
|---|---|---|
| TITLE | Carry out pre and post horse trek activities | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | R/600/4907 | |

The aim of this unit is to provide the knowledge, skills and understanding to care for horses and riders on return from a trek. The learner will need to be able to assist clients to dismount, hand over horses to staff, escort clients to designated area, discuss the trek with clients and deal with anything requiring attention within their own limits of responsibility.

Relationship to National Occupational Standards: This unit directly relates to O29NHC 320.3

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to carry out post horse trek activities | 1.1 Assist clients to dismount from horse according to agreed procedures | |
| | 1.2 Hand over horses to staff for return to suitable environment | |
| | 1.3 Escort clients to designated area for return of safety equipment | |

| | | | |
|---|---|---|---|
| | | 1.4 Discuss aspects of the trek with clients and respond to client feedback within limits of authority | |
| 2. | Be able to clean and store relevant equipment | 2.1 Ensure equipment is cleaned maintained and stored in a safe and effective condition | |
| 3. | Be able to promote health and safety | 3.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements | |
| 4. | Understand how to carry out post horse trek activities | 4.1 Describe the agreed procedures for clients dismounting from horse after trek | |

| | | |
|---|---|---|
| | 4.2 Explain the importance of good communications and customer relations before, during and after the trek | |
| | 4.3 Explain how to deal with complaints, comments and recommendations | |
| | 4.4 describe how to care for horses after a trek | |
| | 4.5 Explain why it is important to ensure that any incidents or accidents are reported and recorded | |

| | | |
|---|---|---|
| | 4.6 Summarise risks to horses, yourself and others and how these can be minimised | |
| 5. Understand the reasons for cleaning maintaining equipment | 5.1 Explain the importance of cleaning maintaining and storing equipment after use | |
| 6. Understand relevant health and safety legislation | 6.1 Summarise current health and safety legislation and codes of practice, for horse, self and others and any additional requirements | |

## Unit 316

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 317

| | | |
|---|---|---|
| TITLE | Carry out pre and post play routines for polo ponies | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 6 | |
| UAN | Y/600/4908 | |
| The aim of this unit is to provide the learner with the knowledge skills and understanding to care for polo ponies before, during and after play. The learner will need to be able to fit tack, select equipment for matches, fit boots and bandages, prepare for match play, cool the ponies down after play, provide feed and water and assist the players with equipment.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC 321.3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able ton manage the care of polo ponies before, during and after play | 1.1 Select and fit tack appropriate for schooling, exercise and play | |
| | 1.2 Fit boots and bandages securely and effectively for protection | |
| | 1.3 Prepare for match play according to current good practice procedures | |

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| | 1.4 | React quickly and efficiently to any emergency that may arise | |
| | 1.5 | Cool the ponies down after play to maintain health and well-being | |
| | 1.6 | Provide feed and water before, during and after play to maintain health and well-being | |
| | 1.7 | Assist player with equipment when necessary | |

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|---|---|---|---|
| | | 1.8 Warm up pony for match play according to instructions | |
| 2. | Be able to promote health and safety | 2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Know the importance of pre and post play routines | 3.1 Describe the effects of anaerobic exercise on ponies | |
| | | 3.2 explain how to warm up and stop a pony on its hocks, reinback and cooling down procedures | |

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|---|---|---|
| | 3.3 Describe the correct ways to feed and water ponies after work | |
| | 3.4 Outline how procedures vary according to weather conditions | |
| | 3.5 Explain how to care for tired ponies | |
| | 3.6 Outline the match procedures | |

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|---|---|---|---|---|
| | | 3.7 | Describe the risks to horses, self and others and how these can be minimised | |
| 4. | Understand relevant health and safety legislation and environmental good practice | 4.1 | Summarise current health and safety legislation, codes of practice and any additional requirements | |
| 5. | Know and understand schooling of polo ponies | 5.1 | Explain the schooling requirements of polo ponies | |
| | | 5.2 | Describe the specialist equipment used in polo | |

| | |
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| | 5.3 Explain how to warm up for match play |

## Unit 317

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 318

| | | |
|---|---|---|
| TITLE | Assist with the exercise and care for performance horses | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 5 | |
| UAN | D/600/4909 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to exercise and care for performance horses

This unit covers assisting with the exercise and care of performance horses. The learner will need to be able to implement non-riding exercise routines, assist with the administration of specialist healthcare as directed, maintain accurate stable records and assist with facilities.

Relationship to National Occupational Standards: This unit directly relates to O29NHC324.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to exercise and care for performance horses | 1.1 Implement non-riding exercise routines as directed | |
| | 1.2 Assist with the administration of specialist healthcare as directed | |
| | 1.3 Assist with the monitoring and maintenance of exercise facilities in accordance with instructions | |

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|---|---|---|---|---|
| 2. | Be able to maintain accurate records | 2.1 | Provide clear and accurate health information for individual horses as directed for recording purposes | |
| 3. | Be able to promote health and safety and environmental good practice | 3.1 | Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements | |
| 4. | Understand how to exercise and care for performance horses | 4.1 | Explain how to use non-riding exercise routines | |
| | | 4.2 | Explain the different types of exercise routines and how to use these, including in hand, horse walker, swimming and treadmill | |

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|---|---|---|
| | 4.3 Explain the types of specialist healthcare provided by the following<br>i. vets<br>ii. farriers<br>iii. dentist<br>iv. therapy | |
| | 4.4 Explain how to maintain facilities in serviceable conditions | |
| | 4.5 Explain the risks to horses, yourself and others and how these can be minimised | |
| 5. Know how to maintain accurate records | 5.1 Identify the types of records required including health, treatment, shoeing and exercising required and how these can be maintained accurately and the importance and reasons for keeping accurate records | |

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| 6. | Understand relevant health and safety legislation and environmental good practice | 6.1 | Summarise current health and safety legislation, codes of practice and any additional requirements |

## Unit 318

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 319

| | | |
|---|---|---|
| TITLE | Care for performance horses after strenuous exercise | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 5 | |
| UAN | R/600/4910 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding to care for performance horses after strenuous exercise. The unit covers removing tack and equipment, washing the horse down, cool and dry the horse, apply clothing and equipment, provide feed and water and assist with the treatment of health problems.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC324.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to care for performance horses after strenuous exercise | 1.1 Safely remove tack and equipment, maintaining welfare, safety and comfort of the horse throughout | |
| | 1.2 Wash, cool and dry the horse appropriately for the weather conditions | |
| | 1.3 Apply appropriate clothing and equipment to the horse | |

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|---|---|---|---|
| | 1.4 | Assist with the application of specialist leg preparations as required | |
| | 1.5 | Provide the horse with food and water as instructed | |
| | 1.6 | Assist with the treatment of health problems as appropriate | |
| | 1.7 | Monitor the health and well-being of the horse and report to appropriate person | |

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|---|---|---|---|---|
| 2. | Be able to promote health and safety | 2.1 | Work in a way which promotes and maintains the health, safety and welfare of self, horse and others throughout and is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to care for performance horses after strenuous exercise | 3.1 | Explain the signs of tiredness and overstress following work | |
| | | 3.2 | Explain the benefits of using heat lamps | |
| | | 3.4 | Explain the requirements of the horse, including feed and water depending on duration and intensity of work and time of year | |

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|---|---|---|
| | 3.5 Explain the grooming and cleaning requirements which horses may have following work | |
| | 3.6 Explain the risks to horses, yourself and others and how these can be minimised | |
| | 3.7 Explain how to care for a<br>i. Hot sweaty horse immediately after exercise<br>ii. Cold wet horse on return from exercise | |
| | 3.8 Explain washing techniques including<br>i. Sponge wash<br>ii. Hose<br>iii. Full wash<br>iv. Sweat scrape | |

| | | |
|---|---|---|
| | 3.9 Explain specialist leg preparations including<br>i. Cooling agents'<br>ii. Poultice<br>iii. Bandages | |
| 4. Understand relevant health and safety legislation | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |

## Unit 317

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 320

| | | |
|---|---|---|
| TITLE | Escort horse to competitions | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | Y/600/4911 | |
| The aim of this unit is to provide the learner with the knowledge skills and understanding required to care for horses at competitions. This unit covers escorting horses to competition, adhering to competition rules and regulations, care for the horses, and provide exercise as directed.<br><br>Relationship to National Occupational Standards: This unit directly relates to 029N324 .3 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able care for horses at competitions | 1.1 Care for the horse on arrival as directed | |
| | 1.2 Provide feed, water and exercise as directed before, and during competition | |
| | 1.3 Ensure the horse is prepared for the appropriate time and in accordance with specified instructions | |

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| | | 1.4 | Comply with the appropriate competition rules and regulations at all times | |
| 2. | Be able to promote health and safety and environmental good practice | 2.1 | Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to care for horses at competitions | 3.1 | Explain competition rules and regulations for affiliated and unaffiliated competitions | |
| | | 3.2 | Explain hazards likely to be encountered when handling horses at competitions and their reactions | |

| | | | |
|---|---|---|---|
| | | 3.3 Explain risks to horses, self and others and how these can be minimised | |
| 4. | Understand relevant health and safety legislation and environmental good practice | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |

## Unit 320

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 321

| | | |
|---|---|---|
| TITLE | Care for horses after competition | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | D/600/4912 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding to care for horses after competitions. The unit covers establishing control of the horse after competition, escorting the horse to the appropriate location and caring for the horse.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC324.4 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to care for horses after competitions | 1.1 Carry out the appropriate after competition procedures to maintain the health and condition of the horse | |
| | 1.2 Identify any health and condition problems and report these to the appropriate person as necessary | |
| | 1.3 Monitor the health and well being of the horse | |

| | | |
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| 2. Be able to promote health and safety and environmental good practice | 2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. Understand how to care for horses after competitions | 3.1 Explain health and condition problems associated with competition and the actions to be taken<br>i. recovery rate<br>ii. cuts<br>iii. swellings<br>iv. shoes<br>v. loss of appetite<br>vi. not drinking | |
| | 3.2 Explain hazards likely to be encountered when caring for horses after competition | |
| | 3.3 Explain the post competition procedures to be followed for<br>i. removing tack and equipment<br>ii. walking off<br>iii. cooling down<br>iv. washing off<br>v. application of rugs<br>vi. leg protection | |

| | | |
|---|---|---|
| | 3.4 Explain the provision of food and water requirements after different competitions | |
| | 3.5 Explain the risks to horses, self and others and how these can be minimised | |
| 4. Understand relevant health and safety legislation and environmental good practice | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |

## Unit 320

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 322

| | | |
|---|---|---|
| TITLE | Introduce stick and ball to polo ponies | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | J/601/0137 | |

This unit is about training ponies to improve polo cross performance.
This unit involves introducing stick and ball to ponies. The leaner will need to be able to introduce the pony to stick and ball, and introduce the pony to play situations with other ponies. The learner will also need to be able to carry out manoeuvres safely, including; tackling, throwing pick ups, passing and bouncing, riding off and ridden off.

Relationship to National Occupational Standards: This unit directly relates to O29NHC 326.3

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to introduce stick and ball to ponies | 1.1 Introduce the pony to stick and ball following laid down procedures | |
| | 1.2 Introduce the pony to play situations with other ponies maintaining the level of training | |
| | 1.3 Carry out manoeuvres safely according to exercise requirements. | |

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| 2. | Be able to promote health and safety and environmental good practice | 2.1 | Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to introduce stick and ball to ponies | 3.1 | Describe the types and use of aids for manoeuvres | |
| | | 3.2 | Summarise the international rules for competition | |
| 4. | Understand the reasons for maintaining equipment | 4.1 | Explain the methods and importance of maintaining equipment for use | |

| | | |
|---|---|---|
| | 4.2 Explain the correct use of equipment | |
| 5. Understand relevant health and safety legislation and environmental good practice | 5.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |
| | 5.2. Explain the records required for management and legislative purposes and the importance of maintaining them | |
| | 5.3 Explain the possible risks to horses, yourself and others and how these can be minimised | |

## Unit 320

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 323

| | | |
|---|---|---|
| TITLE | Prepare and maintain grazing land for horses | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | H/600/4913 | |
| The aim of this unit is to provide the learner with the knowledge, understanding and skills to prepare and maintain grazing land for horses. The learner will check the suitability of the land 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 O29NHC328.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to prepare and maintain grazing land for horses | 1.1 Assess the quantity and quality of grazing is appropriate for the intended purpose | |
| | 1.2 Identify and control the presence of weeds and poisonous plants | |
| | 1.3 Check for and identify the presence of any hazards and take appropriate action | |

| | | |
|---|---|---|
| | 1.4 Assess and maintain the safety and security of boundaries | |
| | 1.5 Provide and maintain an adequate supply of uncontaminated clean water | |
| | 1.6 Record the condition of the grazing land | |
| 2. Be able to promote health and safety and environmental good practice | 2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements | |

| | | |
|---|---|---|
| | 2.2 Ensure work is carried out in a manner which minimises environmental damage | |
| | 2.3 Manage and dispose of waste in accordance with legislative requirements and codes of practice | |
| 3. Understand how to prepare and maintain grazing land for horses | 3.1 Explain how to improve the quality of poor grazing | |
| | 3.2 Explain how to maintain the quality of good grazing | |

| | | |
|---|---|---|
| | 3.3 Explain how to manage the water supply throughout the year and the importance of a suitably located water supply | |
| | 3.4 Describe how to minimise parasitic infestation on grazing land | |
| | 3.5 Describe effective control measures for common types of poisonous plants and weeds | |
| | 3.6 Compare the suitability of different types of boundaries and their use | |

| | | |
|---|---|---|
| | 3.7 State how shelter may be provided and maintained | |
| | 3.8 State the importance of maintaining security to grazing areas | |
| 4. Understand relevant health and safety legislation and environmental good practice | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |
| | 4.2 Describe the possible environmental damage that could occur and how to respond appropriately | |

| | | |
|---|---|---|
| | 4.3 Explain the correct and appropriate methods for disposing of waste | |
| | 4.4. Explain the records required for management and legislative purposes and the importance of maintaining them | |

## Unit 323

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 324

| | | |
|---|---|---|
| TITLE | Manage horses when turned out | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | J/600/8517 | |

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage horses when turned out.

The learner will need to be fully aware of the importance of health and safety in connection with this work and able to recognise hazards and assess risks.

Relationship to National Occupational Standards: This unit directly relates to O29NHC328.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to manage horses when turned out | 1.1 Assess the land, boundaries and any shelter are suitable and secure | |
| | 1.2 Ensure that an adequate supply of uncontaminated water is available | |
| | 1.3 Identify horses to be turned out on grazing land | |

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|---|---|---|---|
| | 1.4 | Organise the turning out of the horses as appropriate | |
| | 1.5 | Check the behaviour, condition and security of horses regularly and report as necessary | |
| | 1.6 | Catch and bring in horses as instructed | |
| 2. Be able to promote health and safety and environmental good practice | 2.1 | Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements | |

| | | | |
|---|---|---|---|
| | 2.2 | Ensure work is carried out in a manner which minimises environmental damage | |
| 3. Understand how to manage horses when turned out | 3.1 | Describe the potential hazards which might occur in moving, releasing and catching horses and the appropriate action to take | |
| | 3.2 | Explain how to turn out horses into both regular and new grazing land | |
| | 3.3 | Describe how often to check the horse, field and water and how this will vary depending on the time of year and weather | |

| | | | |
|---|---|---|---|
| | 3.4 | Explain the types of records stating the location of horses required and the importance of accurate record keeping | |
| | 3.5 | Explain how to introduce a new horse into an established group | |
| | 3.6 | Explain the group behaviour of horses | |
| 4. Understand relevant health and safety legislation and environmental good practice | 4.1 | Summarise current health and safety legislation, codes of practice and any additional requirements | |

| | |
|---|---|
| | 4.2 Describe the possible environmental damage that could occur and how to respond appropriately |

## Unit 324

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 325

| | | |
|---|---|---|
| TITLE | Develop and implement a horse rehabilitation plan | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 5 | |
| UAN | M/600/3795 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding to develop and implement a rehabilitation plan for horses.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC219.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to develop and implement a horse rehabilitation plan | 1.1 Collate information from initial assessment of the horse and other relevant information | |
| | 1.2 Develop and agree with relevant parties a rehabilitation plan to meet agreed objectives including<br>i. Handling<br>ii. feeding<br>iii. accommodation<br>iv. health care<br>v. exercise | |
| | 1.3 Implement rehabilitation plan | |

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|---|---|---|---|
| | 1.4 | Monitor the physical condition and behaviour of the horse at regular intervals and record, evaluate and take appropriate action | |
| | 1.5 | Administer oral and/or topical medication according to agreed plan | |
| | 1.6 | Review and update plan at agreed times | |
| | 1.7 | Implement exercise for horse according to plan | |

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|---|---|---|---|---|
| 2. | Be able to work safely | 2.1 | Work in a way which promotes 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 | |
| | | 2.2 | Maintain health and welfare of horse throughout | |
| 3. | Understand how to develop and implement a horse rehabilitation plan | 3.1 | Explain the key elements in designing a programme for the rehabilitation of horses, realising the importance of setting realistic goals | |
| | | 3.2 | Explain the reasons and importance for recording health, behavioural and medication information | |

| | | |
|---|---|---|
| | 3.3 Explain how to recognise when a plan needs to be modified. | |
| | 3.4 Describe potential healthcare requirement for horses undergoing rehabilitation | |
| | 3.5 Describe the role of healthcare professionals and when to communicate with them | |
| | 3.6 Describe the implications of long term healthcare medication. | |

| | | | |
|---|---|---|---|
| | 3.6 | State the legislation that helps to protect animal welfare and your role | |
| | 3.7 | Describe equine welfare organisations and their role within the industry | |
| | 3.8 | Explain the principles and key points of the relevant health and safety regulations and guidelines | |
| | 3.9 | Explain the problems relating to box-resting the horse | |

| | | |
|---|---|---|
| | 3.10 Describe techniques available to relieve boredom and prevent stress when dealing with horses with specific conditions | |
| | 3.11 Explain handling techniques when dealing with horses with specific conditions | |

## Unit 325

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 326

| | | |
|---|---|---|
| TITLE | Repair and maintain structures or surfaces | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 2 | |
| UAN | F/502/1451 | |
| The aim of this unit is to provide the learner with the knowledge, understanding and skills required for repairing and maintaining structures or surfaces to meet specifications and ensuring the site is restored to a safe condition.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NCU20.1,2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to prepare for the repair and maintenance | 1.1 Ensure the necessary materials are available and prepared for the work | |
| | 1.2 Prepare the structure or surface and the surrounding site in a appropriate manner | |
| 2 Be able to repair and maintain structures or surfaces | 2.1 Maintain the structure or surface to all the specifications below at the appropriate time<br>• Security<br>• Quality<br>• Design<br>• Construction | |

| | | |
|---|---|---|
| | 2.2 Repair the structure or surface to all the specifications at the appropriate time in relation to<br>• Security<br>• Quality<br>• Design<br>• Construction | |
| | 2.3 Provide clear and accurate information for recording purposes | |
| | 2.4 Ensure the site is restored to a safe condition which is consistent with the surrounding environment and is clear of unwanted materials | |
| 3. Be able to maintain and use relevant equipment | 3.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout | |

| | | | | |
|---|---|---|---|---|
| 4 | Be able to promote health and safety and environmental good practice | 4.1 | Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements | |
| | | 4.2 | Ensure work is carried out in a manner which minimises environmental damage | |
| | | 4.3 | Manage and dispose of waste in accordance with legislative requirements and codes of practice | |
| 5. | Understand the principles of maintaining structures and surfaces | 5.1 | Explain why surfaces and structures must be repaired and maintained and potential problems if not carried out | |

| | | | |
|---|---|---|---|
| | 5.2 | Explain the preparation required prior to repairing and maintaining structures and surfaces | |
| | 5.3 | Explain how to finish the structure or surface so that it meets the specification covering all of<br>i. security<br>ii. quality<br>iii. design<br>iv. construction | |
| | 5.4 | Describe different maintenance and repair methods which would achieve the specification covering all<br>i. security<br>ii. quality<br>iii. design<br>iv. construction | |
| | 5.5 | Describe the types of problems which may occur, including:<br>• accidental damage<br>• pollution<br>• not meeting the specification and the actions to take | |

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|---|---|---|---|---|
| 6 | Understand relevant health and safety legislation and environmental good practice | 6.1 | Summarise current health and safety legislation, codes of practice and any additional requirements | |
| | | 6.2 | Describe the possible environmental damage that could occur and how to respond appropriately | |
| | | 6.3 | Explain the correct and appropriate methods for disposing of organic and inorganic waste | |
| 7 | Understand the reasons for maintaining equipment | 7.1 | Explain the methods and importance of maintaining equipment for use | |

## Unit 326

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 327

| | | |
|---|---|---|
| TITLE | Maintain the health and welfare of animals during transportation | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 4 | |
| UAN | K/502/1542 | |

The aim of this unit is to provide the learner with the knowledge and skills required for maintaining the health and welfare of animals during transportation and unloading.
It does not cover the driving of vehicles.

Relationship to National Occupational Standards: This unit directly relates to O29NCU43.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to monitor and maintain animals during transportation | 1.1 Monitor animals' health and welfare at the required times during transportation to identify any causes for concern | |
| | 1.2 Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions | |
| | 1.3 Take the appropriate action without delay where there are any concerns over animal health and welfare | |

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|---|---|---|
| | 1.4 Ensure the containment of animals complies with legislation and optimises their health and welfare | |
| | 1.5 Ensure that transport temperature and ventilation conditions maintain animal health and welfare | |
| | 1.6 Control animals during transportation in the correct manner using relevant handling aids if applicable | |
| 2. Be able to carry out post transportation activities | 2.1 Clarify who is to receive the animals and communicate any information which they may require | |

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|---|---|---|
| | 2.2 Unload the animals using appropriate methods and in a manner which minimises their stress and risk of injury | |
| | 2.3 Place the animals in suitable lairage / holding area after transport, that is in compliance with legislation | |
| | 2.4 Clean the transportation equipment in accordance with legislation | |
| | 2.5 Maintain accurate and complete records as required | |

| | | |
|---|---|---|
| 3. Be able to work safely and minimise environmental damage | 3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements | |
| | 3.2 Carry out work in a manner which minimises environmental damage | |
| | 3.3 Dispose of waste safely and correctly | |
| 4. Know how to monitor and maintain animals during transportation | 4.1 Describe signs of animal health and welfare deterioration in relation to appearance, body functions and behaviour | |

| | | |
|---|---|---|
| | 4.2 State the importance and methods of maintaining the correct temperature and ventilation when transporting animals | |
| | 4.3 Explain when to monitor health and welfare according to the animals being transported, relevant legislation and the method of transportation being used | |
| | 4.4 Describe the causes and signs of stress in animals | |
| | 4.5 Describe the causes, effects and prevention of thermal stress in animals | |

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|---|---|---|---|
| | 4.6 | Describe how to care for unfit or injured animals during transportation | |
| | 4.7 | Describe how to assess ill health and determine the actions to be taken and their urgency | |
| | 4.8 | Explain when to seek help, and from whom when problems occur during transportation | |
| | 4.9 | Describe how to maintain health and welfare of animals covering all the following - through the provision of feed and water or not, breaks from travelling, maintaining the transportation environment | |

| | | |
|---|---|---|
| | 4.10 Describe methods of handling animals during transportation using handling aids if applicable | |
| | 4.11 State circumstances in which animals can be left and how safety and security may be maintained | |
| | 4.12 Outline the possible unplanned or unforeseen occurrences which may occur and how each may best be handled | |
| | 4.13 Summarise their responsibilities under health and safety, animal welfare and animal transportation legislation | |

| | | |
|---|---|---|
| 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 | |
| | 5.2 Describe how environmental damage can be minimised | |
| | 5.3 Describe the correct methods for disposing of waste | |
| 6. Know how to carry out post transportation activities | 6.1 State the importance of communicating information to appropriate people | |

| | | |
|---|---|---|
| | 6.2 Explain animal requirements when handling animals during unloading, in relation to flight zone, visual field and lighting | |
| | 6.3 Describe the requirements of the holding area / lairage post transportation | |
| | 6.4 Describe how to maintain and clean the transportation equipment after use | |
| | 6.5 Explain any necessary documentation and their responsibility in relation to it | |

## Unit 327

**Learner's signature**

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Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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Signed……Date……

## Unit 328

| | | |
|---|---|---|
| TITLE | Plan, monitor and evaluate the transportation of animals | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | L/502/1517 | |

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, monitor and evaluate the transportation of animals. It is designed to be applicable to planning the transport of individual or groups of animals, whatever the reasons for transportation, or the distance they are to be taken. The learner will be able to select the best form of transportation, plan the journey, prepare documentation and ensure that those who are to transport the animals are fully briefed. The learner will also be able to monitor transportation, evaluate the effectiveness and take appropriate action where necessary.

Relationship to National Occupational Standards: This unit directly relates to O29NCU44.1,2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to plan the transportation of animals | 1.1 Select the most appropriate form of transportation for an animal type | |
| | 1.2 Plan a journey taking into account all of the following factors<br>i. distance<br>ii. health and welfare of animals<br>iii. containment<br>iv. means of transport<br>v. resource availability<br>vi. legislation<br>vii. timing to include stop overs<br>viii. health and safety<br>ix. nutritional requirements | |

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|---|---|---|
| | 1.3 Identify methods for maintaining the health and welfare of the animals throughout the journey | |
| | 1.4 Prepare all necessary documentation consistent with current legislation and relevant codes of practice to include documentation required by<br>i. the organisation<br>ii. the carrier | |
| | 1.5 Specify procedures for dealing with contingencies | |
| | 1.6 Communicate sufficient, clear and accurate information to individuals to allow them to carry out their work effectively and comply with relevant legislation and codes of practice | |

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|---|---|---|
| 2. Be able to monitor and evaluate the transportation of animals | 2.1 Develop a monitoring programme capable of evaluating animal transportation and encouraging good practice, including<br>i. timing<br>ii. resources<br>iii. contingency management<br>iv. regulatory demands | |
| | 2.2 Establish effective control systems to monitor progress including lines of communication relating to<br>i. animal health and well-being<br>ii. timescale<br>iii. containment<br>iv. regulatory demands<br>v. health and safety | |
| | 2.3 Monitor transportation at optimal frequencies to determine progress | |
| | 2.4 Record any deviations from the monitoring programme and take the appropriate action | |

| | | | |
|---|---|---|---|
| | 2.5 | Redefine the monitoring programme outcomes where monitoring indicates this is necessary | |
| 3. Understand how to plan the transportation of animals | 3.1 | Describe the safe methods of transport for the animals concerned | |
| | 3.2 | Explain the reasons for using particular carriers and modes of transportation, including resource implications | |
| | 3.3 | Outline the resource issues which need to be taken into account and appropriate actions to resolve any lack of resources | |

| | | |
|---|---|---|
| | 3.4 Explain how to produce the transportation plan covering<br>i. distance<br>ii. health and welfare of animals<br>iii. containment<br>iv. means of transport<br>v. resource availability<br>vi. legislation<br>vii. timing to include stop overs<br>viii. health and safety<br>ix. nutritional requirements | |
| | 3.5 Explain the methods for maintaining animal health, welfare and safety during transportation | |
| | 3.6 Outline the legal and carrier requirements for transportation | |

| | | |
|---|---|---|
| | 3.7 Explain why it is necessary to plan the handling of contingencies | |
| | 3.8 Summarise what information carriers will need and why | |
| | 3.9 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements | |
| 4. Understand how to monitor and evaluate the transportation of animals | 4.1 Describe an effective monitoring programme for the transportation of animals and why the following factors are essential, including<br>i. timing<br>ii. resources<br>iii. contingency management<br>iv. regulatory demands | |

| | | |
|---|---|---|
| | 4.2 Outline what lines of communication are necessary for effective monitoring of the transportation of animals | |
| | 4.3 Explain the purpose and principles of establishing effective control systems relating to<br>i. animal health and well-being<br>ii. timescale<br>iii. containment<br>iv. regulatory demands<br>v. health and safety | |
| | 4.4 Explain how to recognise deviations from programme and assess their criticality and their potential effects to determine the appropriate action | |
| | 4.5 Explain how to evaluate the effectiveness of the programme and how to determine when programme needs modifying | |

**Learner's signature**

I confirm that the evidence above is all my own work

Signed……Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 329

| | | |
|---|---|---|
| TITLE | Develop your business idea | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 1 | |
| UAN | J/500/4604 | |
| To support the development of skills needed to check the viability of a business idea when starting a business<br><br>Relationship to National Occupational Standards: This unit directly relates to BD1 Check the likely success of a business idea | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand how to develop Your business idea | 1.1 Identify and compare potential business ideas | |
| | 1.2 Identify a business idea that is worth developing and describe why it is likely to be successful and financially viable | |
| 2. Understand the market for Your business idea | 2.1 Describe the market for your business idea | |

| | | |
|---|---|---|
| | 2.2 Identify any potential competitors and check if there is a gap in the market | |
| | 2.3 Identify market and business trends that are likely to affect your business idea | |

## Unit 329

**Learner's signature**

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**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 330

| | | |
|---|---|---|
| TITLE | Develop your business idea | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 1 | |
| UAN | Y/500/4591 | |
| To support the development of skills needed to evaluate and review the market potential of a business idea when starting a business.<br><br>Relationship to National Occupational Standards: This unit directly relates to BD1 Check the likely success of a business idea | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Demonstrate how to evaluate your business idea | 1.1 Evaluate the strengths, weaknesses, opportunities and threats of your business idea | |
| | 1.2 Explain what it is about your business idea (e.g. uniqueness, difference or new approach) which makes it likely to succeed when compared with other similar businesses | |
| | 1.3 Describe how the product or service might be presented and explain how the presentation will help secure business success | |

| | | |
|---|---|---|
| 2. Demonstrate how to assess the market for your business idea | 2.1 Review the potential for your business idea in the market, for example, possible market size, market segments etc | |
| | 2.2 Undertake a provisional assessment of the impact of existing competitors on your business idea | |
| | 2.3 Analyse how market and business trends might influence the success of your business idea | |

## Unit 330

**Learner's signature**

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**Assessor's name**

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**Internal verifier's signature (if sampled)**

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## Unit 331

| | | |
|---|---|---|
| TITLE | Explore your business motives | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 1 | |
| UAN | R/500/4606 | |
| To support the development of skills needed to match own aspirations and requirements with business needs when starting a business<br><br>Relationship to National Occupational Standards: This unit directly relates to YS1 Explore your own business motives | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Identify your needs and aspirations when setting up a business | 1.1 Identify how much of your time, finances and personal commitment can be given to your business | |
| | 1.2 Describe the rewards and benefits to be derived from starting up your business | |
| | 1.3 Estimate if the predicted income from the business will be sufficient to cover your personal financial needs | |

| | | |
|---|---|---|
| 2. Be aware of how your own role can affect your personal and business needs | 2.1 Identify your technical, operational and managerial skills that might support your business | |
| | 2.2 Rank all identified skills in order of own ability and level of enjoyment | |
| | 2.3 Check if expectations about own role in your business are realistic | |
| | 2.4 Clarify what might need to be done to balance your personal and business needs | |

## Unit 331

**Learner's signature**

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Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 332

| | | |
|---|---|---|
| TITLE | Explore your business motives | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 1 | |
| UAN | K/500/4594 | |
| To support the development of skills needed to assess and evaluate own motives when starting a business<br><br>Relationship to National Occupational Standards: This unit directly relates to YS1 Explore your own business motives | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand your needs and aspirations when setting up and running a business | 1.1 Assess your personal and financial aspirations in the short and longer term and compare these with the aims and targets for your business | |
| | 1.2 Evaluate whether the amount of time, finances and personal commitment that can be made is likely to be sufficient to set up and run your business | |

| | | |
|---|---|---|
| 2. Understand how to evaluate your role and personal development needs in your business | 2.1 Evaluate your technical, operational and managerial skills in relation to setting up and running your business | |
| | 2.2 Compare your skills and abilities against targets and aspirations for your business and determine own potential role in the business | |
| | 2.3 Compare your personal needs against business needs and minimise any possible risks to personal lifestyle or business success | |

## Unit 332

**Learner's signature**

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Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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**Internal verifier's signature (if sampled)**

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## Unit 333

| | | |
|---|---|---|
| TITLE | Improve your business skills | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 1 | |
| UAN | Y/500/4607 | |
| To support the development of skills needed to develop and improve own skills and knowledge when starting a business<br><br>Relationship to National Occupational Standards: This unit directly relates to YS3 Improve Your Business Skills | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand how developing your skills and knowledge can help your business | 1.1 Identify the skills and knowledge that will be needed to help your business to succeed | |
| | 1.2 Identify the potential benefits for your business of developing your skills and knowledge | |
| 2. Understand how to improve your business skills and knowledge | 2.1 Identify which of your skills and knowledge need to be developed in order to meet the needs of your business | |

| | | | |
|---|---|---|---|
| | 2.2 | Find out about different means of developing your skills and knowledge | |
| | 2.3 | Set personal targets to develop your skills and knowledge and identify any potential costs involved in achieving them | |
| | 2.4 | Identify review dates and how to judge when new targets should be set | |

## Unit 333

**Learner's signature**

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**Assessor's name**

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**Internal verifier's signature (if sampled)**

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## Unit 334

| | | |
|---|---|---|
| TITLE | Keep Financial Records | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 4 | |
| UAN | D/601/5800 | |
| This unit enables learners to understand the importance of financial records in running a business, know the financial information that needs to be recorded, be able to select an accounts management system to support the business and produce financial records.<br><br>Relationship to National Occupational Standards: This unit directly relates to MN3 Keep financial records for your business | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand the importance of financial records running a business | 1.1 Identify the key benefits of keeping financial records when monitoring the financial state of their business | |
| | 1.2 Explain why it is necessary in terms of meeting the legal requirements for the business | |
| | 1.3 Identify the financial measures and forecasts that are needed by their business | |

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|---|---|---|---|---|
| 2. | Know the financial information that needs to be recorded in a business | 2.1 | Identify the financial records that may need to be kept about sales, including cash and credit sales transactions, purchase transactions and creditors | |
| | | 2.2 | Identify the financial records that may need to be kept about their business assets and funds | |
| | | 2.3 | Describe the information that should be recorded in order to maintain credit control, cash flow and bank monitoring | |
| 3. | Be able to select an accounts management system to support a business | 3.1 | Compare manual and computer based accounting systems | |

| | | |
|---|---|---|
| | 3.2 Choose an accounting system and methods that are relevant to the trading status of their business | |
| 4. Know how to produce financial records | 4.1 Make sure all financial transactions are properly recorded in the appropriate place | |
| | 4.2 Make sure that the financial system will produce suitable invoicing and purchasing records | |
| | 4.3 Make sure that the way in which financial records are kept and reported on is in line with the legal requirements of the business | |

## Unit 334

**Learner's signature**

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**Assessor's name**

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## Unit 335

| | | |
|---|---|---|
| TITLE | Keep Financial Records | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | M/601/5803 | |

This unit enables learners to understand the importance of financial records to running a business, how financial information is recorded, be able to select an appropriate accounts management system and assess its effectiveness for their business.

Relationship to National Occupational Standards: This unit directly relates to MN3 Keep financial records

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand the importance of financial records to running a business | 1.1 Explain how maintaining good financial records is an essential aspect of monitoring the state of the business | |
| | 1.2 Explain how important financial measures and forecasts are in business planning and development | |
| 2. Understand how financial information is recorded in a business | 2.1 Explain the system and processes used to record all financial transactions in their business | |

| | | | |
|---|---|---|---|
| | 2.2 | Explain the information that needs to be recorded to maintain credit control, cash flow and bank monitoring | |
| | 2.3 | Ensure that the appropriate people are informed about accounting information (for example, accountants or financial providers) | |
| 3. Be able to select an appropriate accounts management system to support a business | 3.1 | Explain the broad principles and procedures in accounting systems | |

| | | | |
|---|---|---|---|
| | 3.2 | Select an accounting system relevant to the trading state of their business that can facilitate:<br>• accurate financial statements<br>• statutory returns for reporting to the tax authorities<br>• forecast cash flow, profits and losses<br>• accurately identify variance | |
| 4. Know how to assess effectiveness of the accounts management system for a business | 4.1 | Review the extent to which financial transactions are properly recorded in an appropriate place | |
| | 4.2 | Assess the extent to which the financial system is producing suitable invoicing and purchasing records | |

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|---|---|---|
| | 4.3 | Explain the extent to which the financial records kept are in line with the legal requirements of the business |

## Unit 335

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**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

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## Unit 336

| | | |
|---|---|---|
| TITLE | Keeping Up to Date with Current Legislation in a Business | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | T/601/4412 | |
| This unit enables learners to understand why to keep up to date and comply with current legislation.<br><br>Relationship to National Occupational Standards: This unit directly relates to LG2 Keep up to date with current legislation | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Know how to comply with current legal requirements for the business | 1.1 Collect advice and information on current laws and regulations that affect trading, the business and the environment | |
| | 1.2 Explain why it is important to seek legal advice and who might provide it | |
| | 1.3 Identify if there is a need for any developments to comply with current laws and regulation | |

| | | |
|---|---|---|
| 2. Understand the importance of setting terms and conditions that meet legal requirements | 2.1 Identify whether the business would benefit from a patent or copyright on the trading name or product, and how to proceed if needed | |
| | 2.2 Explain the importance of agreement on terms and conditions with customers, suppliers and backers | |

## Unit 336

**Learner's signature**

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## Unit 337

| | | |
|---|---|---|
| TITLE | Define the Product or Service of the Business | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | K/601/4374 | |
| This unit enables the learner to research and define products and services to be offered, and how to set charges.<br><br>Relationship to National Occupational Standards: This unit directly relates to BD2 Define your product or service | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to define the product or service | 1.1 Collect details of the product or service | |
| | 1.2 Describe how it differs from similar products and services | |
| | 1.3 Explain how the product or service could be provided | |

| | | |
|---|---|---|
| | 1.4 Explain all the costs of providing the product or service | |
| 2. Be able to charge the appropriate price for products or services | 2.1 Explain all the costs of provision | |
| | 2.2 Identify the best way of pricing the product or service, including profit to be made | |

| | | |
|---|---|---|
| 3. Know how to set targets for sales and distribution | 3.1 Explain the business's financial goal and the sales needed to achieve this | |
| | 3.2 Identify key targets and timescales for selling and distribution | |

## Unit 337

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**Assessor's name**

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## Unit 338

| | | |
|---|---|---|
| TITLE | Define the Product or Service of the Business | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | M/601/4375 | |
| This unit enables the learner to set appropriate charges and meet timetables for sales.<br><br>Relationship to National Occupational Standards: This unit directly relates to Assessment to be based on naturally occurring evidence or realistic work environment | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to define the product or service | 1.1 Review in detail the product or service and its place in the market | |
| | 1.2 Analyse the customer base, the market and the competition | |
| 2. Be able to charge the right price for products or services | 2.1 Research all the costs of provision | |

| | | |
|---|---|---|
| | 2.2 Consider different ways of pricing and produce a financial analysis of prices to be charged including the profits to be made | |
| 3. Be able to set targets for sales and distribution | 3.1 Produce a plan showing how the product or service could be provided | |
| | 3.2 Specify the business's financial goal and the sales needed to achieve this | |
| | 3.3 Set targets to achieve financial sales | |

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| | 3.4 Devise a timetable for sales and distribution |

## Unit 338

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**Assessor's name**

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## Unit 339

| | | |
|---|---|---|
| TITLE | Carry out Banking for a Business | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | R/601/5356 | |
| This unit enables learners to understand the different types of banking services available to the business and what is required to open and operate a business bank account.<br><br>Relationship to National Occupational Standards: This unit directly relates to MN9 Carry out the banking | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Know the types of banking facilities available to a business | 1.1 Compare different banks and types of banking available | |
| | 1.2 Explain the different types of accounts that a business could use to suit different purposes | |
| 2. Be able to open and operate a bank account for a business | 2.1 Choose a bank and account(s) that meet the needs of a business | |

| | | | |
|---|---|---|---|
| | 2.2 | Describe the information that will be required to open a bank account for a business | |
| | 2.3 | Decide who will be responsible for dealing with a bank and signing cheques | |
| | 2.4 | Identify what is needed to ensure that access to the bank account(s) is kept secure | |
| 3. Understand how to monitor the operation of a business bank account | 3.1 | Keep records of all income received and payments made | |

| | | |
|---|---|---|
| | 3.2 | Explain how to reconcile bank statements with own records to ensure that errors are identified and addressed |

## Unit 339

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**Assessor's name**

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**Internal verifier's signature (if sampled)**

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## Unit 340

| | | |
|---|---|---|
| TITLE | Carry out Banking for a Business | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | Y/601/5357 | |
| This unit enables learners to understand how to set up a business bank account, choose a bank based on researching and comparing the banking services available, and keep track of the operation of the business bank account<br><br>Relationship to National Occupational Standards: This unit directly relates to MN9 Carry out the banking | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Know the types of banking facilities available for a business | 1.1 Research the different banks, types of banking, types of accounts and financial products available to a business | |
| | 1.2 Compare the financial services they offer and their associated costs | |
| | 1.3 Assess the benefits and disadvantages of different types of accounts | |

| | | | |
|---|---|---|---|
| 2. | Be able to open and operate a bank account for a business | 2.1 Choose a bank and type of account(s) that meet the needs of a business | |
| | | 2.2 Provide a bank with the relevant documents and information, meeting legal requirements for opening and operating a business account | |
| | | 2.3 Decide who will be responsible for dealing with account administration | |
| | | 2.4 Decide who will have access to and be signatories for the account(s) | |

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|---|---|---|---|
| | 2.5 | Assess the effectiveness of the steps taken to ensure that access to the bank accounts is kept secure | |
| 3. Be able to monitor the operation of a business bank account | 3.1 | Put in place a systematic process for recording income received and payments made including their format (for example, cash, cheques, and credit or debit card receipts) | |
| | 3.2 | Review the business bank accounts at regular intervals against own records to ensure that they are correct and up to date | |

## Unit 340

**Learner's signature**

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Signed……..Date ……

**Assessor's name**

I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

Signed……Date……

## Unit 341

| | | |
|---|---|---|
| TITLE | Carry Out Plans for a Business | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | F/601/4378 | |

This unit enables learners to carry out a plan of action for their business, including the monitoring, controlling and evaluation of progress; developing contingency plans; and setting and meeting aims, targets and deadlines.

Relationship to National Occupational Standards: This unit directly relates to BD5 Carry out your plans for the business

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to implement business plans | 1.1 Develop a schedule to implement the business plan that includes targets, activities, timescales and milestones | |
| | 1.2 Check the resources that are available to carry out the plan are sufficient and make any necessary adjustments | |
| | 1.3 Motivate and encourage people involved in the business to help put the plan into practice | |

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|---|---|---|
| | 1.4 Put in place contingency plans to address any uncertainties in the plan | |
| 2. Be able to monitor business plans | 2.1 Establish a process with set deadlines for achieving goals and targets | |
| | 2.2 Put in place monitoring arrangements for chasing and reviewing progress with the right people involved | |
| | 2.3 Identify problems with putting the plans into practice and take prompt action to solve or change them if necessary | |

| | | |
|---|---|---|
| | 2.4 Explain the key performance indicators that will be used to judge if the plan has been successful | |
| 3. Be able to evaluate and revise business plans | 3.1 Evaluate the costs, benefits and success of the plans, including the efficient use of resources | |
| | 3.2 Analyse new opportunities for the business plan and what they are likely to entail, for example, new markets, products or services | |
| | 3.3 Review and revise long-term plans in response to any new opportunities, including the resources needed to meet the new aims and targets | |

## Unit 341

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**Assessor's name**

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**Internal verifier's signature (if sampled)**

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## Unit 342

| | | |
|---|---|---|
| TITLE | Check what Customers Need from the Business | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | Y/601/5925 | |
| This unit enables learners to undertake market research to identify customers for the business, analyse markets and customer needs and match these to their business targets.<br><br>Relationship to National Occupational Standards: This unit directly relates to WB1 Check what your customers need from the business | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Undertake market research to identify the customers for the business | 1.1 Use different methods to analyse which segments of the market need the products or services of the business | |
| | 1.2 Compare and assess different methods of collecting information and communicating with customers about what they want and need | |
| | 1.3 Select and use the most appropriate and reliable methods of collecting and communicating the information to customers | |

| | | | |
|---|---|---|---|
| | 1.4 | Ensure that relevant information is dealt with appropriately to ensure confidentiality where relevant | |
| 2. Be able to analyse markets and customer needs | 2.1 | Analyse markets and customer needs using the information from the market research | |
| | 2.2 | Decide if any additional information is required and how to get it, for example, in relation to developing new products or services, or approaching new customers | |

| | | | |
|---|---|---|---|
| 3. | Be able to match customer needs to business targets | 3.1 | Explain why it is important to keep the business focus on customer needs and how customer needs can influence the future of the business |
| | | 3.2 | Review your analysis about customer needs and make sure it underpins any decisions about the business targets |

## Unit 342

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## Unit 343

| | | |
|---|---|---|
| TITLE | Controls for Customer Payments | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | Y/601/5360 | |

This unit enables learners to understand the reasons for adopting or improving a method for controlling credit and minimising debts, how to choose a method of credit control appropriate to the specific business, and the identify relevant laws concerning credit control.

Relationship to National Occupational Standards: This unit directly relates to MN5 Get customers to pay on time

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand the effect of debt on a business | 1.1 Explain how debts can affect the operation of a business | |
| | 1.2 Identify measures the business could adopt to improve credit control | |
| | 1.3 Explain the importance of having credit control targets in maintaining the viability of a business | |

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|---|---|---|
| 2. Know about different ways of controlling credit . | 2.1 Identify the range of debt-collecting options that a business can use to control credit | |
| | 2.2 Identify the potential costs and benefits of different credit control options | |
| | 2.3 Explain why terms and conditions for controlling credit need to be in line with targets | |
| 3. Understand what action is needed to keep debts to a minimum | 3.1 Explain how to credit risk the accounts of customers | |

| | | |
|---|---|---|
| | 3.2 Describe different options that may be adopted to cater for different types of clients or customers | |
| | 3.3 Explain why it is important to monitor the effect of debts on a business | |
| | 3.4 Identify who should be informed of and/or involved in credit control arrangements in a business | |
| 4. Know the law affecting credit control | 4.1 Identify laws that are relevant to credit control | |

| | | |
|---|---|---|
| | 4.2 Identify any legal and ethical limits that exist for credit control | |
| | 4.3 Explain the need to make sure that credit control is operated in accordance with the relevant legislation | |

## Unit 343

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**Assessor's name**

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## Unit 344

| | | |
|---|---|---|
| TITLE | How to Treat Business Customers | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | M/601/6207 | |
| This unit enables learners to know about good customer service in the business and how to make improvements in service standards<br><br>Relationship to National Occupational Standards: This unit directly relates to WB11 Decide how you will treat your customers | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand customer needs and expectations in the business | 1.1 Explain the importance of looking after the business customer needs and expectations | |
| | 1.2 Identify the differences in the level of service offered with that of competitors | |
| | 1.3 Identify what can be done to improve treatment of own customers | |

| | | | |
|---|---|---|---|
| 2. | Know how to provide good customer care | 2.1 | Obtain information about the laws, regulations and codes of practice that affect how customer care is dealt with |
| | | 2.2 | Describe how customers should be treated in all aspects of the business relationship |
| | | 2.3 | Identify those responsible for different parts of customer service |
| | | 2.4 | Identify where training on customer care is available |

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|---|---|---|---|
| 3. | Be able to monitor service level expectations | 3.1 | Identify a cost-effective method for collecting feedback about business customer service levels |
| | | 3.2 | Describe how business customers will be informed of the level of service and how complaints will be dealt with |
| | | 3.3 | Identify ways to monitor that customer services continue to improve |

## Unit 344

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## Unit 345

| | | |
|---|---|---|
| TITLE | Obtaining Support for a Business Idea | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | T/601/4393 | |
| The unit enables learners to identify sources of support for a creative business idea, including researching types of support and giving a presentation.<br><br>Relationship to National Occupational Standards: This unit directly relates to BD10 Get support for creative ideas | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to plan how to obtain support for a creative business idea | 1.1 Prepare an outline of the creative idea | |
| | 1.2 Seek advice on what might be needed to protect the business idea, for example copyright, patents, non-disclosure agreements | |
| 2. Understand the types of support available | 2.1 Find out about available business support or advice options | |

| | | |
|---|---|---|
| | 2.2 Find out what, if any, financial support options are available | |
| 3. Be able to prepare for presenting the creative business idea | 3.1 Prepare a presentation aimed at potential supporters and backers | |
| | 3.2 Identify ways in which the potential supporters or backers might benefit from the results of the creative idea | |

## Unit 345

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## Unit 346

| | | |
|---|---|---|
| TITLE | Obtaining Support for a Business Idea | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | A/601/4394 | |
| The unit enables learners to obtain support for a creative business idea.<br><br>Relationship to National Occupational Standards: This unit directly relates to BD10 Get support for a creative idea | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to plan how to obtain support for a creative business idea | 1.1 Explain the creative idea in detail | |
| | 1.2 Assess the feasibility and benefit of using different means to protect the business idea and decide which are the most appropriate for example copyright, patents, non-disclosure agreements | |
| 2. Understand the types of support available | 2.1 Research and assess a range of business support or advice options that may be needed to support the development of the idea | |

| | | | |
|---|---|---|---|
| | 2.2 | Research and assess the availability and suitability of financial support options | |
| 3. Be able to present the creative business idea | 3.1 | Prepare and rehearse a presentation aimed at potential supporters and backers | |
| | 3.2 | Diagnose the types of questions that may arise and how to respond | |
| | 3.3 | Explain the benefits that that would follow if the creative idea is successful | |

## Unit 346

**Learner's signature**
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## Unit 347

| | | |
|---|---|---|
| TITLE | Plan how to let customers know about products or services | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | Y/601/5939 | |
| This unit enables learners how to let customers know about their business's products or services.<br><br>Relationship to National Occupational Standards: This unit directly relates to WB2 Plan how to let your customers know about your products or services | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to investigate the market for the business's products or services | 1.1 Decide what information is needed to set sales targets in the business | |
| | 1.2 Gather information about the potential market for the business's products or services | |
| | 1.3 Find out about ways of marketing and promoting the business's products or services | |

| | | | |
|---|---|---|---|
| 2. | Be able to plan for marketing the business's products or services | 2.1 | Identify marketing targets for the business |
| | | 2.2 | Select the ways in which the products or services will be marketed |
| | | 2.3 | Work out the costs of marketing activities |

| | | |
|---|---|---|
| 3. Know how to review marketing performance | 3.1 Decide what information is needed to judge the marketing performance of the business | |
| | 3.2 Identify ways to assess if marketing targets are being met | |
| | 3.3 Decide if any of the targets need to be adjusted in the light of the performance of the business | |

## Unit 347

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**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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## Unit 348

| | | |
|---|---|---|
| TITLE | Plan how to let customers know about products or services | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | H/601/5944 | |
| This unit enables learners to develop marketing targets, forecasts, budgets, and timetables based on research.<br><br>Relationship to National Occupational Standards: This unit directly relates to WB2 Plan how to let your customers know about your products or services | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to review the market for the business's products or services | 1.1 Research the market for the business's products or sales | |
| | 1.2 Decide what goals to set for marketing and sales, matching these to existing business targets | |
| 2. Be able to produce a plan for marketing the business's products or services | 2.1 Research possible marketing and promotional methods and business opportunities | |

| | | |
|---|---|---|
| | 2.2 Prepare forecasts for marketing | |
| | 2.3 Create a budget for marketing activities | |
| | 2.4 Produce a marketing plan with a rationale for the decisions reached | |
| 3. Be able to make plans for regular monitoring and reviewing of marketing performance | 3.1 Plan how marketing information will be obtained on a regular basis | |

| | | |
|---|---|---|
| | 3.2 Develop criteria for measuring and monitoring success in reaching marketing targets. | |
| | 3.3 Produce a timetable to review marketing performance against targets | |

## Unit 348

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**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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## Unit 349

| | | |
|---|---|---|
| TITLE | Seek Advice and Help for the Business | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | J/601/6245 | |
| This unit enables learners to identify and obtain sources of advice and help for the business.<br><br>Relationship to National Occupational Standards: This unit directly relates to YS4 Seek advice and help for your business | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to identify where to get the best advice and help for the business | 1.1 Identify what kind of issues or problems the business may need help with (for example, business planning, funding, ICT, etc) | |
| | 1.2 Describe what kind of help is needed to take the business forward in a way that satisfies own plans for the business | |
| | 1.3 Identify different sources of information, advice and help to support the business (for example, friends, specialists, etc) | |

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|---|---|---|
| | 1.4 Work out the likely cost and benefits of obtaining information, advice and help from the sources selected | |
| 2. Be able to obtain advice and help for the business | 2.1 Decide when and how to make contact with those who can offer advice and help | |
| | 2.2 Identify what questions need to be asked to get the advice and help required | |

| | | |
|---|---|---|
| | 2.3 Obtain advice and help and explain which points were discussed and why | |
| 3. Know how to check and record the advice and help obtained | 3.1 Identify the criteria to decide whether the advice and help obtained can be relied upon | |
| | 3.2 Describe how to keep a record of the advice and help give | |

## Unit 349

**Learner's signature**
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## Unit 350

| | | |
|---|---|---|
| TITLE | Seek Advice and Help for the Business | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | H/601/6236 | |
| This unit enables learners to obtain good advice and help for the business and review how well it continues to support the business needs.<br><br>Relationship to National Occupational Standards: This unit directly relates to YS4 Seek advice and help for your business | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to evaluate sources of advice and help available for the business | 1.1 Explain the different issues or problems that the business needs help with (for example, business planning, funding, ICT, etc) | |
| | 1.2 Compare different sources of information, advice and help that can support the business needs, including the extent or limits of the support available | |
| | 1.3 Work out a detailed cost analysis for using each of the different sources of information, advice and help | |

| | | |
|---|---|---|
| | 1.4 Explain and justify the decisions made about the best advice and help available for the business | |
| 2. Be able to obtain advice and help for the business | 2.1 Decide how to make best use contacts in a way that is positive and efficient for both parties | |
| | 2.2 Identify the business needs and targets and plan what questions to ask accordingly, in order to get the best advice for the business | |
| | 2.3 Use the questions to obtain detailed advice and discuss any points that require clarification | |

| | | |
|---|---|---|
| 3. Be able to review and record the effectiveness of advice and help obtained | 3.1 Review the advice and help obtained to decide whether it is valid, sufficient, reliable, user-friendly and practical | |
| | 3.2 Use the review to decide whether or not any further support is needed to meet the business needs | |
| | 3.3 Keep detailed records of all advice and help given, including the extent to which it met the business needs | |

## Unit 350

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## Unit 351

| | | |
|---|---|---|
| TITLE | Improving the Quality of Products or Services | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | L/601/4383 | |
| This unit enables the learner to understand the ways of improving the quality of products or services overall, including the importance of continual monitoring for ways to improve the business.<br><br>Relationship to National Occupational Standards: This unit directly relates to BD7 Improve the quality of products and services | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to plan for providing customers with improved quality products or services | 1.1 Collect information on customers' expectations for quality | |
| | 1.2 Review these expectations against existing quality targets for the products or services | |
| 2. Understand the improvements needed to give the business a competitive edge | 2.1 Identify the measures needed to improve quality in the management, technical and operational parts of the business | |

| | | |
|---|---|---|
| | 2.2 Collect and compare information on methods of quality control, including those used by competitors where possible | |
| | 2.3 Identify ways to make staff aware of how they can contribute to improving quality | |
| 3. Know how to monitor and improve quality | 3.1 Explain how faults and complaints will be logged, and how this will be used to improve products or services | |
| | 3.2 Describe how regular progress checks will be implemented, for example sampling products, services and processes, and collecting views of all involved | |

## Unit 351

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## Unit 352

| | | |
|---|---|---|
| TITLE | Improving the Quality of Products or Services | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | R/601/4384 | |
| This unit enables the learner to improve the quality of products or services offered by the business the business through researching, monitoring and developing a strategy for continual improvement.<br><br>Relationship to National Occupational Standards: This unit directly relates to BD7 Improve the quality of products and services | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to evaluate customer expectations in relation to the quality of products and services | 1.1 Research customers' expectations on quality, including their views on the merits of the business achieving a quality award | |
| | 1.2 Assess whether the customers are receiving the levels of quality they expect | |
| 2. Be able to establish quality improvement targets to give the business a competitive edge | 2.1 Set targets to improve quality in the management, technical and operational parts of the business to be competitive | |

| | | |
|---|---|---|
| | 2.2 Find suitable ways to measure quality, and where possible, assess how they compare with competitors' methods of quality control | |
| | 2.3 Assess whether obtaining a quality recognition scheme would help improve the quality of products or services | |
| | 2.4 Assess what skills and attitudes are needed by staff to improve quality and plan appropriate staff development | |

| | | |
|---|---|---|
| 3. Be able to monitor and improve quality | 3.1 Devise a faults and complaints system, indicating how this will be used to improve products or services | |
| | 3.2 Devise and implement a system for regular progress checks for example sampling products, services and processes, and collecting views of all involved | |
| | 3.3 Develop an approach to identifying and addressing problems with quality improvement | |

## Unit 352

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## Unit 353

| | | |
|---|---|---|
| TITLE | Choose supplies and suppliers for your business | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 1 | |
| UAN | D/500/4592 | |
| To support the development of skills needed to plan, obtain and keep control of business supplies when starting a business<br><br>Relationship to National Occupational Standards: This unit directly relates to BS1 Identify needs and suppliers for your business | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand how to prepare a schedule of the supplies needed for your business | 1.1 Identify utilities, equipment (including IT), tools and materials that may be needed for your business | |
| | 1.2 Prepare a schedule of what and when supplies may be needed for your business | |
| | 1.3 Use the schedule to decide the resources that may be required, such as staff, time, storage space and costs | |

| | | |
|---|---|---|
| 2. Know how to purchase supplies for your business | 2.1 Identify different suppliers and purchase options for utilities, equipment, tools and materials | |
| | 2.2 Compare costs and benefits of possible suppliers and choose the most favourable for your business | |
| | 2.3 Identify how to keep accurate records of agreements with suppliers and who in your business should know about them | |

| | | |
|---|---|---|
| 3. Know how to set up stock control of your business supplies | 3.1 Identify how and where different supplies are likely to be stored | |
| | 3.2 Identify how the supplies should be managed and/or maintained, for example conditions of storage, shelf-life, waste products | |
| | 3.3 Identify how and who might be best placed to keep records of stock in, stock out and restock levels | |

## Unit 353

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**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

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## Unit 354

| | | |
|---|---|---|
| TITLE | Choose supplies and suppliers for your business | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 2 | |
| UAN | L/500/4586 | |
| To support the development of skills needed to plan and control to get best value in the management of business supplies when starting a business<br><br>Relationship to National Occupational Standards: This unit directly relates to BS1 Identify needs and suppliers for your business | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand how to prepare and monitor a schedule of the supplies needed for your business | 1.1 Assess current and future supply needs for utilities, equipment (including IT), tools and materials and check they are in line with your business aims, finances and profit forecasts | |
| | 1.2 Draw up a schedule of what and when supplies will be needed, the resources required and match this to your business financial plans | |
| | 1.3 Set clear targets and limits for buying your business supplies | |

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|---|---|---|
| 2. Understand how achieve best value when buying supplies for your business | 2.1 Investigate different suppliers, purchase options and methods and calculate the full costs of each | |
| | 2.2 Undertake a cost-benefit analysis of the various suppliers and use this to decide the best options for your business | |
| | 2.3 Review the decisions to check for any hidden costs or alternative methods of reducing costs and expenditure to make sure best value is achieved | |

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| 3. Understand how to manage and control business supplies to maximise the profitability of your business | 3.1 Devise a system which could be used to manage and control utilities, fixtures and fittings to make sure they are always working effectively | |
| | 3.2 Set up a stock control system to record and review the supply of consumables and non-consumables to make sure that there is adequate supply and minimal wastage | |
| | 3.3 Describe how to reduce waste and dispose of potential waste products using environmental friendly methods | |

## Unit 354

**Learner's signature**
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## Unit 355

| | | |
|---|---|---|
| TITLE | Bidding for Work | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | J/601/6133 | |
| This unit enables learners to understand how to prepare bids about products or services they can supply to customers<br><br>Relationship to National Occupational Standards: This unit directly relates to WB9 Bid for work | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand how to prepare a bid for products or services | 1.1 Identify the service or product that a customer wants | |
| | 1.2 Explain what services or products can be provided | |
| | 1.3 Explain how the outcome of the bid could affect the profit margin of the business | |

| | | |
|---|---|---|
| | 1.4 Explain how discounts or special offers may affect the outcome of the bid | |
| | 1.5 Identify the key factors that would make proposals or quotations competitive | |
| 2. Know the differences between proposals and quotations | 2.1 Identify the key differences between proposals and quotations | |
| | 2.2 Explain how a proposal is used | |

| | | |
|---|---|---|
| | 2.3 Explain how a quotation is used | |
| 3. Understand the need for security around tendering for work | 3.1 Explain why confidential information needs to be protected | |
| | 3.2 Explain why proposals and quotations need to be securely held | |

## Unit 355

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## Unit 356

| | | |
|---|---|---|
| TITLE | Bidding for Work | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | D/601/6137 | |
| This unit enables learners to work within the constraints and limitations that apply to the business and demonstrate the differences between proposals and quotations and methods of keeping confidential information when preparing bids.<br><br>Relationship to National Occupational Standards: This unit directly relates to WB9 Bid for work | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to prepare a bid about products or services | 1.1 Identify the customer's requirements and resolve any matters that need to be clarified | |
| | 1.2 Provide the required level of detail of how services or products will be provided, within the stipulated timescale | |
| | 1.3 Include any conditions and constraints to protect the interests of the business | |

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| | 1.4 | Ensure that the profit margin and proposed terms of sale stated in the quotation are in line with the objectives of the business | |
| | 1.5 | Work out discounts or special offers and include them in the quotation | |
| | 1.6 | Prepare the proposal or quotation in the business house style and in line with the presentation requirements of the customer | |
| 2. Understand the purposes of proposals and quotations | 2.1 | Explain the purpose of and differences between proposals and quotations | |

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|---|---|---|---|
| | 2.2 | Review a proposal and a quotation to ensure they are meeting the business needs | |
| 3. Be able to ensure security around tendering for work | 3.1 | Identify how confidential information is protected and the appropriate personnel to be consulted prior to despatch to the customer | |
| | 3.2 | Ensure that proposals and quotations are stored securely in a location that allows access to authorised people | |

## Unit 356

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## Unit 357

| | | |
|---|---|---|
| TITLE | Contract the Business Premises | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | H/601/4406 | |
| This unit enables learners to know about the differences between dealing with commercial landlords to secure the right premises and buying a house, the importance of identifying the terms and conditions that are acceptable for their business, who to communicate with about these decisions, and where to find relevant sources of information when seeking professional advice.<br><br>Relationship to National Occupational Standards: This unit directly relates to BL3 Contract for business premises | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to identify premises appropriate for the business | 1.1 Identify the type of premises the business needs to operate from | |
| | 1.2 Compare the differences between buying and leasing premises | |
| | 1.3 Compare the differences between buying or leasing a premises for business purposes and buying or renting premises for accommodation | |

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| 2. Be able to identify the relevant people regarding the business premises contract | 2.1 Identify the people who need to be consulted before signing a contract for new premises | |
| | 2.2 Describe why it is important to take legal advice before signing any contracts | |
| | 2.3 Give examples of where to find this advice | |
| 3. Be able to identify the terms and conditions for the premises | 3.1 Identify the terms and conditions the business needs to have | |

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| | 3.2 Set potential negotiation targets based on these terms and conditions |

## Unit 357

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## Unit 358

| | | |
|---|---|---|
| TITLE | Impact of the Environment on a Business | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | K/601/5783 | |
| This unit enables learners to know about environmental laws and regulations, how to ensure compliance and develop good environmental practices in order to protect and enhance the business reputation.<br><br>Relationship to National Occupational Standards: This unit directly relates to LG5 Assess the environmental impact of your business | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Know about environmental laws and regulations and their potential impact on the business | 1.1 Identify the key environmental laws and regulations which apply to the business (for example, those relating to emissions, noise, waste and energy usage) | |
| | 1.2 Identify which enforcement bodies have powers and responsibilities for environmental laws and regulations in relation to the business | |
| | 1.3 Explain the consequences if the business fails to comply with environmental laws and regulations | |

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| 2. | Know how to comply with environmental laws and regulations | 2.1 Describe what tasks need to be done, when and by whom, to comply with environmental regulations | |
| | | 2.2 Identify available information about getting good advice on compliance with environmental laws, from both free and paid for sources | |
| | | 2.3 Explain why it is important to use sources of advice about environmental laws and regulations | |
| 3. | Know how to develop effective environmental practices within the business | 3.1 Identify different ways in which the business could affect the environment | |

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|---|---|---|
| | 3.2 Decide which additional measures the business could adopt to make it more environmentally friendly | |
| | 3.3 Investigate the cost-effectiveness of introducing the environmentally friendly measures, including any potential financial incentives such as capital allowances, carbon trust loans or insurance premiums | |
| | 3.4 Explain how good environmental practices can benefit the business | |

## Unit 358

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## Unit 359

| | | |
|---|---|---|
| TITLE | Prepare Wages | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | F/601/5854 | |
| This unit enables learners to understand the importance of having a system in place that meets the legal obligations you have to employees in paying their wages and their tax and National Insurance Contributions.<br><br>Relationship to National Occupational Standards: This unit directly relates to MN10 Prepare wages | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand the legal obligations involved in preparing and making reductions to wages | 1.1 Identify the legal requirements involved in preparing wages, including equal pay and national minimum wage | |
| | 1.2 Describe when and how to pay income tax, National Insurance and any other relevant deductions to the relevant tax authority | |

## Unit 359

| | | |
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| 2. Understand when and where to get professional advice | 2.1 Describe the advantages of seeking professional help from expert advisers on paying wages, employment legislation and pensions | |
| | 2.2 Describe how and when to contact the relevant tax authority when more information is needed | |

## Unit 359

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## Unit 360

| | | |
|---|---|---|
| TITLE | Prepare Wages | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | J/601/5855 | |
| This unit enables learners to demonstrate that they can develop a system of preparing wages that conforms with legal obligations to employees, tax laws and National Insurance Contributions.<br><br>Relationship to National Occupational Standards: This unit directly relates to MN10 Prepare wages<br>This unit is tailored from Unit F of the Design standards. | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand how to prepare wages in keeping with legal obligations, relating to National Insurance and income tax | 1.1 Describe the importance of complying with government legislation and legal obligations including equal pay and national minimum wage | |
| | 1.2 Clarify how to work out income tax and National Insurance contributions for each member of staff | |
| 2. Be able to seek professional advice from the appropriate experts and resources | 2.1 Review and update sources of information and professional advice on paying wages, employment legislation and pensions | |

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| | 2.2 Identify advantages for the business from seeking expert advice from professionals | |
| | 2.3 Demonstrate how, why and when the relevant tax authority should be contacted for advice | |
| 3. Be able to differentiate variations that can alter the payment of wages | 3.1 Distinguish variations to pay and statutory or contractual payments, for example deductions for absence or statutory sick and maternity pay or additional pay for bonuses and overtime payments | |
| | 3.2 Describe ways salaries may become more complex due to maternity pay, statutory sick pay and loan repayment | |

| | | |
|---|---|---|
| | 3.3 Identify any additional deductions from staff's salaries or wages | |
| 4. Be able to make arrangements for the payments of wages | 4.1 Clarify who will undertake the actual paying of staff | |
| | 4.2 Compare the advantages and disadvantages of the different methods of paying wages | |
| | 4.3 Set up a system to record all payroll information and an agreed time and method of paying wages to staff | |

## Unit 360

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## Unit 361

| | | |
|---|---|---|
| TITLE | Run a Business from Home | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | M/601/4408 | |

This unit enables learners to consider the benefits and challenges of successfully running a business from home, to identify the equipment and facilities needed to operate such a business and mange the expectations of family, neighbours and clients.

Relationship to National Occupational Standards: This unit directly relates to BL4 Run a business from home

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Understand the benefits and challenges of running a business from home | 1.1 Describe range of issues affecting the choice of working from home (for example, time commitment, work-home life balance) | |
| | 1.2 Explain the benefits of working from home (for example, cost-savings or meeting family commitments) | |
| | 1.3 Describe the administrative and legal requirements for running a business from home, such as registering change of property use | |

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| | 1.4 Identify ways of keeping motivated and focused whilst working at home | |
| 2. Know the facilities that may be needed for running a business from home | 2.1 Describe the types of storage, data back-up and equipment needed to meet home business needs, including IT and telephone systems | |
| | 2.2 Explain how to maximise the use of what is already available at home, including current storage space, computer systems and telephone facilities | |
| | 2.3 Decide where the best place to set-up a work station in the home is | |

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| | 2.4 | Identify sources of advice which would be helpful (for example, accountant, insurance broker, business advisor) | |
| 3. Understand how to create a professional image when running a business from home | 3.1 | Explain what is necessary to create a positive image to suit the business needs | |
| | 3.2 | Provide examples of what might potentially give a negative professional image of the business and explain why | |
| 4. Understand how to deal with the expectations of family, neighbours and clients | 4.1 | Identify the sources of potential conflict that may arise from running a business at home | |

| | | |
|---|---|---|
| | 4.2 Describe the expectations of people affected by the business (i.e. family, neighbours and clients) | |
| | 4.3. Explain the kind of agreements can be reached so that the business needs can be aligned with the perceptions and needs of other people when appropriate | |

## Unit 361

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## Unit 362

| | | |
|---|---|---|
| TITLE | Run a Business from Home | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | T/601/4409 | |
| This unit enables learners review the benefits and challenges of running a business from home, develop a plan and strategies for managing the expectations of family, neighbours and clients.<br><br>Relationship to National Occupational Standards: This unit directly relates to BL4 Run a business from home | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to plan for running a business from home | 1.1 Evaluate the benefits and challenges of running a business from home | |
| | 1.2 Draw up a plan incorporating the tasks and timescales required to meet the administrative and legal requirements of running a business from home | |
| | 1.3 Explain the risks and potential consequences of not complying with legal requirements for a home run business | |

| | | |
|---|---|---|
| | 1.4 Establish ground rules that will enable a balance to be achieved between work and home life | |
| 2. Be able to select appropriate facilities needed for running a business from home | 2.1 Review the space and facilities already available at home and evaluate how they can be best used for running a business from home | |
| | 2.2 Compare and select the most appropriate and cost effective resources and equipment for running a business from home | |
| 3. Be able to project professionalism when running a business from home | 3.1 Critically review the image that is projected by self and decide what changes to make to ensure a professional image is created when working from home | |

| | | |
|---|---|---|
| | 3.2 Set and monitor own targets to achieve a high standard of motivation and professionalism when running the business from home | |
| 4. Be able to deal with the expectations of family, neighbours and clients | 4.1 Review the expectations of family, neighbours and clients and assess their potential impact of these on the business | |
| | 4.2 Liaise with neighbours who may be affected by the business activities and take steps to resolve any problems that arise | |
| | 4.3 Make mutually acceptable agreements with family, neighbours and clients to minimise any negative effects of the business on them | |

## Unit 362

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## Unit 363

| | | |
|---|---|---|
| TITLE | Sell Products or Services using the Internet | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | H/601/6169 | |
| This unit enables learners to investigate the potential for selling products or services on the internet. It helps learners to develop and monitor plans for and progress of e-trading.<br><br>Relationship to National Occupational Standards: This unit directly relates to WB7 Sell products or services using the internet | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to investigate requirements and opportunities for selling through the internet | 1.1 Identify and seek sources of advice and information about e-business and e-trading | |
| | 1.2 Describe the legal requirements of e-trading, such as confirming orders and "cooling off" periods | |
| | 1.3 Describe e-business sales and marketing opportunities and options for products or services | |

| | | |
|---|---|---|
| | 1.4 Explain the potential risks of not e-trading | |
| | 1.5 Compare the terms and conditions of different kinds of e-trading and identify potential costs, benefits and issues for the business | |
| 2. Know what resources and systems are needed for setting up e-trading | 2.1 Identify current staff skills in relation to e-trading and assess what type of training might be needed | |
| | 2.2 Identify the potential additional resources and their costs for e-trading (for example, secure payment administration systems, equipment, subscriptions) | |

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| | 2.3 | Identify what technical help might be required and explain how they might be made available at the times they are needed | |
| | 2.4 | Explain how distribution methods will need developing to cover the demand and potential wider geographical areas, such as UK or overseas | |
| 3. Be able to make plans for implementing an e-business | 3.1 | Identify all the factors that should be included in planning for e-business (for example, gross margin forecasts, financing options, risk assessments) | |
| | 3.2 | Describe who should be involved in a consultation process about e-trading, for example backers, staff and suppliers | |

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| | 3.3 | Explain how e-trading might affect the long term business plans and goals | |
| | 3.4 | Develop a plan, including timescales, costs, targets and forecasts for implementing a potential e-business | |
| 4. Understand how to monitor the progress of e-trading | 4.1 | Describe how to monitor and judge progress in achieving targets, as identified in the e-business plan | |
| | 4.2 | Describe how and to whom information will be provided on the progress of e-trading | |

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| | 4.3 Describe how to monitor customer service, including any complaints, comments or suggestions | |
| | 4.4 Identify the potential problems with website and e-trading activities and explain how they might be addressed | |

## Unit 363

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## Unit 364

| | | |
|---|---|---|
| TITLE | Sub-Contract Work | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 2 | |
| UAN | D/601/5859 | |
| This unit enables learners to understand how to set up contracts for sub-contracting work or services, consider how to deal with any failures that may occur, and how to successfully implement changes to contacts when required.<br><br>Relationship to National Occupational Standards: This unit directly relates to OP4 Sub-contract work | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to plan for sub-contracting work or services | 1.1 Identify the laws relevant to sub-contracted work or services and describe how the legal requirements might affect the business | |
| | 1.2 Identify what terms and conditions will be needed for sub- contracted work so that they will meet the business requirements | |
| | 1.3 Decide what the standards of performance should be for sub-contracted work or services | |

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| | 1.4 Explain how to ensure that a sub-contractor understands what will be delivered, including how to check that requirements are being met | |
| | 1.5 Draw up a potential contract for sub-contracting a task or service | |
| 2. Know how to deal with sub-contractor failures to meet terms and conditions | 2.1 Explain how to identify and record potential sub-contractor failures and their causes, including payments | |
| | 2.2 Describe the different methods that can be used to resolve these failures | |

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| | 2.3 | Explain how to ensure failures are not repeated | |
| | 2.4. | Describe where to go for advice when failures occur and explain why it is important to obtain it | |
| 3. Know how to agree changes to terms and conditions with sub-contractors | 3.1 | Explain how to ensure that requests to vary the terms of contracts are reasonable and justified | |
| | 3.2 | Describe how to record and keep track of changes and variations in contracts | |

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| | 3.3 Explain how to communicate with sub-contractors to agree changes and their implications |

## Unit 364

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## Unit 365

| | | |
|---|---|---|
| TITLE | VAT Registration and Returns | Learner's name |
| LEVEL | 2 | |
| CREDIT LEVEL | 3 | |
| UAN | Y/601/5861 | |
| This unit enables learners to understand when and how to register for VAT, when and where to seek professional help and how to prepare a VAT return.<br><br>Relationship to National Occupational Standards: This unit directly relates to MN11 VAT registration and returns | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Understand if the business needs to register for VAT | 1.1 Describe the purposes and processes of VAT | |
| | 1.2 Assess whether the business needs to register for VAT | |
| | 1.3 Compare the advantages and disadvantages of voluntarily registering for VAT | |

| | | |
|---|---|---|
| 2. Understand when to seek professional help and where to find it | 2.1 Identify circumstances where professional help is needed and where to seek it from | |
| | 2.2 Describe how to seek guidance in a professional manner from the relevant tax authority | |
| 3. Understand how to prepare a VAT form on time | 3.1 Identify what information needs to be completed in a VAT return | |
| | 3.2 Assess when the VAT return is due and how long it is likely to take to complete it | |

## Unit 365

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## Unit 366

| | | |
|---|---|---|
| TITLE | VAT Registration and Returns | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | H/601/5863 | |

This unit enables learners to understand when and how to register for VAT, when and where to seek professional help and how to prepare a VAT return and complete and return it in time.

Relationship to National Occupational Standards: This unit directly relates to MN11 VAT registration and returns

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Understand why the business has decided to register for Value Added Tax (VAT) | 1.1 Clarify whether the business has to register for VAT taking into account the current laws and regulations | |
| | 1.2 Compare the advantages and disadvantages of voluntarily registering for VAT in terms of the specific business | |
| | 1.3 Evaluate the different schemes that can be used for accounting for VAT | |

| | | |
|---|---|---|
| | 1.4 Distinguish and justify the scheme for accounting that best suites the specific business | |
| 2. Understand how to use professional guidance in relation to VAT registration | 2.1 Explain how to find sources of recognised and reliable specialist advice | |
| | 2.2 Analyse how specialist software can help with keeping accounts | |
| | 2.3 Demonstrate how to follow guidance from the relevant tax authority | |

| | | | | |
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| 3. | Understand how to use VAT is used on purchases and sales | 3.1 | Check that invoices include the right rate and amount of VAT and the VAT number of the business | |
| | | 3.2 | Set up appropriate systems for recording information on purchases and sales and the VAT that applies to them | |
| 4. | Be able to prepare a VAT form | 4.1 | Demonstrate how to complete and submit VAT returns correctly, using data from the recording systems the business has in place | |
| | | 4.2 | Demonstrate how to allow enough time to complete a VAT form and return it within the statutory time limit | |

## Unit 366

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## Unit 367

| | | |
|---|---|---|
| TITLE | Care for and prepare the mare for covering | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 8 | |
| UAN | M/600/8513 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding required for caring for and preparing the mare for covering in the process of getting the mare in foal.
The learner will need to be able to care for the barren mare, confirm the mare's receptivity for covering, prepare the mare for covering, assist with covering, carry out arrangement for pregnancy tests and care for in-foal mares from covering to foaling. The learner will also need to contribute to the organisation of teasing routines, and maintain the safety of the foal throughout.

Relationship to National Occupational Standards: This unit directly relates to O29NHRC312.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to care for and assist with getting the mare in foal | 1.1 Care for the barren mare during the run up to the covering season, using management techniques to optimise her chances of conception | |
| | 1.2 Maintain appropriate hygiene procedures to prevent sexually transmitted diseases | |
| | 1.3 Confirm the mare's receptivity for covering in accordance with current good practice | |

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| | 1.4 | Prepare the mare correctly for teasing and covering in accordance with current good practice including<br>• a barren mare<br>• a mare with a foal at foot | |
| | 1.5 | Assist with covering of mare with designated stallion | |
| | 1.6 | Contribute to the organisation of teasing routines, drawing up lists of mares that need to be teased and recognising the response of the mare to the teaser | |
| | 1.7 | Carry out arrangements for pregnancy tests and communicate promptly to appropriate person | |

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| | 1.8 | Promote the seasonal resumption of regular oestrus in the barren or maiden mare | |
| 2. Be able to care for in-foal mares | 2.1 | Promote condition and health of in-foal mares from covering to foaling | |
| 3. Be able to promote health and safety | 3.1 | Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| 4. Understand how to get a mare in foal | 4.1 | Describe the reproductive anatomy of mare and stallion | |

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|---|---|---|
| | 4.2 Describe the oestrus cycle; signs of oestrus and hormonal control | |
| | 4.3 Name and describe relevant venereal diseases and their symptoms | |
| | 4.4 Explain the accepted Codes of Practice for the prevention and control of venereal diseases and notification to relevant authority | |
| | 4.5 Describe methods of confirming receptivity for covering | |

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|---|---|---|---|
| | 4.6 | Explain methods and timing of pregnancy diagnosis | |
| | 4.7 | Describe the importance of the appropriate selection of mares and stallions for breeding purposes to include pedigree analysis and intended use of progeny | |
| | 4.8 | Explain the procedures to be followed when artificially inseminating the mare | |
| | 4.9 | Explain when artificial insemination is not permissible in the case of horses for racing | |

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| | 4.10 | Explain the care of the barren mare during the run up to covering season covering:<br>• worming<br>• teeth rasping<br>• feet trimming<br>• routine vaccination | |
| 5. Understand relevant health and safety legislation and environmental good practice | 5.1 | Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |
| | 5.2 | Explain the records required for management and legislative purposes and the importance of maintaining them including registration procedures appropriate to the breed | |

## Unit 367

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 368

| | | |
|---|---|---|
| TITLE | Maintain stud documentation | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 3 | |
| UAN | T/600/8514 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to maintain stud documentation.
The unit covers maintaining documentation for veterinary, farrier, worming, teasing and covering, paddocks, diaries, charts, teasing books, foaling dates, registrations and nomination forms.

Relationship to National Occupational Standards: This unit directly relates to O29NHC312.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to maintain stud documentation | 1.1 Provide clear and accurate information for recording purposes | |
| | 1.2 Identify discrepancies in information and report to the appropriate person | |
| | 1.3 Maintain confidentiality of information and communicate appropriate information to client in accordance with current good practice | |

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|---|---|---|---|
| | | 1.4 Maintain stud records | |
| 2. | Be able to promote health and safety and environmental good practice | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to maintain stud documentation | 3.1 Identify the types of records required for stud and the reasons for maintaining these<br>• veterinary<br>• farrier<br>• worming<br>• teasing and covering<br>• paddocks<br>• diaries<br>• passports<br>• charts<br>• teasing books<br>• foaling dates<br>• registrations<br>• nomination forms | |

| | | |
|---|---|---|
| | 3.2 Explain why it is essential to keep accurate records | |
| | 3.3 Outline policies on disclosure of information | |
| | 3.4 Summarise the requirements for the registration of mares, stallions and foals | |
| | 3.5 Explain accepted stud contractual terminology including fees, methods of payment and nomination forms | |

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|---|---|---|---|
| 4. | Understand relevant health and safety legislation and environmental good practice | 4.1 | Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements |

## Unit 368

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 369

| | | |
|---|---|---|
| TITLE | Attend to the mare and foal during foaling | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 8 | |
| UAN | M/600/3845 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding to attend to the mare and foal during foaling. The unit covers attending to the mare prior to, and during, foaling. It also covers the care of the mare and foal immediately after foaling. The leaner will need to be able to prepare suitable facilities and equipment, care for the mare and foal throughout, respond to signs of imminent foaling and obtaining professional advice and help when this is required.

Relationship to National Occupational Standards: This unit directly relates to Unit 313 Element 313.1

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to attend to the mare and foal during a normal foaling | 1.1 Prepare suitable facilities and equipment for foaling a mare | |
| | 1.2 Care for the mare prior to foaling according to instructions | |
| | 1.3 Monitor the mare and respond to signs of imminent foaling | |

| | | |
|---|---|---|
| | 1.4 Sustain care of the mare and foal for the 24 hours following foaling | |
| 2. Be able to promote health and safety | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| | 2.2 Manage and dispose of waste in accordance with legislative requirements and codes of practice | |

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|---|---|---|
| 3. Understand how to attend to the mare and foal during foaling | 3.1 Explain the facilities and equipment required and how to prepare them including<br>• closed circuit TV<br>• foaling alarms<br>• stabling<br>• bedding<br>• lighting<br>• telephone and contact details<br>• first aid kit<br>• head collar<br>• rugs<br>• colostrum | |
| | 3.2 Describe the requirements for foaling in stabling as well as in the field | |
| | 3.3 Describe the different stages of labour | |

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|---|---|---|---|
| | 3.4 | Describe the signs of imminent foaling and the correct actions to take | |
| | 3.5 | Describe abnormal presentation and explain when to seek help | |
| | 3.6 | Describe abnormal signs of health and behaviour in the mare and newborn foal and the appropriate action to take | |
| | 3.7 | Explain the reasons for checking the condition of the placenta after foaling and problems with retention of the placenta | |

| | | |
|---|---|---|
| | 3.8 Summarise risks to horse, yourself and others and how these can be minimised | |
| 4. Understand relevant health and safety legislation and environmental good practice | 4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |
| | 4.2 Explain the correct and appropriate methods for disposing of waste | |
| | 4.3 Explain the records required for management and legislative purposes and the importance of maintaining them | |

## Unit 369

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 370

| | | |
|---|---|---|
| TITLE | Care for the mare and foal | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 8 | |
| UAN | T/600/3846 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to care for the mare and foal. The unit covers caring for the mare and foal after foaling. The leaner will need to be able to monitor the health of the newborn foal and the mare, identify any health problems, take the appropriate action in response to health problems and implement routine healthcare. The learner will also need to be able to carry out appropriate methods of weaning, check the health of the horses post-weaning and check the health of young stock.

Relationship to National Occupational Standards: This unit directly relates to O29NHC313.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to care for the mare and foal | 1.1 Monitor and maintain the health of the mare and newborn foal | |
| | 1.2 Identify any health problems in the mare and foal and take the appropriate action | |
| | 1.3 Establish and implement the daily handling routine of mare and foal | |

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|---|---|---|
| | 1.4 Plan and implement routine healthcare for the mare and foal | |
| | 1.5 Introduce the mare and foal to exercise and grazing according to current good practice | |
| | 1.6 Monitor and maintain the health and well-being of young stock and broodmares including<br>• Worming<br>• Vaccination<br>• Foot care | |
| | 1.7 Establish and implement appropriate methods of weaning | |

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|---|---|---|---|
| | | 1.8 Monitor and maintain the health and well-being of the mare and foal post weaning. | |
| 2. | Be able to promote health and safety | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |
| 3. | Understand how to care for the mare and foal | 3.1 Describe signs of health in newborn foal | |
| | | 3.2 Explain the identification and treatment of health problems including<br>• haemolytic foals<br>• entropion<br>• urinary problems<br>• neonatal maladjustment syndrome<br>• joint ill<br>• meconium retention | |

| | | |
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| | 3.3 Explain the importance of colostrum and how to ensure that the foal has obtained sufficient colostrum | |
| | 3.4 Describe the management procedure for foals with limb deformities | |
| | 3.5 Describe Caslicks operation and the reasons for it | |
| | 3.6 List reasons for substitution of mare and foal | |

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| | 3.7 Describe fostering procedures and care of the orphan foal | |
| | 3.8 Explain timing and methods of weaning including group, individual, stable and paddock weaning | |
| | 3.9 Describe problems which may affect mare and foal after weaning | |
| | 3.10 Describe developmental problems in growing youngsters | |

| | | |
|---|---|---|
| | 3.11 Explain the appropriate action to take in response to health problems | |
| | 3.12 Explain risks to horses, yourself and others and how these can be minimised | |
| 4. Understand relevant health and safety legislation | 4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |
| | 4.2. Explain the records required for management and legislative purposes and the importance of maintaining them | |

## Unit 370

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 371

| | | |
|---|---|---|
| TITLE | Handle and present stallions under supervision | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 8 | |
| UAN | A/600/8515 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding required to handle and present stallions. This is about using a stallion for teasing, the importance of hygiene when handling stallions and the venereal diseases<br><br>Relationship to National Occupational Standards: This unit directly relates to 029NHC325.2 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to handle and present stallions under supervision | 1.1 Handle stallions for routine hygiene procedures including<br>• Swabbing<br>• Blood sampling<br>• Vaccination | |
| | 1.2 Present the teaser to the mare to establish receptivity for covering | |
| | 1.3 Present the stallion to the mare for covering | |

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| | 1.4 Report any problems in handling the stallion or covering to the appropriate person | |
| | 1.5 Present stallion to clients for inspection | |
| 2. Be able to promote health and safety | 2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements | |
| | 2.2 Manage and dispose of waste in accordance with legislative requirements and codes of practice | |

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| 3. Understand how to handle and present stallions correctly | 3.1 Explain stallion psychology and behaviour | |
| | 3.2 Describe the equipment to be used on stallion | |
| | 3.3 Describe the different methods of teasing | |
| | 3.4 Explain the importance of hygiene when handling stallions and teasers | |

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|---|---|---|---|
| | 3.5 | Name and describe relevant venereal diseases and their symptoms | |
| | 3.6 | Explain the accepted Codes of Practice for the prevention and control of venereal diseases including notification to the relevant authorities | |
| | 3.7 | Summarise the implications of the overuse of stallions | |
| | 3.8 | Summarise the pedigree of the stallion and performance of his progeny | |

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| | 3.9 Explain stallion stud fees and terms and conditions applied | |
| | 3.10 Outline risks to horses, self and others and how these can be minimised | |
| | 3.11 Explain how to handle stallions for routine hygiene procedures covering<br>• Swabbing<br>• Blood sampling<br>• Vaccination<br>And the safety procedures that should be taken | |
| 4. Understand the reasons for maintaining equipment | 4.1 Explain the importance of, and methods of maintaining equipment for use | |

| | | |
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| 5. Understand relevant health and safety legislation | 5.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |
| | 5.2 Explain the correct and appropriate methods for disposing of waste | |
| | 5.3 Explain the records required for management and legislative purposes and the importance of maintaining them | |

## Unit 371

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 372

| | | |
|---|---|---|
| TITLE | Establish and maintain the care of stallions | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 8 | |
| UAN | R/600/8516 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to establish and maintain the care of stallions. The unit covers exercising, feeding and caring for the stallion on a day-to-day basis. The learner will need to establish and maintain an exercise programme, specify and implement dietary requirements, identify health problems and take the appropriate remedial action.

Relationship to National Occupational Standards: This unit directly relates to O29NHC325.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to establish and maintain the care of stallions | 1.1 Establish and maintain care programme for stallions to maintain health, well-being and fitness | |
| | 1.2 Specify and implement dietary requirements for the stallion taking into account<br>• Water<br>• Feed<br>• Supplementary feed<br>• Seasonal variations | |
| 2. Be able to promote health and safety | 2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements | |

## Unit 372

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|---|---|---|
| 3. Understand how to establish and maintain the care of stallions | 3.1 Explain the dietary requirements of stallions | |
| | 3.2 Describe the exercise requirements of stallions and the necessary fitness required prior to the covering season | |
| | 3.3 Explain how to maintain the physical and psychological well-being of the stallion | |
| | 3.4 Describe the behavioural problems which may arise and how to deal with them | |

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| | 3.5 Summarise risks to horses, yourself and others and how these can be minimised | |
| | 3.6 Describe how to identify health problems and the appropriate action to take | |
| | 3.7 Explain potential problems that may occur during exercise and feeding and whom to report the problem | |
| 4. Understand relevant health and safety legislation | 4.1 Summarise current health and safety legislation, codes of practice and any additional requirements | |

| | |
|---|---|
| | 4.2 Explain the records required for management and legislative purposes and the importance of maintaining them |

## Unit 372

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 373

| | | |
|---|---|---|
| TITLE | Ride horses for exercise | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 10 | |
| UAN | F/600/4899 | |
| The aim of this unit is to provide the learner with the knowledge, understanding and skills required to ride horses for exercise. It also covers monitoring the fitness of the horse and the correct riding position.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC315.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to ride horses for exercise for a specified discipline at varying levels of fitness | 1.1 Adopt a correct riding position to exercise control over the horse appropriate to the working area and conditions | |
| | 1.2 Exercise the horse according to exercise requirements | |
| | 1.3 Monitor progress of the horse's fitness against the exercise programme and report to the appropriate person | |

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| 2. | Be able to select, maintain and use relevant equipment | 2.1 | Select and fit suitable tack and equipment for individual requirements ensuring it is prepared, used and maintained in a safe and effective condition. | |
| 3. | Be able to ride safely and promote health and safety | 3.1 | Ride in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements including personal protective equipment | |
| 4. | Understand how to ride horses for exercise | 4.1 | Explain the behaviour of horses at different stages of training and fitness | |
| | | 4.2 | Summarise the reasons for monitoring fitness | |

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|---|---|---|
| | 4.3 Analyse the effects of exercise on the horse | |
| | 4.4 Explain the importance of adopting an appropriate riding position for the type of exercise | |
| | 4.5 Explain how horses react under different circumstances. | |
| 5. Understand relevant health and safety legislation and environmental good practice | 5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |

| | | |
|---|---|---|
| | 5.2. Explain the records required and the importance and legislative of maintaining them | |
| | 5.3 Describe the possible risks to horses, self and others and how these can be minimised | |

## Unit 373

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 374

| | | |
|---|---|---|
| TITLE | Ride and lead horses for exercise | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 10 | |
| UAN | K/600/4900 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding required to ride and lead horses for exercise in a manner appropriate to the conditions.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC315 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to ride and lead a selection of horses | 1.1 Mount and dismount independently | |
| | 1.2 Maintain control over ridden and led horses in a manner appropriate to conditions | |
| | 1.3 Exercise horses appropriately | |

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| | | 1.4 | Identify difficult conditions and take appropriate action in accordance with current good practice | |
| 2. | Be able to select, maintain and use relevant equipment | 2.1 | Select and fit suitable tack and equipment ensuring it is prepared, used and maintained in a safe and effective condition | |
| 3. | Be able to ride and lead safely and promote health and safety | 3.1 | Ride in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements including Personal Protective Equipment | |
| 4. | Understand how to ride and lead horses for exercise | 4.1 | Discuss the suitability and reasons for selecting horses to be ridden and led together | |

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| | 4.2 Describe types of conditions and how these can affect the horse and the appropriate action to take for all the following<br>i. Surface<br>ii. Weather (including adverse weather)<br>iii. Presence of other horses<br>iv. Presence of people<br>v. Road | |
| 5. Understand relevant health and safety legislation and environmental good practice | 5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |
| | 5.2. Explain the records required and the importance of maintaining them | |
| | 5.3 Explain the risks to horses, self and others and how these can be minimised | |

## Unit 374

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 375

| | | |
|---|---|---|
| TITLE | Ride schooled horses to maintain training | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 26 | |
| UAN | T/600/4902 | |
| The aim of this unit is to provide the learner with the knowledge skills and understanding required to maintain training of schooled horses. It covers the behaviour of horses at different stages of training, monitoring the performance of the horses in training and the correct riding position.<br><br>Relationship to National Occupational Standards: This unit directly relates to O29NHC316.1 | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to ride schooled horses to maintain training | 1.1 Adopt an appropriate riding position to maintain level of training | |
| | 1.2 Ride a horse in a controlled manner appropriate to the working area and conditions | |
| | 1.3 Carry out movements safely and effectively according to requirements including work without stirrups in all three paces | |

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|---|---|---|---|
| | | 1.4 Monitor the progress of the horse against training requirements and report to the appropriate person | |
| | | 1.5 Make suggestions to the appropriate person about the future training of the horse | |
| 2. | Be able to select, maintain and use relevant equipment | 2.1 Select and fit suitable tack and equipment ensuring it is prepared, used and maintained in a safe and effective condition | |
| 3. | Be able to ride safely and promote health and safety | 3.1 Ride in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements including Personal Protective Equipment | |

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| 4. | Understand how to maintain the training of schooled horses | 4.1 Summarise the mental and muscular effects of schooling horses | |
| | | 4.2 Explain the behaviour of horses at different stages of training and fitness | |
| | | 4.3 Explain the reasons for monitoring performance | |

| | | |
|---|---|---|
| | 4.4 Evaluate the use of school movements and their appropriate aids<br>i. walk<br>ii. trot - rising and sitting<br>iii. canter<br>iv. lengthened strides<br>v. school figures<br>vi. basic lateral work – leg yield, turn about at the forehand<br>vii. transitions<br>viii. work without stirrups in all three paces | |
| | 4.5 Explain why it is important to adopt a correct riding position when schooling horses | |
| 5. Understand relevant health and safety legislation and environmental good practice | 5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |

| | |
|---|---|
| | 5.2 Explain the risks to horses, self and others and how these can be minimised |

## Unit 375

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 376

| | | |
|---|---|---|
| TITLE | Jump schooled horses to maintain training | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 26 | |
| UAN | A/600/4903 | |

The aim of this unit is to provide the learner with the knowledge skills and understanding required to jump schooled horses to maintain training dependent upon the learner situation

The unit will include jumping:

i) Riding more than one horse, to include working over poles and a show jumping course at 3' (0.9m)

Or

ii) Schooling a horse over a variety of single cross country fences (between 2'6" and 3') on varying terrain

Relationship to National Occupational Standards: This unit directly relates to O29NHC316.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to jump schooled horses to maintain training | 1.1 Adopt an appropriate jumping position to maintain balance | |
| | 1.2 Ride an appropriate track between fences | |
| | 1.3 Adjust speed and gait to suit terrain type of jump and work area | |

| | | |
|---|---|---|
| | 1.4 Take the appropriate actions if the horse refuses to jump or becomes over excited | |
| | 1.5 Monitor the progress of the horse against requirements and report to the appropriate person | |
| | 1.6 Make suggestions concerning any areas for improvement | |
| 2. Be able to select, maintain and use relevant equipment | 2.1 Select and fit suitable tack and equipment ensuring it is prepared, used and maintained in a safe and effective condition. | |

| | | | | |
|---|---|---|---|---|
| 3. | Be able to jump safely and promote health and safety | 3.1 | Ride in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements including Personal Protective Equipment | |
| 4. | Understand how to maintain the jump training of schooled horses | 4.1 | Explain the actions to be taken if the horse refuses or becomes over excited | |
| | | 4.2 | Describe the effects of going and terrain on the horse | |
| | | 4.3 | Explain how and why to walk a course | |

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| | 4.4 Describe the course design and positioning of fences and the distances between poles, grids and combination fences | |
| | 4.5 Explain how to introduce young horses to jumping show jumps and cross country and the types of problems that may be encountered when introducing young horses to jumping | |
| | 4.8 Explain the importance of adopting a correct riding position for jumping show jumps and cross country fences | |
| | 4.9 Explain how to assess the way of going over fences of a horse and make suggestions for improvement | |

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| | | 4.10 Summarise how to recognise problems in horses' attitudes to jumping and the appropriate action to take | |
| 5. | Understand relevant health and safety legislation | 5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements | |

## Unit 376

**Learner's signature**
I confirm that the evidence above is all my own work

…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 377

| | | |
|---|---|---|
| TITLE | Lead a horse trek | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 15 | |
| UAN | L/600/4906 | |

The aim of this unit is to provide the learner with the knowledge, skills and understanding to lead a trek.

The learner will need to be able to follow the trek route, monitor clients, identify and respond to any hazardous situations, provide information to clients and keep to road traffic requirements.

Relationship to National Occupational Standards: This unit directly relates to O29NHC 320.2

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | For inserting direct evidence or referencing to where the evidence can be found |
|---|---|---|
| 1. Be able to lead horse treks of varying lengths | 1.1 Follow the trek route within the agreed timescale | |
| | 1.2 Monitor clients during the trek and assess conditions and risks according to agreed procedures | |
| | 1.3 Identify hazardous situations and take appropriate remedial action within limits of authority | |

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| | 1.4 Provide information to clients at appropriate times and frequencies, including<br>i. hazardous situations (to the rider and the horse)<br>ii. points of local interest<br>iii. progress of trek | |
| | 1.5 Follow the yard procedure and legislative requirements in the event of an accident | |
| | 1.6 Comply with the regulations of the Highway Code and BHS Riding and Road Safety at all times | |
| 2. Be able to promote health and safety and environmental good practice | 2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements | |

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| | 2.2 Ensure activity is carried out in a manner which minimises environmental damage including sticking to the bridleways (Bridleway Law) | |
| 3. Understand how to lead a horse trek | 3.1 Identify safe conditions for trekking<br>i. weather<br>ii. terrain<br>iii. obstacles<br>iv. client health<br>v. client attitude<br>vi. horse welfare<br>vii. supervise the orders and procedures of gates | |
| | 3.2 Outline correct use of maps for identification of suitable routes and trail finding, use of a compass in relation to maps and use of GPS, country code for trek leaders | |
| | 3.3 Explain how weather conditions affects different terrain | |

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| | 3.4 Explain the reasons for continually checking trek members and how to recognise client's distress including medical conditions | |
| | 3.5 Describe the appropriate emergency procedures in the event of an accident or illness of horse including<br>i. Heat distress<br>ii. Dehydration<br>iii. Rubs/pulls injuries<br>iv. Lameness | |
| | 3.6 Explain the appropriate emergency procedures in the event of an accident or illness of rider | |
| | 3.7 Explain when and why it is necessary to have assistants accompanying the trek | |

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| | 3.8 Define the types of hazards to horses and riders which may be present during trekking | |
| | 3.9 Outline risks to horses, yourself and others and how these can be minimised<br>i. outline the best practice for the care of the horses on a long ride<br>ii. how to remove a broken or twisted shoe and apply protective hoof equipment | |
| 4. Understand relevant health and safety legislation and environmental good practice | 4.1 Describe the possible environmental damage that could occur and how to respond appropriately | |
| | 4.2 Explain the records required for management and legislative purposes and the importance of maintaining them | |

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| | 4.3 Summarise legislative procedure and yard directives in the event of an emergency including<br>i. injury to rider<br>ii. injury to horse<br>iii. injury to third party | |

**Learner's signature**
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…… Date ……

**Assessor's name** …… I confirm that the evidence for this unit is complete and meets the requirements for validity, authenticity and sufficiency.

Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 378

| | | |
|---|---|---|
| TITLE | Collect and analyse information and prepare for equine coaching sessions | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 4 | |
| UAN | K/503/2136 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding to<br><br>The learner will need to be able to follow the<br><br>Relationship to National Occupational Standards: This unit directly relates to | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to collect and analyse information for coaching sessions | 1.1 Identify and collect all relevant information about participants, facilities and resources | |
| | 1.2 Handle confidential information appropriately | |
| | 1.3 Analyse the identified needs and goals of the participants, ensuring they are relevant to the coaching session | |
| | 1.4 Take into consideration any special requirements or medical needs of the participants | |

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| 2. Be able to prepare for coaching sessions | 2.1 Produce session plans which accurately reflect the participants' identified needs and goals | |
| | 2.2 Select activities relevant for the participants needs and goals | |
| | 2.3 Plan the use of time effectively | |
| | 2.4 Produce plans which conform to health and safety requirements and accepted good practice | |
| 3. Understand how to collect and analyse information for coaching sessions | 3.1 Identify the range of information required and how it should be collected and recorded | |
| | 3.2 Explain where and how to obtain sources of information to help prepare the plan | |
| | 3.3 Describe ways of resolving any conflicting information | |
| | 3.4 Describe how to analyse the information gathered in order to meet the needs and goals of participants | |

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| | 3.5 Describe information which should be treated confidentially and how this should be dealt with | |
| | 3.6 Describe how to recognise when a participant has special requirements and/or medical needs | |
| | 3.7 Describe how to facilitate a coaching session with a participant with special requirements and/or medical needs | |
| | 3.8 Explain when to refer a participant and to whom | |
| 4. Understand how to prepare for coaching sessions | 4.1 Recount how to utilise the information gathered to produce coaching plans | |
| | 4.2 Describe the facilities and resources required for different coaching sessions | |
| | 4.3 Describe the range of activities, techniques, progressions, physiological consideration, skills and methods of presentation appropriate to the aims of the session | |
| | 4.4 Describe how learning styles of the participants will have an impact on coaching plans | |
| | 4.5 Describe how coaching styles may need to differ according to the participants' needs | |

## Unit 378

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Signed……Date ……

**Internal verifier's signature (if sampled)**

……Date……

## Unit 379

| | | |
|---|---|---|
| TITLE | Prepare for, conduct and evaluate equine coaching sessions | Learner's name |
| LEVEL | 3 | |
| CREDIT LEVEL | 20 | |
| UAN | M/503/2137 | |
| The aim of this unit is to provide the learner with the knowledge, skills and understanding to<br><br>The learner will need to be able to follow the<br><br>Relationship to National Occupational Standards: This unit directly relates to | | |

| Learner Outcomes<br><br>The learner will: | Assessment Criteria<br><br>The learner can: | Assessment Requirements |
|---|---|---|
| 1. Be able to prepare facilities and participants for coaching sessions | 1.1 Ensure appropriate facilities, equipment and resources are available according to the coaching session plan | |
| | 1.2 Confirm that arrangements conform to health, safety and security requirements and accepted good practice to meet the needs of the coaching session | |
| | 1.3 Communicate positively, politely and informatively with participants | |

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| | 1.4 Check that the participants' equipment and PPE are appropriate for the session | |
| | 1.5 Prepare the participant for the coaching session | |
| 2. Understand how to prepare facilities and participants for coaching sessions | 2.1 Describe appropriate facilities, resources, equipment and PPE for different coaching activities including participants with special requirement | |
| | 2.2 Describe the relevant accepted rules and/or regulations, codes of practice, ethics and conduct | |
| | 2.3 Recount the importance of good communication and customer care skills | |
| | 2.4 Evaluate the principles and techniques of physical and mental preparation | |
| | 2.5 Summarise health and safety requirements and accepted good practice | |

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| 3 | Be able to conduct coaching sessions | 3.1 Communicate clearly, concisely and consistently to build a rapport with participants and to confirm their understanding and provide feedback | |
| | | 3.2 Demonstrate sound observational skills throughout the coaching session | |
| | | 3.3 Warm up participants and horses to ensure mental and physical readiness and identify strengths and weaknesses | |
| | | 3.4 Give clear explanation and demonstration of activities which are technically correct and appropriate for the participants needs | |
| | | 3.5 Use coaching methods and activities appropriate for participant development | |
| | | 3.6 Adapt the coaching plan in response to the changing needs of the participants and the environment as necessary | |
| | | 3.7 Maintain health, safety and welfare at all times | |
| | | 3.8 Keep to the planned timings for the session | |
| | | 3.9 Use suitable cool down activities which are safe and effective ensuring learning has taken place | |

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| | 3.10 End the session and advise participants of any preparations required for future sessions | |
| | 3.11 Leave the equipment and environment in a condition safe and acceptable for future use | |
| 4. Understand how to conduct coaching sessions | 4.1 Evaluate the importance of good communication in order to build a rapport with participants | |
| | 4.2 Explain the importance of sound observational skills for participant development and health and safety | |
| | 4.3 Summarise current coaching methodology and good practice | |
| | 4.4 Summarise the importance of continuous professional development to ensure technical skills are maintained | |
| | 4.5 Analyse techniques and activities used to facilitate participants' learning and development | |
| | 4.6 Explain the reasons for using particular activities to develop and enhance participant performance | |
| | 4.7 Explain how to achieve a balance between activity, instruction and coaching appropriate to participants' ability | |

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| | | 4.8 Explain why it is important to modify session plans in response to the changing needs of participants and the environment | |
| | | 4.9 Evaluate the use of warn up and cool down activities | |
| | | 4.10 Describe the physiological and psychological effects of coaching activities on participant performance | |
| | | 4.11 Explain the importance of maintaining health, safety and welfare at all times when coaching | |
| 5 | Be able to evaluate coaching sessions | 5.1 Review the coaching session to assess the participants' progress against their needs and goals | |
| | | 5.2 Take full account of feedback from the participants and others when evaluating the session | |
| | | 5.3 Evaluate own coaching practice and skills relevant to the session | |
| | | 5.4 Produce an action plan for self improvement | |
| | | 5.5 Produce an action plan for the participants' improvement | |

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| 6 Understand how to evaluate coaching sessions | 6.1 Explain how to review and record outcomes from coaching sessions | |
| | 6.2 Evaluate methods of providing and obtaining feedback from participants and when is the most appropriate time to do so | |
| | 6.3 Explain why it is important to obtain feedback from participants and others | |
| | 6.4 Describe the principles of self evaluation and the importance of improving personal performance | |
| | 6.5 Describe how to produce action plans for participants and self improvement | |

## Unit 379

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**Internal verifier's signature (if sampled)**

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