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

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Learner guide and logbook
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Or download from www.nptc.org.uk under the 'Qualifications' tab and then click on Equine.

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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	Ofqual accreditation	Last registration	Last certification
Level 3 Diploma in Work-based Horse Care	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	Qualification title and level	Credit
0071-31	Level 3 Diploma in Work-based Horse Care and Management	64
0071-32	Level 3 Diploma in Work-based Horse Care and Management	83
0071-33	Level 3 Diploma in Work-based Horse Care and Management	70
0071-34	Level 3 Diploma in Work-based Horse Care and Management	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 assessors on the evidence requirements for each unit.	www.nptc.org.uk
Learner guide and logbook assessors at the centre.	www.nptc.org.uk
Portfolio builder pack for learners and assessors 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	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	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	3	15
A/600/4898	313	Contribute to the design and implementation of a work	3	4
F/601/0136	314	Exercise and improve the performance of horses using	3	8
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	3	5
R/600/4910	319	Care for performance horses after strenuous exercise	3	5
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	3	3
J/600/8517	324	Manage horses when turned	3	3
M/600/3795	325	Develop and implement a	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
M/600/8513	367	Care for and prepare the mare	3	8
M/600/3845	369	Attend to mare and foal	3	8
A/600/8515	371	Handle and present stallions	3	8
F/600/8516	372	Establish and maintain the	3	8
K/600/4900	374	Ride and lead horses for	3	10
T/600/4902	375	Ride schooled horses to	3	26
A/600/4903	376	Jump schooled horses to	3	26
K/503/2136	378	Collect and analyse information and prepare for	3	4
M/503/2137	379	Prepare for, conduct and evaluate equine coaching	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	
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 (308-328). (Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the

0071-32 Level 3 Diploma in Work-based Horse Care and Management (Horse Care and	
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) and 3 units from the optional units (308-328) (Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the

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 (308-328) (Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the

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 (308-328) (Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the

Learners completing the Level 3 Diploma in Work-based Horse Care as part of the

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.

TITLE	Estimate and programme resource	Learner's name JOE GOODMAN

		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 The initial research findings and specifications are at1.1
	1.2 Identify required resources which are appropriate to the work taking into account: • labour, • equipment, • materials, • finance • specific expertise.	Reference1.2 Action plan and financial breakdown JG

	1.3 Ensure timing of resource enable work to proceed.	Reference1.3 Initial resource orders and labour scheduling JG 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	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	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
	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

4. Understand how to estimate resource requirements and programme work.	4.1 Define project planning and describe methods of estimating resource requirements: • labour, • equipment, • materials, • finance •	A combination of questions and answers available in reference 4.1 is evidence for this section. AN 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

Exemplar unit

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

Joe Goodman…… Date 30 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 30 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.

TITLE	Receive a horse and carry out an initial	Learner's name
UAN	Y/600/3791	

			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 i. Identification ii. Health iii. Mobility iv. Behaviour	
		1.3 Provide clear and accurate information for recording purposes	

	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	

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: i. Identification ii. Health iii. Mobility iv. Behaviour	
		3.3	Explain the types of records required and the importance of accurate record keeping	

	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	

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

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……

TITLE	Plan diets and implement feeding regimes	Learner's name
UAN	M/600/4896	
learner will need to be able to identify the dietary requirements of horses and decide the quantity of feed required. dietary requirements are identified and changes to rations are incorporated		

		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	

	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 i. availability of feed and forages ii. seasonality iii. costs of feed and forages	
	1.7 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, 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 i. body weight ii. reproductive stage iii. type and temperament 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	

	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	

	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 i. Forage (including effectiveness of different types of hay ii. Concentrates iii. Water iv. Supplements and	

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

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……

TITLE	Monitor and maintain stocks of feed and	Learner's name
UAN	A/600/3797	
shortfalls. The learner will also be able to store and use feed and bedding correctly.		

		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 i. foodstuffs ii. bedding	
	1.2 Assess the quality of products	
	1.3 Record any faults or shortfalls and take the appropriate follow up action	

	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	

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	

	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	

Learner's signature

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TITLE	Promote the health and well-being of	Learner's name
UAN	T/600/3801	
that ensure that the horse remains healthy and content. It involves the recognition and treatment of health problems and minor ailments. signs of health and ill-health, and knowing when to summon professional help.		

		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 i. appearance ii. posture and movement iii. behaviour iv. bodily functioning	
	1.3 Take and record the temperature, pulse and respiration of the horse accurately	

	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	

	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 i. ill health ii. disease iii. lameness iv. parasites v. injury vi. infestation vii. stress	

	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	

	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	

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

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TITLE	Deliver basic health care treatment to	Learner's name
UAN	A/600/3802	
The learner will need to seek assistance without delay if it's not possible to administer the treatment.		

		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 i. prescription only medicine ii. over-the-counter products iii. wormers	

	1.3 Administer the specified treatment using the correct technique and at the stated time and frequency covering i. cleaning and hygiene procedures ii. topical treatments iii. oral treatments iv. treatments for wounds	
	1.4 Seek assistance without delay when it is not possible to administer the treatment	Veterinary, senior manager
	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 i. prescription only medicine ii. over-the-counter products 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 i. cleaning and hygiene procedures ii. topical treatments iii. oral treatments 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 i. racing ii. competing 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	

	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	
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	

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TITLE	Promote, monitor and maintain health,	Learner's name
UAN	D/502/1523	

			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: i. people ii. equipment and materials
		1.2	Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and
		1.3	Explain the importance of assessing security issues associated with the work area covering i. bio security ii. building security iii. data security 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	

		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	

	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	

		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	

	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	

	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	

	7.4 Make the immediate vicinity as safe as possible

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		Learner's name
UAN	F/501/2989	

		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	

	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	

	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	

	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	

	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)	

	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	

	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	

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		Learner's name
UAN	J/600/3804	

			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	

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		Learner's name
UAN	Y/600/3807	
the work, and use the equipment safely and correctly.		

		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	

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		Learner's name
UAN	D/600/3811	
and maintenance of clipping equipment.		

		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

	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	

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

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		Learner's name
UAN	M/600/3814	

			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	

	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	

	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	

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		Learner's name
UAN	L/600/3819	

			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	

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	

		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	

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	

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TITLE	Contribute to the design and implementation	Learner's name
UAN	A/600/4898	

			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	

	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	

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TITLE	Exercise and improve the performance of	Learner's name
UAN	F/601/0136	
performance.		

			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 i. Fit ii. Unfit iii. Performance iv. Leisure v. Working	
	4.8 Explain how to exercise a horse in the following ways i. walk ii. trot 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	

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		Learner's name
UAN	F/600/4904	

			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 i. Trek route ii. Basic horse control iii. Safety precautions and equipment iv. Emergency procedures 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 i. adults ii. children iii. experienced riders iv. inexperienced riders	
	4.6 Explain how to respond appropriately to the following problems i. Rider's perception of the horses being unsuitable ii. Riders not wishing to wear correct equipment and/or remove jewellery iii. Riders with inappropriate equipment and personal items 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 i. Length of time records to be held ii. Rider Registrations iii. Data Protection rules	
	6.3 Explain the emergency equipment required for the trek and the reasons for this covering i. first aid kit ii. spare tech iii. communication equipment	

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		Learner's name
UAN	R/600/4907	

			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	

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TITLE	Carry out pre and post play routines for	Learner's name
UAN	Y/600/4908	

			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	

	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	

	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	

	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	

	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	

	5.3 Explain how to warm up for match play

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TITLE	Assist with the exercise and care for	Learner's name
UAN	D/600/4909	

			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	

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	

	4.3 Explain the types of specialist healthcare provided by the following i. vets ii. farriers iii. dentist 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	

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

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TITLE	Care for performance horses after	Learner's name
UAN	R/600/4910	

		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	

	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	

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	

	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 i. Hot sweaty horse immediately after exercise ii. Cold wet horse on return from exercise	
	3.8 Explain washing techniques including i. Sponge wash ii. Hose iii. Full wash iv. Sweat scrape	

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

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		Learner's name
UAN	Y/600/4911	

			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	

		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	

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		Learner's name
UAN	D/600/4912	

			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	

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 i. recovery rate ii. cuts iii. swellings iv. shoes v. loss of appetite 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 i. removing tack and equipment ii. walking off iii. cooling down iv. washing off v. application of rugs 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	

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		Learner's name
UAN	J/601/0137	

		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.	

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	

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TITLE	Prepare and maintain grazing land for	Learner's name
UAN	H/600/4913	

		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	

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		Learner's name
UAN	J/600/8517	

			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	

	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

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TITLE	Develop and implement a horse	Learner's name
UAN	M/600/3795	

		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 i. Handling ii. feeding iii. accommodation iv. health care v. exercise	
	1.3 Implement rehabilitation plan	

	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	

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	

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		Learner's name
UAN	F/502/1451	

		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 • Security • Quality • Design • Construction	

	2.2 Repair the structure or surface to all the specifications at the appropriate time in relation to • Security • Quality • Design • 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 i. security ii. quality iii. design iv. construction	
	5.4	Describe different maintenance and repair methods which would achieve the specification covering all i. security ii. quality iii. design iv. construction	
	5.5	Describe the types of problems which may occur, including: • accidental damage • pollution • not meeting the specification and the actions to take	

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	

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TITLE	Maintain the health and welfare of animals	Learner's name
UAN	K/502/1542	

		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	

	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	

	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	

	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	

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TITLE	Plan, monitor and evaluate the	Learner's name
UAN	L/502/1517	

		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 i. distance ii. health and welfare of animals iii. containment iv. means of transport v. resource availability vi. legislation vii. timing to include stop overs viii. health and safety ix. nutritional requirements	

	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 i. the organisation 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	

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 i. timing ii. resources iii. contingency management	
	2.2 Establish effective control systems to monitor progress including lines of communication relating to i. animal health and well-being ii. timescale iii. containment iv. regulatory demands	
	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 i. distance ii. health and welfare of animals iii. containment iv. means of transport v. resource availability vi. legislation vii. timing to include stop overs viii. health and safety 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 i. timing ii. resources iii. contingency management 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 i. animal health and well-being ii. timescale iii. containment iv. regulatory demands 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	

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		Learner's name
UAN	M/600/8513	
will need to be able to care for the barren mare, confirm the mare's receptivity for covering, prepare the mare for covering,		

		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	

	1.4	Prepare the mare correctly for teasing and covering in accordance with current good practice including • a barren mare • 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	

	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	

	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	

	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	

	4.10 Explain the care of the barren mare during the run up to covering season covering: • worming • teeth rasping • feet trimming • 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	

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		Learner's name
UAN	T/600/8514	

		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	

	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 • veterinary • farrier • worming • teasing and covering • paddocks • diaries • passports • charts • teasing books • foaling dates • registrations • 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	

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

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		Learner's name
UAN	M/600/3845	

		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	

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 • closed circuit TV • foaling alarms • stabling • bedding • lighting • telephone and contact details • first aid kit • head collar • rugs • colostrum	
	3.2 Describe the requirements for foaling in stabling as well as in the field	
	3.3 Describe the different stages of labour	

	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	

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		Learner's name
UAN	T/600/3846	

		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	

	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 • Worming • Vaccination • Foot care	
	1.7 Establish and implement appropriate methods of weaning	

	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 • haemolytic foals • entropion • urinary problems • neonatal maladjustment syndrome • joint ill • meconium retention	

	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	

	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	

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TITLE	Handle and present stallions under	Learner's name
UAN	A/600/8515	

		found
1. Be able to handle and present stallions under supervision	1.1 Handle stallions for routine hygiene procedures including • Swabbing • Blood sampling • Vaccination	
	1.2 Present the teaser to the mare to establish receptivity for covering	
	1.3 Present the stallion to the mare for covering	

	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	

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	

	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	

	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 • Swabbing • Blood sampling • Vaccination 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	

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	

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		Learner's name
UAN	R/600/8516	

			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 • Water • Feed • Supplementary feed • 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	

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	

	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

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		Learner's name
UAN	F/600/4899	

			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	

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	

	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	

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		Learner's name
UAN	K/600/4900	

		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	

		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	

	4.2 Describe types of conditions and how these can affect the horse and the appropriate action to take for all the following i. Surface ii. Weather (including adverse weather) iii. Presence of other horses iv. Presence of people	
5. Understand relevant health and safety legislation and environmental good practice	v. Road 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	

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		Learner's name
UAN	T/600/4902	
behaviour of horses at different stages of training, monitoring the performance of the horses in training and the correct riding position.		

		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	

	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	

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 i. walk ii. trot - rising and sitting iii. canter iv. lengthened strides v. school figures vi. basic lateral work – leg yield, turn about at the forehand vii. transitions viii. work without stirrups in all	
	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

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		Learner's name
UAN	A/600/4903	

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

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

		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	

	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	

		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	

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		Learner's name
UAN	L/600/4906	

		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	

	1.4 Provide information to clients at appropriate times and frequencies, including i. hazardous situations (to the rider and the horse) ii. points of local interest 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	

	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 i. weather ii. terrain iii. obstacles iv. client health v. client attitude vi. horse welfare 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	

	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 i. Heat distress ii. Dehydration iii. Rubs/pulls injuries 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	

	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 i. outline the best practice for the care of the horses on a long ride 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	

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

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TITLE	Collect and analyse information and	Learner's name
UAN	K/503/2136	

		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	

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	

	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	

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TITLE	Prepare for, conduct and evaluate equine	Learner's name
UAN	M/503/2137	

		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	
	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

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	

	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	

	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	

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	

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