City & Guilds Level 3 Diploma in Work-based Horse Care and Management (0071-31, 32, 33, 34)

www.cityandguilds.com

Qualification handbook and assessor guidance 501/1885/7

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Version and date	Change detail	Section
4.1 July 2021	Last registration and last certification dates removed	Introduction
	Added GLH and TQT details	Introduction
	Centre, assessor and IV requirements updated	Assessment strategy
4.2 Feb 2022	TQT and GLH clarified and highlighted	Introduction

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

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

Qualification title and level	City & Guilds qualification number	Ofqual accreditation number	GLH	TQT
City & Guilds Level 3 Diploma in Work-based Horse Care and Management	0071-31, 32, 33, 34	501/1885/7	442	640

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

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

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

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

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

Guided Learning Hours and Credit

The Guided Learning Hours for this qualification is 640. The minimum credit value varies depending on the route chosen:

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

What is the Qualifications and Credit Framework?

Ofqual have introduced the Qualifications and Credit Framework (QCF) 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 City & Guilds Level 3 Diploma in Work-based Horse Care and Management (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) (QAN 100/1411/1) which expired on 31December 2010

City & Guilds Level 3 Diploma in Work-based Horse Care and Management (0071 31 to 34)

This qualification will form part of the Advanced Apprenticeship framework for Horse Care and Management. 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.

Publications and resources

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

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

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

City & Guilds Level 3 Diploma in Work-based Horse Care and Management

0071 31 to 34

Unit specifications

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

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

R/600/4910	319	Care for performance horses after strenuous exercise	3	5
Y/600/4911	320	Escort horses to competition	3	3
D/600/4912	321	Care for horses after competition	3	3
J/601/0137	322	Introduce stick and ball to polo ponies	3	4
H/600/4913	323	Prepare and maintain grazing land for horses	3	3
J/600/8517	324	Manage horses when turned out	3	3
M/600/3795	325	Develop and implement a horse rehabilitation plan	3	5
F/502/1451	326	Repair and maintain structures or surfaces	3	2
K/502/1542	327	Maintain the health and welfare of animals during transportation	2	4
L/502/1517	328	Plan, monitor and evaluate the transportation of animals	3	3
M/600/8513	367	Care for and prepare the mare for covering	3	8
T/600/8514	368	Maintain stud documentation	3	3
M/600/3845	369	Attend to mare and foal during foaling	3	8
T/600/3846	370	Care for mare and foal	3	8
A/600/8515	371	Handle and present stallions under supervision	3	8
F/600/8516	372	Establish and maintain the care of stallions	3	8
F/600/4899	373	Ride horses for exercise	3	10
K/600/4900	374	Ride and lead horses for exercise	3	10
T/600/4902	375	Ride schooled horses to maintain training	3	26
A/600/4903	376	Jump schooled horses to maintain training	3	26
L/600/4906	377	Lead a horse trek	3	15
K/503/2136	378	Collect and analyse information and prepare for equine coaching sessions	3	4
M/503/2137	379	Prepare for, conduct and evaluate equine coaching sessions	3	20

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

0071-31 City & Guilds Level 3 Diploma in Work-based Horse Care and Management (Horse Care and Management)	
Rules for achievement of qualification	In order to achieve this qualification the learner must gain a minimum of 64 credits in total. 40 credits from the core mandatory units (301-307) and a minimum of 24 credits (8 units) from the optional units (308-328). (Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35)

0071-32 City & Guilds Level 3 Diploma in Work-based Horse Care and Management (Horse Care and Riding)	
Rules for achievement of qualification	In order to achieve this qualification the learner must gain a minimum of 83 credits in total. 40 credits from the core mandatory (301-307), 3 out of 5 mandatory units for the pathway (373-377) and 3 units from the optional units (308-328) (Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35)

0071-33 City & Guilds Level 3 Diploma in Work-based Horse Care and Management (Breeding)	
Rules for achievement of qualification	In order to achieve this qualification the learner must gain a minimum of 70 credits. 40 credits from the core mandatory (301-307), 3 out of 5 mandatory units for the pathway (367-372) and 4 units from the optional units (308-328) (Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35)

0071-34 City & Guilds Level 3 Diploma in Work-based Horse Care and Management (Coaching)	
Rules for achievement of qualification	In order to achieve this qualification the learner must gain a minimum of 72 credits. 40 credits from the core mandatory (301-307), 24 credits from 2 mandatory units for the pathway (378-379) and a minimum of 8 credits from 3 units from the optional units (308-328) (Knowledge based assessment for the Advanced Apprenticeship can be accessed by using the following qualification code 0070-35)

Assessment for the Diploma

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

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

Included in the pack is the following pro-formae:

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

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

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

The use of the other forms is optional.

Learners completing the City & Guilds Level 3 Diploma in Work-based Horse Care and Management as part of the Advanced Apprenticeship framework

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

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

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

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

Assessment strategy

Centre staffing

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

• be occupationally competent or technically knowledgeable in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered

• have recent relevant experience in the specific area they will be assessing

• have credible experience of providing training.

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

Assessors and internal verifiers

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

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

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

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

Appeals and Equal opportunities

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

e available to the external verifier or City & Guilds if advice is required.

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

Access to the qualification is open to all, irrespective of gender, race, creed, age or special needs. The Centre Manager should ensure that no learner is subjected to unfair discrimination on any grounds in relation to access to assessment and to the fairness of the assessment. QCA requires City & Guilds to monitor centres to check whether equal opportunities policies are being adhered to.

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

Centre and qualification approval

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

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

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

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

Registration and certification

- Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under the appropriate qualification/complex (0071-31, 32, 33).

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

Age restrictions

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

The units

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

How to use the Evidence Recording Sheets

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

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

Example Unit for Level 3 Work-Based Qualifications

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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

Exemplar unit

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

Exemplar unit

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

Exemplar unit

	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.	4.1and 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 30th October 2009

Assessor's name **A N Other**……

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

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

Internal verifier's signature (if sampled)

……..Date……

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

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

Unit 301

TITLE	Receive a horse and carry out an initial assessment	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	Y/600/3791	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to carry out an initial assessment on horses, maintaining the health and welfare of the horse and bio security and safety of the site This could include, a new arrival, rehabilitation, re-homing, retiring and retraining Relationship to National Occupational Standards: This unit directly relates to 029NHC219.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Stable, pen, paddocks, isolation procedures
	1.2 Carry out an initial assessment of the horse covering i. Identification ii. Health iii. Mobility iv. Behaviour	TPR, health records, movement assessments, soundness, vital signs of health
	1.3 Provide clear and accurate information for recording purposes	Verbal, written

Unit 301

	1.4 Ensure that the yard/senior staff have all the appropriate details and any particular requirements	Verbal. written
	1.5 Carry out any follow up actions required after admission	General routine care, veterinary or nursing attention, monitoring
	1.6 Communicate appropriate information to relevant parties	Supervisor, manager, colleagues, clients or external bodies
	1.7 Monitor and promote the health and welfare of the horse throughout	Routine care
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	Carry out routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out
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	

Unit 301

	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	Verbal, written
	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	Verbal, written, supervisors, managers, clients or external bodies
	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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out

Unit 302

TITLE	Plan diets and implement feeding regimes for horses	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	M/600/4896	
The aim and purpose of this unit is to provide the learner with the knowledge and understanding for planning diets and implementing feeding regimes. The learner will need to be able to identify the dietary requirements of horses and decide the quantity of feed required. The learner will also need to deal with any necessary supplements to the diet and special dietary requirements. It is also essential that any necessary changes in dietary requirements are identified and changes to rations are incorporated Relationship to National Occupational Standards: This unit directly relates to O29NHC301.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to plan diets and implement feeding regimes	1.1 Accurately identify the dietary requirements for horses	Assessment of horses to include; type, size, weight, work, routine care, history, health and condition. Note to assessors. Learners will be required to work with more than one horse. They will need to be able to evidence horses in different circumstances which may include; workload, condition or type. It is suggested that evidence will be for three equines.
	1.2 Establish the required quantity of feed and the frequency of feeding	Catering to; type, size, weight, work, routine care, history, health. Concentrate feed, hay/bulk/hage. Note to assessors. Learners will be required to work with more than one horse. They will need to be able to evidence horses in different circumstances which may include; workload, condition or type. It is suggested that evidence will be for three equines.

Unit 302

	1.3 Accurately specify any supplements to the diet as required	Note to assessors. Learners will be required to work with more than one horse. They will need to be able to evidence horses in different circumstances which may include; workload, condition or type. It is suggested that evidence will be for three equines.
	1.4 Identify and record special dietary requirements	Verbal and written. Note to assessors. Learners will be required to work with more than one horse. They will need to be able to evidence horses in different circumstances which may include; workload, condition or type. It is suggested that evidence will be for three equines.
	1.5 Adapt rations to meet changes in the horse's dietary requirements and to optimise the health and well-being of the horse	Changes to condition, weight, workload, circumstance, health. Note to assessors. Learners will be required to work with more than one horse. They will need to be able to evidence horses in different circumstances which may include; workload, condition or type. It is suggested that evidence will be for three equines.
	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	Catering to; type, size, weight, work, routine care, history, health. Concentrate feed, hay/bulk/hage. Note to assessors. Learners will be required to work with more than one horse. They will need to be able to evidence horses in different circumstances which may include; workload, condition or type. It is suggested that evidence will be for three equines.

Unit 302

	1.7 Provide clear and accurate information for recording purposes	Verbal, written
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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out
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	Note to assessors. Learners will be required to work with more than one horse. They will need to be able to evidence horses in different circumstances which may include; workload, condition or type. It is suggested that evidence will be for three equines.
	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	

Unit 302

	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	Concentrate and forage
	3.10 Explain the following dietary requirements i. Forage (including effectiveness of different types of hay ii. Concentrates iii. Water iv. Supplements and additives	Reasons for inclusion in the diet

Unit 302

	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 iv. fussy horses	
4. Understand relevant health and safety legislation	4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out

Unit 303

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Concentrate, forage, hay/hage. bedding
	1.3 Record any faults or shortfalls and take the appropriate follow up action	Supervisor, manager, supplier
	1.4 Store feed and bedding appropriately	Concentrate, forage, hay/hage. bedding
	1.5 Check and record supplies to maintain the required levels	Concentrate, forage, hay/hage. Bedding, written recording

Unit 303

	1.6	Take appropriate action where supplies fall below, or are likely to fall below the required level	Supervisor, manager, supplier
	1.7	Use safe lifting techniques at all times	Concentrate, forage, hay/hage. bedding
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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out
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	Stock control
	3.2	Explain effective methods of storing different types of feed and bedding and the purpose of manufacturer's recommendations regarding storage	Concentrate, forage, hay/hage. bedding
	3.3	Explain how poor storage may affect feed and bedding	Concentrate, forage, hay/hage. 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	

Unit 303

		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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, environmental, disposal of waste
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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, environmental, disposal of waste

Unit 304

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

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

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

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Routine and required care stabled horses and horses living outside
	1.2 Monitor the horses' physical condition and behaviour effectively covering i. appearance ii. posture and movement iii. behaviour iv. bodily functioning v. signs of health	Signs of good and poor health, evidence of routine monitoring
	1.3 Take and record the temperature, pulse and respiration of the horse accurately	

Unit 304

	1.4	Recognise normal and abnormal signs of horse health and take the appropriate action	Maintenance of routine care
	1.5	Provide clear and accurate information for recording purposes	Written and verbal
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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out
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	Routine care
	3.2	Describe commonly used first aid procedures and individual responsibilities for the treatment of horses under current welfare legislation	Examples may include; trauma – direct injury, wounds, skin, respiratory, internal, parasitic. Handling, restraint and the administration of treatments
	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	

Unit 304

	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 viii. health emergency	
	3.6	Describe when a horse health emergency would necessitate the calling of a vet	Symptoms and condition; for example colic
	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	

Unit 304

	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	Risk assessment. Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out
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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out

Unit 305

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

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

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

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Evidence would include storage of equipment and record keeping, maintenance of first aid cupboard
	1.2 Use appropriate medication for the intended horse covering i. prescription only medicine ii. over-the-counter products iii. wormers	Evidence would include routine care and following veterinary advice and guidance.

Unit 305

	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	Evidence would include routine care and following veterinary advice and guidance.
	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	Written documentary records covering treatment
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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out

Unit 305

	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	

Unit 305

	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	

Unit 305

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	Day and routine sheets, diary, health records, individual horse records

Unit 306

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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 iii. the work area	
	1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities	

Unit 306

	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	

Unit 306

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	Individual horse record sheets, diary, health records which may include; worming, shoeing and foot care, feeding

Unit 306

	4.2	Explain the relevant legislative requirements for completing records of accidents and incidents	Procedure, which records will be required and when
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	In accordance with daily routine activity to include stabled horses and horses kept out of doors
	5.2	Evaluate the risks which have been identified and implement appropriate control measures	In accordance with daily routine activity to include stabled horses and horses kept out of doors
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	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out
	6.2	Communicate any health and safety precautions that are being applied in the work area to others entering the area	Supervisor, manager, supplier
	6.3	Use approved safe methods of lifting and handling when carrying out work	Concentrate, forage, hay/hage. Bedding, wheelbarrows
	6.4	Ensure standard procedures for personal hygiene are followed at all times	Cleanliness of self and horses

Unit 306

	6.5	Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment	Routine and required care, PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying, working in and around horses inside and out
	6.6	Take appropriate action if there is a danger of accidents or injury	Remove, rectify, advice, assist
7. Respond to health emergencies within the work area	7.1	Implement procedures safely, correctly and without delay in an emergency situation	Remove, rectify, advice, assist
	7.2	Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation	Supervisor, manager, veterinary, medical
	7.3	Give assistance as required within the limits of your capability, including suitable verbal support	Verbal, physical
	7.4	Make the immediate vicinity as safe as possible	Remove, rectify, advice, assist

Unit 307

TITLE	Manage Your Own Resources	Learner's name
LEVEL	2	
CREDIT LEVEL	7	
UAN	F/501/2989	
This unit is mainly about making sure learners have the personal resources (particularly knowledge, understanding, skills and time) to undertake their work role and reviewing their performance against agreed objectives. It also covers identifying and undertaking activities to develop their knowledge, skills and understanding where gaps have been identified. Relationship to National Occupational Standards: This unit directly relates to Direct Match to M & L standards 2004		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Manage their own resources	1.1 Identify and agree the requirements of their work-role with those they report to	Roles and responsibility, job description
	1.2 Discuss and agree personal work objectives with those they report to and how they will measure progress	Supervisor, manager. Roles and responsibility, job description
	1.3 Identify any gaps between the requirements of their work-role and their current knowledge, understanding and skills	Roles and responsibility, job description

Unit 307

	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	Supervisor, manager. Roles and responsibility, job description
	1.5	Undertake the activities identified in their development plan and discuss, with those they report to, how they have contributed to their performance	Evidenced and written. Supervisor, manager.
	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	Supervisor, manager.
	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	Supervisor, manager. Roles and responsibility, job description
	1.8	Check, on a regular basis, how they are using their time at work and identify possible improvements	Supervisor, manager. Roles and responsibility, job description

Unit 307

	1.9 Ensure that their performance consistently meets or goes beyond agreed requirements	Routine activity
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	Routine activity
	2.2 Demonstrate that they prioritise objectives and plan work to make best use of time and resources	Evidence may include; Routine activity, recording sheets, diary, feedback from others
	2.3 Demonstrate that they take personal responsibility for making things happen	Evidence may include; Routine activity, recording sheets, diary, feedback from others
	2.4 Demonstrate that they take pride in delivering high quality work	Evidence may include; Routine activity, recording sheets, diary, feedback from others
	2.5 Demonstrate that they agree achievable objectives for themselves and give a consistent and reliable performance	Supervisor, manager. Roles and responsibility, job description
	2.6 Demonstrate that they can find practical ways to overcome barriers	Evidence may include; Routine activity, recording sheets, diary, feedback from others

Unit 307

	2.7 Demonstrate that they make best use of available resources and proactively seek new sources of support when necessary	Evidence may include; Routine activity, recording sheets, diary, feedback from others
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	Evidence may include; Routine activity, recording sheets, diary, feedback from others
	3.2 Demonstrate how to identify the requirements of a work-role	Evidence may include; Routine activity, recording sheets, diary, feedback from others
	3.3 Demonstrate how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time- bound)	Evidence may include; Routine activity, recording sheets, diary, feedback from others
	3.4 Demonstrate how to measure progress against work objectives	Possible evidence of appraisal and review
	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	Possible evidence of appraisal and review
	3.6 Demonstrate what an effective development plan should contain	Possible evidence of appraisal and review

Unit 307

	3.7 Demonstrate the type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills	CPD
	3.8 Demonstrate how to identify whether/how development activities have contributed to their performance	CPD Feedback
	3.9 Demonstrate how to get and make effective use of feedback on their performance	Work records
	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	Evidence may include; Routine activity, recording sheets, diary, feedback from others. Possible evidence of appraisal and review
	3.11 Demonstrate how to record the use of their time and identify possible improvements	Evidence may include; Routine activity, recording sheets, diary, feedback from others. Possible evidence of appraisal and review
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	Evidence may include; Routine activity, recording sheets, diary, feedback from others, CPD
5. Know and understand how to manage their own resources using	5.1 Show that they know the agreed requirements of their work-role including	Supervisor, manager. Roles and responsibility, job description

context specific knowledge	the limits of their responsibilities	

Unit 307

	5.2	Show that they know their agreed personal work objectives	Roles and responsibility, job description
	5.3	Show that they know the reporting lines in their organisation	Supervisor, manager
	5.4	Show that they know and understand their current knowledge, understanding and skills	Roles and responsibility, job description
	5.5	Show that they can identify gaps in their current knowledge, understanding and skills	Required CPD
	5.6	Show that they know and understand their personal development plan	Possible evidence of appraisal and review
	5.7	Show that they know their organisation's policy and procedures in terms of personal development	Supervisor, manager. Roles and responsibility, job description
	5.8	Show that they know the available development opportunities and resources in their organisation	CPD
	5.9	Show that they understand possible sources of feedback in their organisation	Supervisor, manager, clients, colleagues

Unit 308

TITLE	Tack up horses for specialist work	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	J/600/3804	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required for tacking up horses for specialist work. The learner will need to be able to select, apply and fit the tack for the specified activity. The learner will also need to be able to check that the tack is safe before handing over to the user. Relationship to National Occupational Standards: This unit directly relates to O29NHC303.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to tack up a horse for specialist work	1.1 Confirm requirements for tacking up with the appropriate person	Rider, travelling senior groom
	1.2 Select, apply and fit the tack for according to requirements, suitable for the horse and its specified activity	Bridle, saddle, saddle accessories, girths, breastplate, martingale, appropriate reins, leg protection which includes boots or bandages - learners should be able to use both. Note to assessor; the type and selection of the tack must be appropriate to the discipline. For example dressage would require dressage saddle, snaffle or double bridle. Account should be taken of working in and competition Learners should be able to fit a variety of commonly used tack which would include double bridles, different types of saddles, martingales and breast plate fittings and leg protection
	1.3 Check the tack is safe before use take the appropriate action for any defective tack	Bridles, reins, fittings, attachments, wear and tear, potential strength for use

Unit 308

	1.4	Apply and fit the tack for the specified activity according to requirements	Bridle, saddle, saddle accessories, girths, breastplate, martingale, appropriate reins, leg protection which includes boots or bandages - learners should be able to use both. Note to assessor; the type and selection of the tack must be appropriate to the discipline. For example dressage would require dressage saddle, snaffle or double bridle. Account should be taken of working in and competition. Consideration should also be made that the tack is fitted at a competition venue. Learners should be able to fit a variety of commonly used tack which would include double bridles, different types of saddles, martingales and breast plate fittings and leg protection
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	PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying and working with horses at a competition
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	Major disciplines, horses trails, dressage, show jumping, but consideration of specialist provision should be taken into account within the management if the assessment process.
	3.2	Identify the types of saddlery, bits and equipment and the reasons for their use in specialist work activity	Major disciplines, horses trails, dressage, show jumping, but consideration of specialist provision should be taken into account within the management if the assessment process.
	3.3	Describe the dangers of unsafe tack, how to check that the tack is safe and how to deal with defective tack	

Unit 308

		3.4	Explain the risks to horses, yourself and others and explain how these can be minimised	PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying and working with horses at a competition
4.	Understand relevant health and safety legislation	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements	PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying and working with horses at a competition and maintaining their security and that of other horses and people

Unit 309

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

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

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

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to prepare horses for public appearance	1.1 Confirm the requirements for preparing the horse	Supervisor, manager, rider, nature of competition or event
	1.2 Select and use the correct tools and equipment for the work in accordance with laid down procedures	Grooming, washing, plaiting, trimming clipping
	1.3 Apply suitable methods of restraint	Headcollar, bridle, positioning, assistance
	1.4 Pull a mane in accordance with requirements	
	1.5 Trim a horse in accordance with requirements	Manes, tails, heels, facial

Unit 309

	1.6 Plait a horse in accordance with requirements	Mane and tail
	1.7 Apply quarter marks in accordance with requirements	
	1.8 Maintain health and safety, and the welfare of the horse, during your work	PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying and working with horses and maintaining their security and that of other horses and people
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	PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying and working with horses and maintaining their security and that of other horses and people
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	Risk assessment
	3.4 Describe the standards required for high level public appearances in accordance with requirements	Sporting disciplines and other events

Unit 309

	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	PPE, clothing to include; footwear, head wear, gloves, overalls as required, lifting and carrying and working with horses and maintaining their security and that of other horses and people
	4.2 Explain the correct and appropriate methods for disposing of waste	

Unit 310

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to clip horses	1.1 Confirm the requirements for clipping the horse	Supervisor, manager, work and type of horse
	1.2 Prepare the horse, equipment and area for clipping according to requirements	Clipping area, horse clothing, clippers and accessories
	1.3 Minimise stress to the horse and ensure comfort of the horse during clipping	Positioning, assistance, handling, space, flooring
	1.4 Restrain the horse using appropriate techniques and equipment	Headcollar, bridle, positioning, assistance, additional methods of restraint for example twitch
	1.5 Select the necessary type of clip to meet requirements	Individual horse need
	1.6 Clip coat according to requirements and type of clip selected	

Unit 310

	1.7	Care for horse after clipping according to the needs of the horse and good practice	Cleanliness, warmth. Note to assessors – evidence will be required for more than one horse and more than one type of clip
	1.8	Instruct assistant appropriately	Positioning and handling of horse
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	Clippers and accessories
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	PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
	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	

Unit 310

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
	6.2	Explain the correct and appropriate methods for disposing of waste	

Unit 311

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to introduce young horses to equipment	1.1 Identify the training needs of an individual horse and agree with appropriate person	Supervisor, trainer, rider
	1.2 Introduce the appropriate basic handling and preliminary training procedures	Basic routine handling
	1.3 Select and fit suitable equipment to the horse according to requirements	Bridle, roller, saddle, leg protection
	1.4 Maintain physical and mental well-being of the horse throughout	Handling and security
	1.5 Monitor progress of the horse and report to the appropriate person	Verbal, written

Unit 311

	1.6	Adjust the programme according to the individual horses requirements, resources and conditions	Verbal or written discussion on the progress of the horse
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	PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
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	Lunge, long rein, roller, saddle, leg protection
	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	Risk assessment

Unit 312

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Bridle, roller, saddle, lines, leg protection
	1.2 Select and fit suitable tack for training the horse from the ground	Bridle, roller, saddle
	1.3 Assist with the training of the horse in accordance with the agreed training plan, within an enclosed area and in the open	Lungeing, long reining handling
	1.4 Agree targets and monitor the progress of training process	Clear evidence of dialogue and recording
	1.5 Report and amend the programme as appropriate for horse's progress and well-being throughout the process	Clear evidence of dialogue and recording

Unit 312

2	Be able to introduce horse and rider	2.1	Prepare horse and area for backing according to requirements	Tacking up, safety of area, surface, free from hazards
		2.2	Assist with Introducing the horse to the rider according to current good practice and establish basic ridden procedures	Holding, leg up to rider
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	Risk assessment, PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
		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	

Unit 312

		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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
		6.2 Explain the records required for management and legislative purposes and the importance of maintaining them	Daily diary sheets, horse records

Unit 313

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Signs of health and condition taking account of current work load and the nature of the horses work
	1.2 Identify the exercise needs of individual horses	Work needed to maintain and develop fitness
	1.3 Plan and discuss the work programme and feed regime with the appropriate person	Supervisor, manager, rider
	1.4 Plan and discuss the exercise activity including slow work and development work with the appropriate person	Supervisor, manager, rider
	1.5 Formulate a work programme that fully meets the requirements of the plan	Documented daily, weekly work routine which is time lined, stating nature and the type of work

Unit 313

	1.6	Carry out exercise activities and daily routines according to plan	Carry out daily, weekly work routine which is time lined
	1.7	Evaluate the effect of exercise activities on the horse	Evaluate daily, weekly work routine
	1.8	Record information regarding the performance of the horse and report to the appropriate person	Daily, weekly work routine which is time lined, stated nature and the type of work
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	PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
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	Evidence documented may relate to a real working situation
	3.3	Evaluate the physical and psychological effects of exercise and training on the horse	Evidence documented may relate to a real working situation
	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	

Unit 313

	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	Risk assessment
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 314

TITLE	Exercise and improve the performance of horses using lungeing or long reining	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	F/601/0136	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to lunge or long rein horses for exercise and improvement in performance. This unit covers the design and implementation of daily exercise programmes for horses. The learner will need to be able to determine the condition of the horse, identify the exercise needs, plan the work programme, carry out exercise activities and evaluate the results. Relationship to National Occupational Standards: This unit directly relates to O29NHC314.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Saddle, bridle, roller, lines, schooling aid
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	Appropriate pace and directions
	2.2 Determine the exercise and training needs of the horse and agree them with the appropriate person	Supervisor, manager, trainer
	2.3 Exercise the horse for improvement using lunging or long reining according to the agreed requirements	Identification and carry out work need to horse requirement, circles, lines, direction handling of equipment

Unit 314

	2.4	Evaluate the effects the exercise activities are having on the horse	Written or verbal feedback to supervisor, manager or trainer
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
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	Examples may include; side reins, pessoa, chambon or similar equipment
	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	

Unit 314

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 315

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to prepare to lead a trek	1.1 Ensure sufficient horses are available with suitable tack for the activity	Bookings diary, matching of clients to horses
	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	PPE, Horse tack and equipment
	1.4 Assess clients' suitability and allocate them with a suitable horse, give assistance during mounting and adjust tack to suit the rider	Current and pre recorded detail, question
2. Be able to maintain and use relevant equipment	2.1 Ensure equipment is prepared, used and maintained in a safe and effective condition	Riding equipment, tack, PPE

Unit 315

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
		3.2	Confirm that the appropriate emergency equipment is available	Phone, tack, first aid
		3.3	Ensure all records are complete and medical conditions taken into account	Client records, route, information passed on to others
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	

Unit 315

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 315

	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	

Unit 316

TITLE	Carry out pre and post horse trek activities	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	R/600/4907	
The aim of this unit is to provide the knowledge, skills and understanding to care for horses and riders on return from a trek. The learner will need to be able to assist clients to dismount, hand over horses to staff, escort clients to designated area, discuss the trek with clients and deal with anything requiring attention within their own limits of responsibility. Relationship to National Occupational Standards: This unit directly relates to O29NHC 320.3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to carry out post horse trek activities	1.1 Assist clients to dismount from horse according to agreed procedures	Position of horse and possible other handler
	1.2 Hand over horses to staff for return to suitable environment	Allocation of staff duty
	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	Customer focus approach to discussions with clients following trek
2. Be able to clean and store relevant equipment	2.1 Ensure equipment is cleaned maintained and stored in a safe and effective condition	Routine care and checking

Unit 315

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people, working with clients and promoting their safety

Unit 317

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Saddle, bridle, breast plate, martingale
	1.2 Fit boots and bandages securely and effectively for protection	
	1.3 Prepare for match play according to current good practice procedures	Grooming, feeding, watering, putting on tack and equipment
	1.4 React quickly and efficiently to any emergency that may arise	Dealing with pony and or rider
	1.5 Cool the ponies down after play to maintain health and well-being	Walking down and cooling, sponging, washing
	1.6 Provide feed and water before, during and after play to maintain health and well-being	

Unit 317

		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	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
3.	Know the importance of pre and post play routines	4.1	Describe the effects of anaerobic exercise on ponies	
		4.2	explain how to warm up and stop a pony on its hocks, reinback and cooling down procedures	
		4.3	Describe the correct ways to feed and water ponies after work	
		4.4	Outline how procedures vary according to weather conditions	
		4.5	Explain how to care for tired ponies	
		4.6	Outline the match procedures	
		4.7	Describe the risks to horses, self and others and how these can be minimised	

Unit 317

4.	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
5.	Know and understand schooling of polo ponies	6.1	Explain the schooling requirements of polo ponies	
		6.2	Describe the specialist equipment used in polo	
		6.3	Explain how to warm up for match play	

Unit 318

TITLE	Assist with the exercise and care for performance horses	Learner's name
LEVEL	3	
CREDIT LEVEL	5	
UAN	D/600/4909	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to exercise and care for performance horses This unit covers assisting with the exercise and care of performance horses. The learner will need to be able to implement non-riding exercise routines, assist with the administration of specialist healthcare as directed, maintain accurate stable records and assist with facilities. Relationship to National Occupational Standards: This unit directly relates to O29NHC324.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to exercise and care for performance horses	1.1 Implement non-riding exercise routines as directed	Walking in hand, use of lungeing, long reining, walkers, tread mills. It is recommended to assessors that a minimum of two non riding routines should be carried out
	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	Schooling areas, tread mills, surfaces
2. Be able to maintain accurate records	2.1 Provide clear and accurate health information for individual horses as directed for recording purposes	Written, verbal

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 318

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 319

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Walking off, cooling down, feeding, watering
	1.2 Wash, cool and dry the horse appropriately for the weather conditions	Walking off, cooling down, feeding, watering
	1.3 Apply appropriate clothing and equipment to the horse	Weather conditions, time of year to maintain optimum comfort and body temperature
	1.4 Assist with the application of specialist leg preparations as required	Application
	1.5 Provide the horse with food and water as instructed	Timely

Unit 319

	1.6	Assist with the treatment of health problems as appropriate	Injury, legs, back, girth
	1.7	Monitor the health and well-being of the horse and report to appropriate person	Record, verbal, written to supervisor, manager, trainer, rider
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
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	

Unit 319

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 320

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able care for horses at competitions	1.1 Care for the horse on arrival as directed	Immediate need, watering, feeding removal from transport
	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	Subject to sporting discipline
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 320

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 321

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Walking down, cooling off, removal of tack, watering, feeding
	1.2 Identify any health and condition problems and report these to the appropriate person as necessary	Identify condition/good health and report
	1.3 Monitor the health and well being of the horse	Record
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 321

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	

Unit 321

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 322

TITLE	Introduce stick and ball to polo ponies	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	J/601/0137	
This unit is about training ponies to improve polo cross performance. This unit involves introducing stick and ball to ponies. The leaner will need to be able to introduce the pony to stick and ball, and introduce the pony to play situations with other ponies. The learner will also need to be able to carry out manoeuvres safely, including; tackling, throwing pick ups, passing and bouncing, riding off and ridden off. Relationship to National Occupational Standards: This unit directly relates to O29NHC 326.3		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to introduce stick and ball to ponies	1.1 Introduce the pony to stick and ball following laid down procedures	Basic schooling and preparatory work
	1.2 Introduce the pony to play situations with other ponies maintaining the level of training	Pace, position, aids
	1.3 Carry out manoeuvres safely according to exercise requirements.	Pace, position, aids
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, working with horses and maintaining their security and that of other horses and people

3.	Understand how to introduce stick and ball to ponies	3.1	Describe the types and use of aids for manoeuvres	

Unit 322

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, working with horses and maintaining their security and that of other horses and people
	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	Risk assessment

Unit 323

TITLE	Prepare and maintain grazing land for horses	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	H/600/4913	
The aim of this unit is to provide the learner with the knowledge, understanding and skills to prepare and maintain grazing land for horses. The learner will check the suitability of the land for grazing by horses. This includes; recognising and removing hazards, providing a suitable supply of water, checking boundaries and the quality of the grazing. Relationship to National Occupational Standards: This unit directly relates to O29NHC328.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Grass, soil, security, fencing, hazards, poisonous plants
	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	Debris, fly tipping rubbish
	1.4 Assess and maintain the safety and security of boundaries	Fencing
	1.5 Provide and maintain an adequate supply of uncontaminated clean water	
	1.6 Record the condition of the grazing land	

Unit 323

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	PPE, clothing to include; footwear, head wear, gloves, overalls as required
		2.2	Ensure work is carried out in a manner which minimises environmental damage	Removal of waste and debris
		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	

Unit 323

	3.8	State the importance of maintaining security to grazing areas	
4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements	
	4.2	Describe the possible environmental damage that could occur and how to respond appropriately	
	4.3	Explain the correct and appropriate methods for disposing of waste	
	4.4.	Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 324

TITLE	Manage horses when turned out	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	J/600/8517	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage horses when turned out. The learner will need to be fully aware of the importance of health and safety in connection with this work and able to recognise hazards and assess risks. Relationship to National Occupational Standards: This unit directly relates to O29NHC328.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to manage horses when turned out	1.1 Assess the land, boundaries and any shelter are suitable and secure	Grass, soil, security, fencing, hazards, poisonous plants
	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	Technique, safety
	1.5 Check the behaviour, condition and security of horses regularly and report as necessary	Monitor, report, record
	1.6 Catch and bring in horses as instructed	Technique, safety

Unit 324

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
		2.2	Ensure work is carried out in a manner which minimises environmental damage	Removal of debris and waste
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	

Unit 324

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
		4.2	Describe the possible environmental damage that could occur and how to respond appropriately	Removal of debris and waste

Unit 325

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Horse identification, type, weight, size, condition, health, known history
	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	

Unit 325

	1.6	Review and update plan at agreed times	
	1.7	Implement exercise for horse according to plan	Maybe ridden or non ridden
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
	2.2	Maintain health and welfare of horse throughout	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people
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	

Unit 325

	3.5 Describe the role of healthcare professionals and when to communicate with them	
	3.6 Describe the implications of long term healthcare medication.	
	3.6 State the legislation that helps to protect animal welfare and your role	
	3.7 Describe equine welfare organisations and their role within the industry	
	3.8 Explain the principles and key points of the relevant health and safety regulations and guidelines	
	3.9 Explain the problems relating to box-resting the horse	
	3.10 Describe techniques available to relieve boredom and prevent stress when dealing with horses with specific conditions	
	3.11 Explain handling techniques when dealing with horses with specific conditions	

Unit 326

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to prepare for the repair and maintenance	1.1 Ensure the necessary materials are available and prepared for the work	Potential for heavy and light tools
	1.2 Prepare the structure or surface and the surrounding site in a appropriate manner	Removal of droppings, harrowing
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	

Unit 326

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with others and maintaining their security and safety
	4.2 Ensure work is carried out in a manner which minimises environmental damage	Removal of debris

Unit 326

	4.3	Manage and dispose of waste in accordance with legislative requirements and codes of practice	Removal of debris
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	

Unit 326

		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	

Unit 327

TITLE	Maintain the health and welfare of animals during transportation	Learner's name
LEVEL	2	
CREDIT LEVEL	4	
UAN	K/502/1542	
The aim of this unit is to provide the learner with the knowledge and skills required for maintaining the health and welfare of animals during transportation and unloading. It does not cover the driving of vehicles. Relationship to National Occupational Standards: This unit directly relates to O29NCU43.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Trailer, lorry, timeliness
	1.2 Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions	Agitation, sweaty, not eating, unaccustomed restlessness
	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	Trailers, lorries

	their health and welfare	

Unit 327

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 327

	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	

Unit 327

	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	

Unit 327

5.	Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements	
		5.2	Describe how environmental damage can be minimised	
		5.3	Describe the correct methods for disposing of waste	
6.	Know how to carry out post transportation activities	6.1	State the importance of communicating information to appropriate people	
		6.2	Explain animal requirements when handling animals during unloading, in relation to flight zone, visual field and lighting	
		6.3	Describe the requirements of the holding area / lairage post transportation	
		6.4	Describe how to maintain and clean the transportation equipment after use	
		6.5	Explain any necessary documentation and their responsibility in relation to it	

Unit 328

TITLE	Plan, monitor and evaluate the transportation of animals	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	L/502/1517	
The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, monitor and evaluate the transportation of animals. It is designed to be applicable to planning the transport of individual or groups of animals, whatever the reasons for transportation, or the distance they are to be taken. The learner will be able to select the best form of transportation, plan the journey, prepare documentation and ensure that those who are to transport the animals are fully briefed. The learner will also be able to monitor transportation, evaluate the effectiveness and take appropriate action where necessary. Relationship to National Occupational Standards: This unit directly relates to O29NCU44.1,2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to plan the transportation of animals	1.1 Select the most appropriate form of transportation for an animal type	Lorry, trailer
	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 stopovers viii. health and safety ix. nutritional requirements	Evidence required of route planning

Unit 328

	1.3 Identify methods for maintaining the health and welfare of the animals throughout the journey	Water, feed, ventilation
	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	Passport, identification
	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 iv. regulatory demands	

Unit 328

	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 v. health and safety	Other workers, colleagues, supervisors, managers
	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	

Unit 328

	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 stopovers 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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with horses and maintaining their security and that of other horses and people

Unit 328

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	

Unit 367

TITLE	Care for and prepare the mare for covering	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	M/600/8513	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required for caring for and preparing the mare for covering in the process of getting the mare in foal. The learner will need to be able to care for the barren mare, confirm the mare's receptivity for covering, prepare the mare for covering, assist with covering, carry out arrangement for pregnancy tests and care for in-foal mares from covering to foaling. The learner will also need to contribute to the organisation of teasing routines, and maintain the safety of the foal throughout. Relationship to National Occupational Standards: This unit directly relates to O29NHRC312.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to care for and assist with getting the mare in foal	1.1 Care for the barren mare during the run up to the covering season, using management techniques to optimise her chances of conception	Routine daily management
	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	Monitoring of cycle, teasing, visual signs of season

	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	Maintain cleanliness

Unit 367

	1.5 Assist with covering of mare with designated stallion	Prepare, hold, provide mare to handler
	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	Record maintenance and routine
	1.7 Carry out arrangements for pregnancy tests and communicate promptly to appropriate person	Manager, vet
	1.8 Promote the seasonal resumption of regular oestrus in the barren or maiden mare	Routine care
2. Be able to care for in-foal mares	2.1 Promote condition and health of in-foal mares from covering to foaling	Routine care
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people
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	

Unit 367

	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	

Unit 367

		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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people
		5.2 Explain the records required for management and legislative purposes and the importance of maintaining them including registration procedures appropriate to the breed	

Unit 368

TITLE	Maintain stud documentation	Learner's name
LEVEL	3	
CREDIT LEVEL	3	
UAN	T/600/8514	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to maintain stud documentation. The unit covers maintaining documentation for veterinary, farrier, worming, teasing and covering, paddocks, diaries, charts, teasing books, foaling dates, registrations and nomination forms. Relationship to National Occupational Standards: This unit directly relates to O29NHC312.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to maintain stud documentation	1.1 Provide clear and accurate information for recording purposes	Identification and health records to include; • veterinary • farrier • worming • teasing and covering • paddocks • diaries • passports • charts • teasing books • foaling dates • registrations • nomination forms
	1.2 Identify discrepancies in information and report to the appropriate person	

Unit 368

	1.3	Maintain confidentiality of information and communicate appropriate information to client in accordance with current good practice	Data protection
	1.4	Maintain stud records	Identification and health records, routine record sheets, covering, teasing and oestrus cycle 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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people
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	

Unit 368

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people

Unit 369

TITLE	Attend to the mare and foal during foaling	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	M/600/3845	
The aim of this unit is to provide the learner with the knowledge, skills and understanding to attend to the mare and foal during foaling. The unit covers attending to the mare prior to, and during, foaling. It also covers the care of the mare and foal immediately after foaling. The leaner will need to be able to prepare suitable facilities and equipment, care for the mare and foal throughout, respond to signs of imminent foaling and obtaining professional advice and help when this is required. Relationship to National Occupational Standards: This unit directly relates to Unit 313 Element 313.1		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Stable, field area
	1.2 Care for the mare prior to foaling according to instructions	Routine care, feeding, watering, husbandry
	1.3 Monitor the mare and respond to signs of imminent foaling	Observation
	1.4 Sustain care of the mare and foal for the 24 hours following foaling	Routine care
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people

Unit 369

	2.2 Manage and dispose of waste in accordance with legislative requirements and codes of practice	Clinical and non clinical
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	

Unit 369

	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	Risk assessment
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people
	4.2	Explain the correct and appropriate methods for disposing of waste	Clinical, non clinical
	4.3	Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 370

TITLE	Care for the mare and foal	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	T/600/3846	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to care for the mare and foal. The unit covers caring for the mare and foal after foaling. The leaner will need to be able to monitor the health of the newborn foal and the mare, identify any health problems, take the appropriate action in response to health problems and implement routine healthcare. The learner will also need to be able to carry out appropriate methods of weaning, check the health of the horses post-weaning and check the health of young stock. Relationship to National Occupational Standards: This unit directly relates to O29NHC313.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to care for the mare and foal	1.1 Monitor and maintain the health of the mare and newborn foal	Maintenance of routine care on a daily basis, appropriate observation
	1.2 Identify any health problems in the mare and foal and take the appropriate action	Recognition of normal and abnormal indicators
	1.3 Establish and implement the daily handling routine of mare and foal	Routine care and handling of livestock
	1.4 Plan and implement routine healthcare for the mare and foal	Record and implement routine care and handling of livestock
	1.5 Introduce the mare and foal to exercise and grazing according to current good practice	Handling of mare and foal on a daily basis. Moving mare and foal in hand

Unit 370

	1.6 Monitor and maintain the health and well-being of young stock and broodmares including • Worming • Vaccination • Foot care	Maintenance of routine care on a daily basis, appropriate observation
	1.7 Establish and implement appropriate methods of weaning	Segregation of mare and foal, management of mare and foal leading up to weaning
	1.8 Monitor and maintain the health and well-being of the mare and foal post weaning.	Signs normal and abnormal behaviour and health
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people
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	

Unit 370

	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	

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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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people
		4.2.	Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 371

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to handle and present stallions under supervision	1.1 Handle stallions for routine hygiene procedures including • Swabbing • Blood sampling • Vaccination	Daily routine care, handling, equipment, restraining
	1.2 Present the teaser to the mare to establish receptivity for covering	Procedure, equipment and handling
	1.3 Present the stallion to the mare for covering	Procedure, equipment and handling
	1.4 Report any problems in handling the stallion or covering to the appropriate person	Identified potential issues ahead of occurrence. Recognition and signs of potential problems
	1.5 Present stallion to clients for inspection	Procedure, equipment and handling

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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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people
	2.2	Manage and dispose of waste in accordance with legislative requirements and codes of practice	Care of muck heaps and yard areas. Clinical waste
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	

Unit 371

	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	

Unit 372

TITLE	Establish and maintain the care of stallions	Learner's name
LEVEL	3	
CREDIT LEVEL	8	
UAN	R/600/8516	
The aim of this unit is to provide the learner with the knowledge, skills and understanding required to establish and maintain the care of stallions. The unit covers exercising, feeding and caring for the stallion on a day-to-day basis. The learner will need to establish and maintain an exercise programme, specify and implement dietary requirements, identify health problems and take the appropriate remedial action. Relationship to National Occupational Standards: This unit directly relates to O29NHC325.2		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Routine daily care, feeding, watering, grooming, exercise
	1.2 Specify and implement dietary requirements for the stallion taking into account • Water • Feed • Supplementary feed • Seasonal variations	Size, weight, type, temperament, working non working, exercise
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people

Unit 372

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people
		4.2	Explain the records required for management and legislative purposes and the importance of maintaining them	

Unit 373

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Mounting, dismounting, balanced riding position that does not hinder the horse's movement and pace. Evidence will be required for exercise of more than one horse and should include work in all three paces of walk trot and canter. The learner should be able to ride singularly and in groups and be able to direct others appropriately
	1.2 Exercise the horse according to exercise requirements	Evidence will be required for exercise of more than one horse and should include work in all three paces of walk trot and canter. The learner should be able to ride singularly and in groups, in enclosed and open areas and be able to direct others appropriately
	1.3 Monitor progress of the horse's fitness against the exercise programme and report to the appropriate person	Awareness of current fitness and the work needed to maintain and develop the fitness of the horse. Health indicators, TPR, recording

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.	Saddles, bridles, numnahs, breast plates, martingales, leg protection

Unit 373

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	PPE, clothing to include; footwear, head wear, gloves, overalls as required, working the horse and maintaining their security and that of other horses and people
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people. Consideration should be given for working in all three paces of walk trot and canter. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately
		5.2.	Explain the records required and the importance and legislative of maintaining them	

Unit 373

	5.3 Describe the possible risks to horses, self and others and how these can be minimised	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with livestock and maintaining their security and that of other horses and people. Consideration should be given for working in all three paces of walk trot and canter. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately

Unit 374

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to ride and lead a selection of horses	1.1 Mount and dismount independently	Preparation of horses, tack, positioning of horses
	1.2 Maintain control over ridden and led horses in a manner appropriate to conditions	Positioning of horses, walk, trot in the open and when changing direction
	1.3 Exercise horses appropriately	Consideration of work need
	1.4 Identify difficult conditions and take appropriate action in accordance with current good practice	Surface, space, hazards
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	Bridles, saddles, leg protection

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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with ridden and led horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately

Unit 374

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 v. Road	
5.	Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with ridden and led horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately
		5.2.	Explain the records required and the importance of maintaining them	Day, routine and exercise sheets
		5.3	Explain the risks to horses, self and others and how these can be minimised	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, working with ridden and led horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately

Unit 375

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to ride schooled horses to maintain training	1.1 Adopt an appropriate riding position to maintain level of training	Flat riding position that shows balance and control on all three paces and when carrying out basic schooling exercises which should include; changes of direction, changes of pace, controlling and using aids and maintaining the horse's way of going. Particular reference to the "Scales of Training". Controlled forward movement, rhythm, bend – straightness and an appropriate working outline Note to assessors. It is expected that assessment for this unit will encompass the riding of two horses that are significantly different in their mannerisms and way of going
	1.2 Ride a horse in a controlled manner appropriate to the working area and conditions	Riding area, space, surface, other users
	1.3 Carry out movements safely and effectively according to requirements including work without stirrups in all three paces	Walk, trot, canter, school figures, maintaining the horse's way of going

	1.4 Monitor the progress of the horse against training requirements and report to the appropriate person	Verbal or written feedback to identify a horse's way of going and the work required to maintain its standard of training. Possible work to rectify and reduce identified faults

Unit 375

		1.5 Make suggestions to the appropriate person about the future training of the horse	Verbal or written feedback to identify a horse's way of going and the work required to maintain its standard of training. Possible work to rectify and reduce identified faults
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	Bridle, saddle, numnah, leg protection, breastplate, schooling attachments where required
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, conduct when riding the horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot and canter and through schooling exercises. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately
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	

Unit 375

	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 three paces	
	4.5 Explain why it is important to adopt a correct riding position when schooling horses	
5. Understand relevant health and safety legislation and environmental good practice	5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements	
	5.2 Explain the risks to horses, self and others and how these can be minimised	

Unit 376

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

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

The unit will include jumping:

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

Or

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

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to jump schooled horses to maintain training	1.1 Adopt an appropriate jumping position to maintain balance	A riding position that shows balance and control on all three paces and when carrying out basic schooling exercises which should include; changes of direction, changes of pace, controlling and using aids and maintaining the horse's way of going. Particular reference to the "Scales of Training". Controlled forward movement, rhythm, bend – straightness and an appropriate working outline Note to assessors. It is expected that assessment for this unit will encompass the riding of two horses that are significantly different in their mannerisms and way of going
	1.2 Ride an appropriate track between fences	Riding area, space, surface, other users
	1.3 Adjust speed and gait to suit terrain type of jump and work area	Walk, trot, canter, maintaining the horse's way of going

Unit 376

	1.4	Take the appropriate actions if the horse refuses to jump or becomes over excited	Pace, presentation
	1.5	Monitor the progress of the horse against requirements and report to the appropriate person	Verbal or written feedback to identify a horse's way of going and the work required to maintain its standard of training. Possible work to rectify and reduce identified faults
	1.6	Make suggestions concerning any areas for improvement	Verbal or written feedback to identify a horse's way of going and the work required to maintain its standard of training. Possible work to rectify and reduce identified faults
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.	Bridle, saddle, numnah, leg protection, breastplate, schooling attachments where required
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, conduct when riding the horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot and canter and through schooling exercises. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately. The learner will be expected to ride and use a relevant grid work exercise, work with ground poles and jump a course of fences. The learner will also be expected to work over cross country fences
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	

Unit 376

	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	Behaviour and way of going
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, conduct when riding the horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot and canter and through schooling exercises. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately.

Unit 377

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

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

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

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

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
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	Communication with clients during trek to provide assistance guidance and support. Surface, terrain and the horses way of going
	1.3 Identify hazardous situations and take appropriate remedial action within limits of authority	Tack and equipment. Terrain, weather surface, other users
	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	On going communication with clients

	1.5 Follow the yard procedure and legislative requirements in the event of an accident	Completion and reporting of incidents and accidents

Unit 377

	1.6	Comply with the regulations of the Highway Code and BHS Riding and Road Safety at all times	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, conduct when riding the horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot and canter. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately.
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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, conduct when riding the horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot and canter. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately.
	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	

Unit 377

	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	

Unit 377

	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	Risk assessment. PPE, clothing to include; footwear, head wear, gloves, overalls as required, conduct when riding the horse and maintaining their security and that of other horses and people. Consideration should be given for working in the paces of walk and trot and canter. The learner should be able to recognise the issues attached to riding singularly and in groups, in enclosed and open areas and the needs of directing others appropriately.
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	

Unit 378

TITLE	Collect and analyse information and prepare for equine coaching sessions	Learner's name
LEVEL	3	
CREDIT LEVEL	4	
UAN	K/503/2136	
The aim of this unit is to provide the learner with the knowledge, skills and understanding to coach basic riding and stable management skills to groups and individuals, adults and young people and will include lead rein and lunge sessions. Although unit 378 may stand alone it is envisaged the unit will be achieved in tandem with unit 379. The learner will need to be able to follow the established principles of coaching within the equine sector.		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to collect and analyse information for coaching sessions	1.1 Identify and collect all relevant information about participants, facilities and resources	Rider/participant information sheets which would enable the coach to plan sessions effectively. This may include information on the participant's body shape and weight, experience and understanding. Required resources for activity and appropriate risk assessments. Initial assessment.
	1.2 Handle confidential information appropriately	Identify information which is confidential and ensure its security; for example weight and medical conditions.
	1.3 Analyse the identified needs and goals of the participants, ensuring they are relevant to the coaching session	Review of participant information that allows for effective planning of sessions.
	1.4 Take into consideration any special requirements or medical needs of the participants	Identification of individual participant's needs and how their needs maybe met.

Unit 378

2.	Be able to prepare for coaching sessions	2.1 Produce session plans which accurately reflect the participants' identified needs and goals	Related session plans to information gathered in outcome 1. Sequenced plans which cover coaching of adults and young people, groups, individuals, to include; Work on the flat basic jumping Lunge and lead rein sessions Stable management
		2.2 Select activities relevant for the participants needs and goals	Related sessions for participants which show clear awareness and assessment of participants needs.
		2.3 Plan the use of time effectively	Timing stated within session planning.
		2.4 Produce plans which conform to health and safety requirements and accepted good practice	Risk assessment with examples within session plans as to how coaching practice maintains health and safety.
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	Rider profiles, resource information, information from others, past records
		3.2 Explain where and how to obtain sources of information to help prepare the plan	Rider profiles, resource information, information from others, past records
		3.3 Describe ways of resolving any conflicting information	Rider profiles, resource information, information from others, past records, initial assessment of participants.

	3.4 Describe how to analyse the information gathered in order to meet the needs and goals of participants	Initial assessment of participants, use of information sheets, discussion with participants, grouping of participants for group work.

Unit 378

	3.5 Describe information which should be treated confidentially and how this should be dealt with	Health and personnel issues.
	3.6 Describe how to recognise when a participant has special requirements and/or medical needs	Questioning, discussion, use of past data, visual recognition and feedback. Note that this maybe as simple as matching a horse to a rider.
	3.7 Describe how to facilitate a coaching session with a participant with special requirements and/or medical needs	Define special requirement.
	3.8 Explain when to refer a participant and to whom	The point at which the needs of the participant are outside the experience of the coach.
4. Understand how to prepare for coaching sessions	4.1 Recount how to utilise the information gathered to produce coaching plans	Related session plans to information gathered in outcome 1. Sequenced plans which cover coaching of adults and young people, groups, individuals, to include; Work on the flat Basic jumping Lunge and lead rein sessions Stable management
	4.2 Describe the facilities and resources required for different coaching sessions	Work on the flat , basic jumping, lunge and lead rein sessions, stable management
	4.3 Describe the range of activities, techniques, progressions, physiological consideration, skills and methods of presentation appropriate to the aims of the session	Riding sessions, demonstration, provide information, seek feedback and evaluation from the participants, practical participation, electronic presentation and tools.

	4.4 Describe how learning styles of the participants will have an impact on coaching plans	Define learning styles.

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	4.5 Describe how coaching styles may need to differ according to the participants' needs	Matching of coaching style to learning style and the need of the participant.

Unit 379

TITLE	Prepare for, conduct and evaluate equine coaching sessions	Learner's name
LEVEL	3	
CREDIT LEVEL	20	
UAN	M/503/2137	
The aim of this unit is to provide the learner with the knowledge, skills and understanding to coach basic riding and stable management skills to groups and individuals, adults and young people and will include lead rein and lunge sessions. Although unit 378 may stand alone it is envisaged the unit will be achieved in tandem with unit 378. The learner will need to be able to follow the established principles of coaching within the equine sector.		

Learner Outcomes The learner will:	Assessment Criteria The learner can:	Assessment Requirements
1. Be able to prepare facilities and participants for coaching sessions	1.1 Ensure appropriate facilities, equipment and resources are available according to the coaching session plan	Sessions should include; Flat work and basic jumping which would include groups and individual sessions to adults and young people. Lunge and lead rein/novice sessions and stable management. It is expected that in total learners would deliver a minimum of four sessions which would be distributed between adults and young people. The suitability of participants must allow the coach to show improvement of the participants and therefore and there fore may range from novice starters to level 2.
	1.2 Confirm that arrangements conform to health, safety and security requirements and accepted good practice to meet the needs of the coaching session	Risk assessment. Additional information on session plan.
	1.3 Communicate positively, politely and informatively with participants	Communication with other users of the facilities and participants, before during and after sessions.

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	1.4	Check that the participants' equipment and PPE are appropriate for the session	Riding equipment to include footwear and headwear. Horses, tack, training area, Stable yard work which may include, gloves, headwear and footwear.
	1.5	Prepare the participant for the coaching session	Introduction and basic information at the start of the session. Ensuring suitability of horses for ridden session. Horse profile evidence. Assisting of riders before entering the
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	Rules and guidelines when working in and around and riding area. General protocol for safe working on the stable yard. Clothing used for riding. Clothing for work on the stable yard. Location of first aid. Evacuation point and nearest telephone.
	2.2	Describe the relevant accepted rules and/or regulations, codes of practice, ethics and conduct	Rules and guidelines when working in and around and riding area. General protocol for safe working on the stable yard.
	2.3	Recount the importance of good communication and customer care skills	The importance of greeting customers and confirming arrangements for training sessions. Concluding training sessions and providing information for on going training.
	2.4	Evaluate the principles and techniques of physical and mental preparation	Preparation for training sessions and warm up.

	2.5 Summarise health and safety requirements and accepted good practice	Rules and guidelines when working in and around and riding area. General protocol for safe working on the stable yard. Location of first aid. Evacuation. Nearest telephone.

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3	Be able to conduct coaching sessions	3.1	Communicate clearly, concisely and consistently to build a rapport with participants and to confirm their understanding and provide feedback	Clear vocal directive that can be heard. Toned voice to suit the needs of the participants. Question and answer. Seeking participant evaluation.
		3.2	Demonstrate sound observational skills throughout the coaching session	Direction and correction.
		3.3	Warm up participants and horses to ensure mental and physical readiness and identify strengths and weaknesses	Warming up period for horse and rider at the start of the session.
		3.4	Give clear explanation and demonstration of activities which are technically correct and appropriate for the participants needs	Related to activity and needs of the participants.
		3.5	Use coaching methods and activities appropriate for participant development	Use of voice, nature of direction, questioning of participant, gauging work within participant's ability.
		3.6	Adapt the coaching plan in response to the changing needs of the participants and the environment as necessary	Identify a particular need and provide correction.
		3.7	Maintain health, safety and welfare at all times	Procedurally correct, matching and not over facing the needs of the participants.
		3.8	Keep to the planned timings for the session	Timed to plan.
		3.9	Use suitable cool down activities which are safe and effective ensuring learning has taken place	Ending of sessions for both participants and horses. Questioning participants.

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	3.10 End the session and advise participants of any preparations required for future sessions	Feedback to participants.
	3.11 Leave the equipment and environment in a condition safe and acceptable for future use	Ensure that equipment is put away, and horses are managed following session.
4. Understand how to conduct coaching sessions	4.1 Evaluate the importance of good communication in order to build a rapport with participants	Stating the nature of communication and how it may differ according to the needs of the participants.
	4.2 Explain the importance of sound observational skills for participant development and health and safety	To meet the needs of participants and relate directed comments.
	4.3 Summarise current coaching methodology and good practice	Outline principles of coaching.
	4.4 Summarise the importance of continuous professional development to ensure technical skills are maintained	Possible use of records.
	4.5 Analyse techniques and activities used to facilitate participants' learning and development	Demonstration, participation, question and answer, explore, observe, electronic presentation.
	4.6 Explain the reasons for using particular activities to develop and enhance participant performance	Demonstration, participation, question and answer, explore, observe electronic presentation.
	4.7 Explain how to achieve a balance between activity, instruction and coaching appropriate to participants' ability	Assessing needs of participants and the use of individual and group work.

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	4.8	Explain why it is important to modify session plans in response to the changing needs of participants and the environment	Catering to individual need.
	4.9	Evaluate the use of warn up and cool down activities	Mental and physical.
	4.10	Describe the physiological and psychological effects of coaching activities on participant performance	Fitness and condition of participants, mental status.
	4.11	Explain the importance of maintaining health, safety and welfare at all times when coaching	Participants and horses.
5 Be able to evaluate coaching sessions	5.1	Review the coaching session to assess the participants' progress against their needs and goals	Evaluation.
	5.2	Take full account of feedback from the participants and others when evaluating the session	Recorded feedback of participants.
	5.3	Evaluate own coaching practice and skills relevant to the session	Recorded and or discussed.
	5.4	Produce an action plan for self improvement	Individual related to evaluation and feedback.
	5.5	Produce an action plan for the participants' improvement	Detail participant's future work.

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6 Understand how to evaluate coaching sessions	6.1	Explain how to review and record outcomes from coaching sessions	Evaluation and progress charts.
	6.2	Evaluate methods of providing and obtaining feedback from participants and when is the most appropriate time to do so	During, following and between sessions.
	6.3	Explain why it is important to obtain feedback from participants and others	Planning and ongoing development.
	6.4	Describe the principles of self evaluation and the importance of improving personal performance	Continued Professional Development.
	6.5	Describe how to produce action plans for participants and self improvement	Identification of key points simply put with a timely expectation.

Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)84 4543 0033 E: learnersupport@cityandguilds.com	• General qualification information
Centres	T: +44 (0)84 4543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com	• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Walled Garden	T: +44 (0)84 4543 0000 F: +44 (0)20 7294 2405 E: walledgarden@cityandguilds.com	• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
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