

City & Guilds Level 2 Certificate, Extended Certificate and  
Diploma in Horse Care (0079-02)



Qualification handbook for centres

500/8715/0

500/8716/2

500/8771/X

[www.cityandguilds.com](http://www.cityandguilds.com)

March 2022

Version 2.2



## About City & Guilds

As the UK's leading vocational education organisation, City & Guilds is leading the talent revolution by inspiring people to unlock their potential and develop their skills. We offer over 500 qualifications across 28 industries through 8500 centres worldwide and award around two million certificates every year. City & Guilds is recognised and respected by employers across the world as a sign of quality and exceptional training.

## City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

## Copyright

The content of this document is, unless otherwise indicated, © City & Guilds Limited and may not be copied, reproduced or distributed without prior written consent. However, approved City & Guilds centres and candidates studying for City & Guilds qualifications may photocopy this document free of charge and/or include a PDF version of it on centre intranets on the following conditions:

- centre staff may copy the material only for the purpose of teaching candidates working towards a City & Guilds qualification, or for internal administration purposes
- candidates may copy the material only for their own use when working towards a City & Guilds qualification

The *Standard Copying Conditions* (see the City & Guilds website) also apply.

Please note: National Occupational Standards are not © City & Guilds Limited. Please check the conditions upon which they may be copied with the relevant Sector Skills Council.

Published by City & Guilds Limited, a company registered in England and Wales (company number 16513878).

## Publications

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, City & Guilds' products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. City & Guilds cannot accept liability for loss or damage arising from the use of information in this publication.

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

Publications are available from [www.cityandguilds.com](http://www.cityandguilds.com) under the 'Qualifications' tab and then click on 'Land-based industries'.

# City & Guilds Level 2 Certificate, Extended Certificate and Diploma in Horse Care (0079-02)



## Qualification handbook for centres

[www.cityandguilds.com](http://www.cityandguilds.com)

March 2022

Version 2.21

Qualification title	Number	QAN
City & Guilds Level 2 Certificate in Horse Care	0079-02	500/8715/0
City & Guilds Level 2 Extended Certificate in Horse Care	0079-02	500/8716/2
City & Guilds Level 2 Diploma in Horse Care	0079-02	500/8771/X

Version and date	Change detail	Section
2.1 August 2017	Added GLH & TQT details  Removed QCF	Introduction to the qualification  Summary of Units and Appendix 2
2.2 March 2022	Formatting amendments	Throughout

City & Guilds

Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

# Contents

1	Introduction to the qualifications	5
2	Centre requirements	12
3	Course design and delivery	14
4	Assessment	15
5	Units	16
6	Registration and Certification	18
Unit 201	Undertake Work Related Experience in the Land-based Industries	22
Unit 202	Carry Out and Understand the Principles of Feeding and Watering Horses	29
Unit 203	Undertake Routine Stable Duties	36
Unit 204	Undertake Horse Handling	43
Unit 205	Fit and Maintain Horse Tack and Clothing	47
Unit 206	Maintain Animal Health and Welfare	54
Unit 207	Undertake Horse Grooming, Trimming and Plaiting	61
Unit 208	Introduction to Keeping Horses at Grass	67
Unit 209	Introduction to Caring for Competition Horses	73
Unit 210	Introduction to the Principles of Horse Behaviour	81
Unit 211	Introduction to Equine Stud Practice	89
Unit 212	Introduction to Lungeing Horses	97
Unit 213	Introduction to Riding Horses on the Flat	102
Unit 214	Introduction to Riding Horses Over Fences	109
Unit 215	Understand the Principles of Horse Biology	116
Unit 216	Environmental and Land-based Business	123
Unit 217	Participate in Providing Estate Maintenance	130
Appendix 1	Relationships to other qualifications	137
Appendix 2	Sources of general information	138

City & Guilds

Skills for a brighter future



[www.cityandguilds.com](http://www.cityandguilds.com)

# 1 Introduction to the qualifications

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

Qualification title and level	GLH	TQT	City & Guilds qualification number	Qualification accreditation number
Level 2 Certificate in Horse Care	90	150	0079-02	500/8715/0
Level 2 Extended Certificate in Horse Care	180	300	0079-02	500/8716/2
Level 2 Diploma in Horse Care	360	600	0079-02	500/8771/X

## Qualification summary

Qualification title and level	Credits	Guided Learning Hours (GLH)
Level 2 Certificate in Horse Care	15	90
Level 2 Extended Certificate in Horse Care	30	180
Level 2 Diploma in Horse Care	60	360

These qualifications meet the needs of learners in a centre-based environment who may wish to work within the horse care industry or progress to further learning and/or training. These qualifications allow learners to develop underpinning knowledge whilst practising skills that could be used within employment in the horse care industry. These qualifications replace the Level 2 National Certificate in Horse Care (0346-12) which expired on 31 December 2010 (QAN 500/2261/1).

These qualifications were developed in association with Lantra SSC, Landex and the industry.

## Specialist Learning (SL)

Specialist Learning (SL) offers young people the opportunity to study a particular topic in more depth or broaden their studies through complementary learning. The Level 2 Certificate and Extended Certificate in Horse Care have been approved as SL by the Environmental and Land-based Diploma DDP and Ofqual for the Higher Diploma in Environmental and Land-based Studies. They have been designed to:

- complement principal learning within the Higher Diploma in Environmental and Land-based Studies
- provide a broad background understanding of the Environmental and Land-based sector and an introduction to the practical skills and knowledge required
- provide an awareness of the range of jobs and work settings in the horse care sector
- enable learners to make an informed assessment of their own aptitude for work in this sector and to make informed decisions about careers
- encourage learners to reach a level of knowledge and skills that will facilitate progress into further vocational learning or to potential employment in the sector
- introduce learners to the discipline of the working environment and to encourage mature attitudes to the community in general
- encourage learners to value continued learning and remain in the learning process
- allow learners to learn, develop and practise selected skills required for progression in the sector
- provide opportunities for progression to the Higher Diploma in Environmental and Land-based and other related qualifications in the sector.

## 1.1 Qualification structure

### City & Guilds Level 2 Certificate

To achieve the City & Guilds Level 2 Certificate in Horse Care, learners are required to achieve 15 credits from any of the units within the qualification.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
D6010306	202	Carry Out and Understand the Principles of Feeding and Watering Horses	5	
L6010365	203	Undertake Routine Stable Duties	10	
T6010313	204	Undertake Horse Handling	5	
T6010327	205	Fit and Maintain Horse Tack and Clothing	10	
L6009314	206	Maintain Animal Health and Welfare	10	
H6010310	207	Undertake Horse Grooming, Trimming and Plaiting	5	
A6010345	208	Introduction to Keeping Horses at Grass	5	
H6010338	209	Introduction to Caring for Competition Horses	10	
T6010375	210	Introduction to the Principles of Horse Behaviour	5	
K6010339	211	Introduction to Equine Stud Practice	10	
J6010333	213	Introduction to Riding Horses on the Flat	10	

## City & Guilds Level 2 Extended Certificate

To achieve the City & Guilds **Level 2 Extended Certificate in Horse Care** the learner is required to achieve 30 credits from any of the units within the qualification.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
D6010306	202	Carry Out and Understand the Principles of Feeding and Watering Horses	5	
L6010365	203	Undertake Routine Stable Duties	10	
T6010313	204	Undertake Horse Handling	5	
T6010327	205	Fit and Maintain Horse Tack and Clothing	10	
L6009314	206	Maintain Animal Health and Welfare	10	
H6010310	207	Undertake Horse Grooming, Trimming and Plaiting	5	
A6010345	208	Introduction to Keeping Horses at Grass	5	
H6010338	209	Introduction to Caring for Competition Horses	10	
T6010375	210	Introduction to the Principles of Horse Behaviour	5	
K6010339	211	Introduction to Equine Stud Practice	10	
F6010346	212	Introduction to Lungeing Horses	5	
J6010333	213	Introduction to Riding Horses on the Flat	10	

---

H6010341	214	Introduction to Riding Horses over Fences	10
M6010309	215	Understand the Principles of Horse Biology	10
F6009357	216	Environmental and Land- based Business	10

---

## City & Guilds Level 2 Diploma

To achieve the City & Guilds **Level 2 Diploma in Horse Care**, learners must successfully gain 30 credits from the mandatory units and a further 30 credits from the optional units. A total of 60 credits is required to achieve the qualification.

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Excluded combination of units (if any)
<b>Mandatory Units</b>				
H6009335	201	Undertake Work Related Experience in the Land-based Industries	10	
D6010306	202	Carry Out and Understand the Principles of Feeding and Watering Horses	5	
L6010365	203	Undertake Routine Stable Duties	10	
T6010313	204	Undertake Horse Handling	5	
<b>Optional Units</b>				
T6010327	205	Fit and Maintain Horse Tack and Clothing	10	
L6009314	206	Maintain Animal Health and Welfare	10	
H6010310	207	Undertake Horse Grooming, Trimming and Plaiting	5	
A6010345	208	Introduction to Keeping Horses at Grass	5	
H6010338	209	Introduction to Caring for Competition Horses	10	
T6010375	210	Introduction to the Principles of Horse Behaviour	5	
K6010339	211	Introduction to Equine Stud Practice	10	

F6010346	212	Introduction to Lungeing Horses	5
J6010333	213	Introduction to Riding Horses on the Flat	10
H6010341	214	Introduction to Riding Horses over Fences	10
M6010309	215	Understand the Principles of Horse Biology	10
F6009357	216	Environmental and Land- based Business	10
Y6009364	217	Participate in Providing Estate Maintenance	10

### Total Qualification Time

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

Title and level	GLH	TQT
City & Guilds Level 2 Certificate in Horse Care	90	150
City & Guilds Level 2 Extended Certificate in Horse Care	180	300
City & Guilds Level 2 Diploma in Horse Care	360	600

## 1.2 Opportunities for progression

On completion of these qualifications learners may progress into employment or to the following City & Guilds qualifications:

- Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Horse Management
- Level 2 or 3 qualifications in Work-based Horse Care
- Other related qualifications

## 1.3 Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Assignment guide	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Marking guide	<a href="mailto:information@cityandguilds.com">information@cityandguilds.com</a>
Information sheets	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>
Fast track approval forms/generic fast track approval form	<a href="http://www.cityandguilds.com">www.cityandguilds.com</a>

## 2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

### Centres already offering the Level 2 National Certificate in Horse Care (0346-12)

Centres approved to offer the Level 2 National Certificate in Horse Care (0346-12) may apply for approval for the new Level 2 Certificate, Extended Certificate and Diploma in Horse Care (0079) using the **fast track approval form**, available from the City & Guilds website.

### Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

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 that do not offer Level 2 National Certificate in Horse Care (0346-12) will need to get specific qualification approval to run these qualifications (contact your City & Guilds Local Office).

### 2.1 Resource requirements

#### Human resources

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

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- be occupationally knowledgeable in the area(s) of horse care for which they are delivering training. This knowledge must be at least to the same level as the training being delivered
- have credible experience of providing training.

Centre staff may undertake more than one role, e.g. tutor and assessor or internal verifier, but must never 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 land-based sector 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.

## **Continuing professional development (CPD)**

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

## **2.2 Learner entry requirements**

There are no formal entry requirements for learners undertaking these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

As part of the assessment for the Level 2 Diploma qualification, learners must have access to a work setting/placement.

## **2.3 Age restrictions**

These qualifications have been approved and accredited for pre-16, 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.

## 3 Course design and delivery

### 3.1 Initial assessment and induction

Centres will need to make an initial assessment of each learner prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:

- any specific training needs the learner has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing
- any units the learner has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the learner fully understands the requirements of the qualifications they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

### 3.2 Recommended delivery strategies

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

Centres may design course programmes of study in any way which:

- best meets the needs and capabilities of their learners
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- Functional skills
- Personal learning and thinking skills (PLTS)

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

## 4 Assessment

### 4.1 Summary of assessment methods

For these qualifications, learners will be required to complete the following assessments:

- one assignment for each unit

City & Guilds provides the following assessments:

- Assignment guide containing assignments for each unit.

#### Time constraints

The following time constraints must be applied to the assessment of these qualifications:

- All assignments must be completed and assessed within the learner's period of registration. Centres should advise learners of any internal timescales for the completion and marking of individual assignments.

### 4.2 Assignments

The assignment guide for these qualifications is available to download from [www.cityandguilds.com](http://www.cityandguilds.com).

### 4.3 Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. RPL is allowed and is also sector specific.

### 4.4 Resubmission of Assignments

Centres are advised to adopt the following policy on the re-submission of work:

Learners who fail an assignment on the formal (summative) submission, or who would like the opportunity to improve their grade, may re-submit once only and may then achieve either a Pass, Merit or Distinction as appropriate. An appropriate time period between formal submission and re-submission should be set by the centre. Multiple re-submissions are not permitted. Learners who fail to hand in work on the formal submission date, where there is no legitimate reason, should be capped to a maximum of a Pass grade only at the re-submission stage. It is at the discretion of the centre to set informal (formative) submission dates, if appropriate, and a formal submission date.

## 5 Units

### Summary of units

City & Guilds unit number	Title	Unit number	Credits
201	Undertake Work Related Experience in the Land-based Industries	H6009335	10
202	Carry Out and Understand the Principles of Feeding and Watering Horses	D6010306	5
203	Undertake Routine Stable Duties	L6010365	10
204	Undertake Horse Handling	T6010313	5
205	Fit and Maintain Horse Tack and Clothing	T6010327	10
206	Maintain Animal Health and Welfare	L6009314	10
207	Undertake Horse Grooming, Trimming and Plaiting	H6010310	5
208	Introduction to Keeping Horses at Grass	A6010345	5
209	Introduction to Caring for Competition Horses	H6010338	10
210	Introduction to the Principles of Horse Behaviour	T6010375	5
211	Introduction to Equine Stud Practice	K6010339	10
212	Introduction to Lungeing Horses	F6010346	5
213	Introduction to Riding Horses on the Flat	J6010333	10
214	Introduction to Riding Horses over Fences	H6010341	10
215	Understand the Principles of Horse Biology	M6010309	10
216	Environmental and Land-based Business	F6009357	10
217	Participate in Providing Estate Maintenance	Y6009364	10

### Certification/grading modules

City & Guilds unit number	Title
901	Certification module for Level 2 Certificate in Horse Care - pass grade
902	Certification module for Level 2 Certificate in Horse Care - merit grade
903	Certification module for Level 2 Certificate in Horse Care - distinction grade
904	Certification module for Level 2 Extended Certificate in Horse Care - pass grade
905	Certification module for Level 2 Extended Certificate in Horse Care - merit grade
906	Certification module for Level 2 Extended Certificate in Horse Care - distinction grade
907	Certification module for Level 2 Diploma in Horse Care - pass grade
908	Certification module for Level 2 Diploma in Horse Care - merit grade
909	Certification module for Level 2 Diploma in Horse Care - distinction grade
922	Certification module for Level 2 Certificate in Horse Care – distinction* grade

923

Certification module for Level 2 Extended Certificate in Horse Care – distinction\* grade

---

924

Certification module for Level 2 Diploma in Horse Care – distinction\* grade

## 6 Registration and Certification

The Level 2 Certificate, Extended Certificate and Diploma in Horse Care qualifications have been grouped into one programme for registration.

Tutors and Examination Officers should ensure that learners are registered onto 0079-02 and that all 0079-02 documentation for teaching and administration with City & Guilds is used.

When learners' results are submitted to City & Guilds, centres should also submit the relevant Certificate, Extended Certificate and Diploma component, according to which units the learner has achieved, so that the appropriate certificate is generated. The overall grade can be calculated using the formula in the assignment guide.

**Please note:** There are four certification/grading modules for each of the qualifications which differentiates the four grades – pass, merit, distinction and distinction\*. Once the overall grade for the assignments has been calculated, the correct certification/grading module needs to be indicated on the results Entry.

For example, if a learner achieves the Level 2 Certificate in Horse Care at an overall merit grade, then the certification module 902 needs to be submitted. Please see the Rules of Combination below or the City & Guilds catalogue.

Level 2 Certificate in Horse Care QAN 500/8715/0	
Rules for achievement of qualification	15 credits from (202 – 211), 213 Plus 901 for certification at pass grade

Level 2 Certificate in Horse Care QAN 500/8715/0	
Rules for achievement of qualification	15 credits from (202 – 211), 213 Plus 902 for certification at merit grade

Level 2 Certificate in Horse Care QAN 500/8715/0	
Rules for achievement of qualification	15 credits from (202 – 211), 213 Plus 903 for certification at distinction grade

Level 2 Certificate in Horse Care QAN 500/8715/0	
Rules for achievement of qualification	15 credits from (202 – 211), 213 Plus 922 for certification at distinction* grade

Level 2 Extended Certificate in Horse Care QAN 500/8716/2	
Rules for achievement of qualification	30 credits from (202 – 216)

Plus 904 for certification at pass grade

Level 2 Extended Certificate in Horse Care QAN 500/8716/2	
Rules for achievement of qualification	30 credits from (202 – 216) Plus 905 for certification at merit grade

Level 2 Extended Certificate in Horse Care QAN 500/8716/2	
Rules for achievement of qualification	30 credits from (202 – 216) Plus 906 for certification at distinction grade

Level 2 Extended Certificate in Horse Care QAN 500/8716/2	
Rules for achievement of qualification	30 credits from (202 – 216) Plus 923 for certification at distinction* grade

Level 2 Diploma in Horse Care QAN 500/8771/X	
Rules for achievement of qualification	30 credits from (201 – 204) Minimum 30 credits from (205 – 217) Plus 907 for certification at pass grade

Level 2 Diploma in Horse Care QAN 500/8771/X	
Rules for achievement of qualification	30 credits from (201 – 204) Minimum 30 credits from (205 – 217) Plus 908 for certification at merit grade

Level 2 Diploma in Horse Care QAN 500/8771/X	
Rules for achievement of qualification	30 credits from (201 – 204) Minimum 30 credits from (205 – 217) Plus 909 for certification at distinction grade

Level 2 Diploma in Horse Care QAN 500/8771/X	
Rules for achievement of qualification	30 credits from (201 – 204) Minimum 30 credits from (205 – 217) Plus 924 for certification at distinction* grade

- Learners must be registered at the beginning of their course. Centres should submit registrations using Walled Garden or Form S (Registration), under scheme/complex 0079-02.
- When assignments have been successfully completed results should be submitted on Walled Garden or Form S (Results submission). One of the certification/grading modules 901 to 909 or 922 to 924 need to be submitted to generate the appropriate certificate and grade. Centres should note that results will not be processed by City & Guilds until verification records are complete
- Learners achieving one or more assessment components will receive a Certificate of Unit credit listing the assessment components achieved. Learners achieving the number and combination of assessment components required to meet a defined Rule of Combination will, in addition, be issued with a certificate. Centres must submit a certification/grading component to allow this to happen.

Full details on the procedures for all City & Guilds qualifications registered and certificated through City & Guilds can be found on the City & Guilds on-line catalogue.

Level: 2

Credit value: 10

#### Unit aim

The aim of this unit is to give learners the skills needed to identify, participate in and review work experience in a land-based environment. The unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

#### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know the range and scope of job roles within an environmental and land-based industry
2. Be able to use relevant documents and skills relating to work experience
3. Be able to plan and review self development during work experience
4. Be able to report on the work experience

#### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

n/a

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 201

## Undertake Work Related Experience in the Land-based Industries

### Outcome 1

Know the range and scope of job roles within an environmental and land-based industry

#### Assessment Criteria

The learner can:

1. Describe different **types of jobs** within an environmental and land-based industry
2. Describe the **skills and qualifications** required for different types of jobs within an environmental and land-based industry

#### Unit content

##### Types of jobs

Types of jobs relevant to the industry: managerial, supervisory, team worker, trainee, volunteer, common job titles within the relevant industry, main duties and responsibilities

Skills needed to fulfil duties and responsibilities of appropriate jobs: job specific, vocational and personal

##### Skills and qualifications

Types of qualifications available to the industry, e.g. GCSE and A level, the Diploma (including Functional Skills), Apprenticeships (including Work-based Learning qualifications), Foundation Learning (Entry Level and Level 1), standalone/industry specific vocational, e.g. Centre-based (City & Guilds, Edexcel and others), practical competence based e.g. Certificates of Competence, other

Progression pathways from trainee or team worker positions to supervisory and management posts. Skills, qualifications and experience required to achieve career progression

Evaluate career and progression opportunities: advantages and disadvantages of identified pathways, suitability to personal interests, skills and qualifications, role of work experience in preparing for a selected career

Skills valued by employers: commitment and reliability, time management, people skills, confidentiality and discretion

## Unit 201

## Undertake Work Related Experience in the Land-based Industries

### Outcome 2

Be able to use relevant documents and skills relating to work experience

#### Assessment Criteria

The learner can:

1. Locate three advertisements for jobs from **different sources** available within the environmental and land-based industry
2. Produce an **application** for work experience in the environmental and land-based sector
3. **Prepare for an interview** for work experience
4. **Undertake an interview** for work experience

#### Unit content

##### Different sources

Locate three advertisements from for example trade magazines, websites, employer approaches to the centre, local paper, Countryside Jobs Service

##### Application

Suitable work experience position based on existing skills, experience, qualifications, development of skills and experience to achieve future employment goals

Personal details, education and training, professional membership, training, employment history, qualifications held, skills and general information, declarations

##### Prepare for an interview

Interview preparation: research the business and job role, suitable dress and personal presentation, information to find out and suitable questions to ask

##### Undertake an interview

Interview performance: attend punctually and dressed appropriately, answering questions, completion of other tests (e.g. practical, aptitude), and reflection on interview performance

## Unit 201

## Undertake Work Related Experience in the Land-based Industries

### Outcome 3

Be able to plan and review self development during work experience

#### Assessment Criteria

The learner can:

1. **Review own skills and experience** against the requirements for a specific industry
2. Prepare a **self development plan** for work experience
3. **Review** self development plan during and after work experience

#### Unit content

##### Review own skills and experience

Current skills and experience compared with those required for the job, identify training and development needs

##### Self development plan

New skills, knowledge, understanding, experience, development of existing knowledge and skills, training needed

##### Review

Skills, knowledge, understanding and experience that have been developed during work experience, impact on technical ability to perform the job role, work as a member of a team, future employability, future employment ambitions, further training and development

Unit 201

Undertake Work Related Experience in the Land-based Industries

Outcome 4

Be able to report on the work experience

#### Assessment Criteria

The learner can:

1. **Gather and prepare evidence** during the work experience
2. **Present information** to others on work experience

#### Unit content

##### Gather and prepare evidence

Position within the organisation structure, job description of work role, working practices, health and safety, daily work routine, diary of work activities, report from work experience provider

##### Present information

Written or oral report on the work experience, name of work experience provider, nature of the organisation (type of business, products or services), job role, health and safety, skills and knowledge developed

## Notes for guidance

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

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

Any Act or legislation that is sector specific should be adhered to. This includes duty of care if working with animals.

Learners should complete the equivalent of 4 weeks (or 150 hours) work experience to achieve this unit. Centres should be mindful of their responsibilities for ensuring that work placements have appropriate supervision, insurance and health and safety policies in place and that learners have access to appropriate support whilst on placement.

In Outcome 1, learners will explore the different job roles, responsibilities and job titles commonly associated with them in their specialist sector. This background understanding is likely to require some classroom teaching but learners should be encouraged to explore the range of employment opportunities within their specialist sector. It would be appropriate for employers to be invited to outline to learners their expectations in the workplace. Learners will be required to consider the skills and qualifications that are required for appropriate jobs, and should be encouraged to think about the skills and qualifications that they may need to acquire to achieve their employment ambitions. This should also help them to identify a suitable work experience placement.

Outcome 2 involves learners undertaking the process of applying for work experience. They will need to locate suitable job adverts but can be supported by centres suggesting suitable placements. When applying for work experience learners should produce, as a minimum, a detailed curriculum vitae and letter of application using a computer. Learners may need to be given supported workshop time on computers to develop these documents. Before attending a work experience interview, it would be appropriate for learners to role play an interview and be given feedback on their interview technique. After attending an interview, they should reflect on their performance and how they could improve their effectiveness.

In Outcome 3, learners will review their existing skills, knowledge and experience against those required for a specific job role and how they will seek to develop these during the work experience. This development will be reviewed at a mid-point during the work experience and at the end, when they will reflect on how the work experience has helped to develop their future employability in line with their employment ambitions. Whilst learners are on work experience, and especially if this is an extended placement away from the centre, it is important that they have access to and support available from tutors.

Outcome 4 requires learners to gather basic evidence on their work experience, including the organisation name, main products or services, organisation staffing structure and their role within the organisation. The learner does not need to keep a diary of all duties undertaken each day but should produce a detailed description of the usual work routine and supplement this with a diary of any additional tasks, events, activities or items that represent learning opportunities. They should also note how health and safety of staff and, if relevant, customers is managed in the workplace. A feedback report from the work experience provider will form part of the evidence for this outcome. The final report on work experience could be presented in written form or as a

presentation to tutors and other learners. As a minimum, it should include the range listed. It would be appropriate to include the final review and reflection on work experience from Outcome 3 in this report.

Level: 2

Credit value: 5

#### Unit aim

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

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

#### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to feed and water horses
2. Understand the principles of feeding and watering horses
3. Understand how to work out a basic feed ration for a horse
4. Be able to work out a basic feed ration for a horse

#### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

202.1 Feed and Water Horses

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 202

## Carry Out and Understand the Principles of Feeding and Watering Horses

### Outcome 1

### Be able to feed and water horses

#### Assessment Criteria

The learner can:

1. **Prepare rations** according to instructions to include concentrates and roughage
2. Identify **feedstuffs** and assess **quality** including concentrates and roughage
3. Provide feed and water to horses in the required place according to **procedures** for both stabled and grazing horses
4. Report on **changes** in feeding and drinking habits of horses to the appropriate person

#### Unit content

##### Prepare rations

Feed charts, select feed, weighing out, correct preparation, checking, feed bowls, mangers, utensils, care, cleaning, storage

##### Feedstuffs

Recognition of feed: grains (concentrates) and roughage (to include oats, barley, sugar beet, chaff, mixes, cubes, meadow hay, ready grass, haylage and horsehage)

##### Quality

Good and poor quality feeds for example dusty, mouldy and rancid, signs and effects of vermin contamination, consequences of feeding poor quality feed

##### Procedures

The feeding of roughage to include haynets, feeding on the floor, soaked hay and hay racks

Feeding concentrates using feed buckets and bowls, the use of mangers, feeding at appropriate times and health and safety considerations when feeding stabled and grass kept horses

##### Changes

Recognition of increased or decreased appetite or water intake, fussy eaters, accurate reporting

## Unit 202

## Carry Out and Understand the Principles of Feeding and Watering Horses

### Outcome 2

Understand the principles of feeding and watering horses

#### Assessment Criteria

The learner can:

1. Outline the **principles of feeding** horses
2. Outline the **principles of watering** horses
3. Describe the **basic feeding routine** for stabled horses and horses at grass

#### Unit content

##### Principles of feeding

Rules of feeding, basic rations, forage concentrate ratios, feeding regimes, why rules of feeding are important

##### Principles of watering

Rules of watering, buckets, automatic waterers, natural sources, why rules of watering are important

##### Basic feeding routine

Feed amounts, timings, checking, procedure, maintaining a tidy feed room and store area, maintenance of the hay barn, health and safety considerations

## Unit 202

## Carry Out and Understand the Principles of Feeding and Watering Horses

### Outcome 3

Understand how to work out a basic feed ration for a horse

#### Assessment Criteria

The learner can:

1. Describe the main **nutrient content** of a horses diet
2. Describe the horses' basic **dietary needs**
3. Describe considerations to be taken into account when setting **individual diets**

#### Unit content

##### Nutrient content

Sources and function of carbohydrates, proteins, fats and lipids, fibre, water, vitamins and minerals

##### Dietary needs

Feeding for maintenance and work, the importance of roughage in the diet, amounts and proportions of feed

##### Individual diets

Factors to consider: age, breed, size, temperament, workload, health, weight, condition, reproductive status, environment

## Unit 202

## Carry Out and Understand the Principles of Feeding and Watering Horses

### Outcome 4

Be able to work out a basic feed ration for a horse

#### Assessment Criteria

The learner can:

1. Assess horses for **weight and condition**
2. Assess the **work** that a horse is undertaking
3. Calculate a **basic daily feed ration** for a horse in work.

#### Unit content

##### Weight and condition

Assessment of the horse's weight to include: weigh tape, calculation, weigh bridge, guesstimate

The recognition of overweight, underweight and optimum weight to include fit and unfit horses, condition scoring, recognition of good health in relationship to condition

##### Work

Type of work, guidelines for assessing maintenance, light, medium, fast, strenuous work loads, assessing the type of horse against the work load

##### Basic feed ration

Amounts of feed, roughage and concentrate, selection of feed, suitability of various feeds to suit the type of horse and the work load

## Notes for guidance

This unit is designed to provide the learner with the knowledge and skills required to feed and water horses. Feeding and watering horses is one of the most basic and essential aspects of horse care and competence. It is essential that learners develop knowledge and skills through practice and work within a stable yard environment. Throughout the unit the emphasis should be on safe working. It is expected that learners will be aware of safe working practices and accepted behaviour within the context in which they are working.

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

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

In Outcome 1, the learner will be required to feed and water horses. This outcome should be delivered in a practical setting where learners are preparing food, feeding and watering horses during routine activity. Learners should have the opportunity to work with a range of feedstuffs with the emphasis on identifying good and poor quality concentrate feed and roughage. Access to feed charts or guides detailing food types and amounts are an essential part of this outcome. Safe working practices should be followed when providing feed and water to horses in the stable and at grass. Opportunities for the learners to observe and report changes in feeding and drinking habits are essential.

Outcome 2 covers the principles of feeding and watering horses. This outcome will require some formal delivery but it should also be linked to practical application. The use of stable resources is essential and visiting established feed rooms and observing routine care in feeding operation is crucial. The importance of outlining the rules of feeding and watering is covered and the linking of feeding routines to the working environment is essential. The recognition of health and safety and the welfare of horses must be promoted within this outcome.

Outcome 3 covers basic ration formulation for horses. This Outcome will require some formal delivery, however opportunity should be made to relate teaching into a practical context. Opportunities for learners to investigate nutrient content of feed and dietary need should be developed. Attention may be drawn to analysis of food packaging labels to make the learners aware of the role of dietary nutrients in foodstuffs. Learners should be given a range of examples to consider when setting individual diets.

In Outcome 4 the learner should be given the opportunity to work out a ration for an individual horse. This outcome may require some formal delivery but wherever possible the learner should be allowed access to real horses so that dietary calculations display an element of realism. Consideration of weight and condition is essential with opportunity made to discuss a variety of horses, their condition and needs. The learner will be encouraged to undertake basic calculations when devising daily feed rations for horses in work. Support for learners working through calculations may be necessary. The recognition of health and safety and the welfare of horses must be promoted within this outcome.

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

**References**

## Books

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

Pilliner S & Davies Z. 1999. *Horse Nutrition and Feeding*. WileyBlackwell.

Horse and Hound and other Equestrian Magazines

Level: 2

Credit value: 10

#### Unit aim

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

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

#### Learning outcomes

There are four learning outcomes to this unit. The learner will:

1. Be able to prepare, clean and maintain stables
2. Be able to care for and maintain storage and working areas
3. Know how to undertake routine stable duties
4. Know how to carry out appropriate daily checks on horses

#### Guided learning hours

It is recommended that 60 hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

201.1 Prepare a stable for a horse

201.2 Clean and maintain stables

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 203

## Undertake Routine Stable Duties

### Outcome 1

Be able to prepare, clean and maintain stables

#### Assessment Criteria

The learner can:

1. Assess **suitability of bedding and bed down** according to instructions
2. **Clean and maintain different types of bedding** within the stable environment
3. Provide **food** and clean, fresh **water**
4. Check and maintain **stable conditions** including
  - ventilation
  - light
  - suitability to the individual horse
  - fittings
5. Check and **maintain horses clothing**

#### Unit content

##### Suitability of bedding and bed down

Commonly used bedding materials to include: straw, shavings, paper, rubber matting, other. The suitability of particular bedding materials and why they may be chosen to include: health conditions, allergies and respiratory disorders, horses eating their bedding and disposal

##### Clean and maintain different types of bedding

Muck out, skip out, deep litter, day beds and night beds to include commonly used bedding materials: straw, shavings, paper and rubber matting

##### Food

Providing food within routine activity, feeding at different times of the day, the feeding of concentrate and roughage, when to feed and when not to, weighing feed and following directed diet requirements, maintaining cleanliness, bowls, managers, feeding from the floor and using haynets

##### Water

Providing regular clean fresh water within routine activity: water buckets, automatic waterers, checking of water supply and how much a horse may drink, cleanliness of receptacles

##### Stable conditions

Maintenance of stables: walls, doors windows, fittings and their safe location, ventilation and the avoidance of drafts, light (natural and artificial), location and type of lighting, security (doors and gates), location and size of stables to suit individual horse need

##### Maintain horses' clothing

Check horse rugs have not slipped or been damaged, horse not too warm/cold, stable bandages if used have not slipped or come undone, any clothing requiring attention is dealt with appropriately

## Unit 203

## Undertake Routine Stable Duties

### Outcome 2

Be able to care for and maintain storage and working areas

#### Assessment Criteria

The learner can:

1. Carry out daily **routine tasks** for maintaining a tidy and safe stable yard
2. **Store forage and bedding** materials safely and correctly
3. **Dispose of waste** safely and correctly.

#### Unit content

##### Routine tasks

Care of and maintenance of surrounding stable areas to include: stable yard, muck heap, hay and bedding storage, tack room, feed room, tool area, drains

##### Store forage and bedding

Suitability of hay and bedding storage areas, hay and straw barn, bedding stores, feed room, safe procedure for storage of stock, the use of pallets, stacking bales, storing feed by date, vermin control

##### Dispose of waste

Bedding materials, water, uneaten food, yard debris and hazardous waste

## Unit 203

## Undertake Routine Stable Duties

### Outcome 3

Know how to undertake routine stable duties

#### Assessment Criteria

The learner can:

1. Describe the importance of keeping to **routines**
2. Describe the importance of keeping the work area **clean and free from hazards**

#### Unit content

##### Routines

Schedule of days activity within a working yard, task breakdown and how long each task takes, the importance and reason for each task and why tasks maybe be organised in specific sequence, display of schedule, maintaining a safe work environment for routine activity, maintenance of animal welfare

##### Clean and free from hazards

Maintenance of a stable yard and facilities, importance of ensuring that all equipment is put away following use, importance of yard cleanliness and surrounding work areas (tack room, feed room, and storage areas, rug rooms, office, communal areas, entrances, exits, gates and doorways)

## Unit 203

## Undertake Routine Stable Duties

### Outcome 4

Know how to carry out appropriate daily checks on horses

#### Assessment Criteria

The learner can:

1. Describe the signs of **normal and abnormal** health in horses
2. Describe when **daily checks** of the horse should take place
3. State who to **report any unusual signs** of health to

#### Unit Content

##### Normal and abnormal

Behaviour and movement, passing of faeces and urine, temperature, pulse and respiration, intake of food, (hay, water and concentrates), mucous membranes, 'pinch test' for dehydration, appearance of coat

##### Daily checks

Morning, day, evening and late night checks, what to check for, importance of checks, record keeping

##### Report any unusual signs

Inform yard supervisor/manager

## Notes for guidance

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

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

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

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

In Outcome 1, the learner will be expected to have experience of daily routine activity within a working environment. Learners should be able to work with a variety of bedding materials and assess their use. It is accepted that the outcome will require some formal direction but it is expected that this outcome should be largely practical. Learners should be provided with the physical opportunity to work with horses, to maintain stables and the surrounding working and storage areas within a working routine. They should be encouraged and guided to handle horses with an emphasis on safe working practice in all elements of routine horse and stable care.

In Outcome 2, the learner should take part in routine activity which includes the daily maintenance of stable yard facilities and ancillary rooms. It is expected that maintenance of feed rooms and store, hay barn and muck heap would be an integral part of routine activity. It is accepted that the outcome could require some formal delivery but it is expected that practical sessions are an essential part of the experience. Learners should be provided with the physical opportunity to carry out routine work with an emphasis on safe working practice.

In Outcome 3, learners will cover the knowledge that accompanies practical routine activity. It is expected that the reason for maintaining routines and undertaking specific tasks and maintenance will be delivered in a formal manner. However wherever practical examples can be demonstrated, this should be encouraged. Learners should be encouraged to handle horses with an emphasis on safe working practice.

In Outcome 4, learners will need to have knowledge of the signs of normal and abnormal health in horses and know when to carry out checks on horses. They will also need to know who they should report an unusual sign of health to. Theoretical scenarios should be used as part of the delivery of this outcome. The practical element of this outcome is included in Outcome 3 and they should be applied in a practical setting.

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

## References

## Books

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

Level: 2

Credit value: 5

#### Unit aim

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

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

#### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to handle and restrain horses using specified methods
2. Know how to handle and restrain horses

#### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

202.3 Restrain horses using specified methods.

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 204

## Undertake Horse Handling

### Outcome 1

Be able to handle and restrain horses using specified methods

#### Assessment Criteria

The learner can:

1. **Handle horses** correctly and safely
2. Fit and use appropriate tack and equipment for **handling** and **restraining** horses
3. **Restrain** horses according to instructions.

#### Unit content

##### Handle horses

Catching and correct application of headcollar and leadrope, leading (including turning and stopping), standing up for inspection, specific situations in the stable and in the yard

##### Handling and restraint

Equipment: fit and use headcollar, bridles, chifney, 'be nice' headcollar or similar

Restraint techniques as appropriate: pinch skin on neck, apply a twitch, hold up a leg, maintaining safe positioning of horse and handler, assistance

##### Restrain

Restraint for: clipping, trimming, veterinary examinations and treatments

Awareness of horse behaviour and mental state when under restraint, correct use of Personal Protective Equipment (PPE), health and safety

## Unit 204

## Undertake Horse Handling

### Outcome 2

### Know how to handle and restrain horses

#### Assessment Criteria

The learner can:

1. Describe **how the handler can influence horses' responses** during handling through attitude and handling techniques
2. Outline **reasons for restraining horses**, the methods of restraint and when to use them covering:
  - holding up a leg
  - pinching the skin on the neck
  - bridle
  - head collar
  - lunge line
  - chifney
  - twitch
3. Describe how to **recognise if the horse is becoming stressed** during restraint and when to seek assistance

#### Unit content

##### Influence of handler on horse's responses

Attitude of handler and how positive or negative attitude affects horse, handling techniques e.g. talking to horse, positioning horse safely, horse behaviour and likely response to restraint, confidence of handler

##### Reasons for and methods of restraint

Reasons for restraint: clipping, trimming, treatments

Recognition of when restraint is necessary and which method is likely to be most appropriate: holding up a leg, pinching skin on neck, headcollar, 'be nice' headcollar or similar, bridle, lunge line, chifney, twitch

##### Recognise if the horse is becoming stressed

Mental state of horse during restraint, signs of stress, agitation or discomfort, sweating or blowing, difficult behaviour e.g. striking out, crushing handler, when to seek help, use of sedation, care of horse after restraint

## Notes for guidance

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

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

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

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

In Outcome 1, the learner will be required to handle and restrain horses using specified methods. It is anticipated that delivery will be in practical situations where learners are encouraged to handle a variety of horses. There is always potential for injury when restraining large animals, such as horses, and it is important that safe techniques for restraint are demonstrated to the learner by an experienced person before the learner attempts restraint. It is recognised that centres may have preferred methods of restraint but it is important that a variety of equipment is available for use and that there are sufficient number of horses and/or points of a suitable temperament.

Outcome 2 covers the reasons why horses need restraining and how the handler can influence the horse's response. This outcome will need some formal delivery but it should also be delivered in practical situations where learners are making visual assessments of horse's response to restraint. There is a clear link between the two outcomes and use should be made of demonstration of restraint techniques in Outcome 1 prior to the learner attempting restraint. The emphasis should be on safe working and dealing with horses in a way which reduces stress and minimises injury to the learner, horses and others.

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

## References

### Books

Auty I. 2008. *The British Horse Society Complete Manual of Stable Management – 2<sup>nd</sup> Edition*. Kenilworth Press. ISBN 905693184

Houghton Brown J. 2002. *Horse and Stable Management 4<sup>th</sup> Edition*. Blackwell Publishing.

Marks K. 2002. *Perfect Manners*. Ebury Press.

Pavord M and T. 2004. *Handling and Understanding the Horse*. Lyons Press.

Webber T. 1998. *Safety – Threshold Picture Guides 14*. Kenilworth Press.

Level: 2

Credit value: 10

#### Unit aim

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

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

#### Learning outcomes

There are four learning outcomes to this unit. The learner will:

1. Be able to fit and remove horse clothing
2. Be able to fit and remove tack for exercise
3. Be able to clean and maintain tack
4. Know how to fit horse clothing and tack

#### Guided learning hours

It is recommended that 60 hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

203.1 Fit and Remove Horse Clothing

205.1 Fit, remove and maintain tack for exercise

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

**Assessment Criteria**

The learner can:

1. **Select and fit horse bandages** to include:
  - tail bandage
  - stable bandages
  - travel bandages
2. **Select and fit horse rugs** according to instructions to include:
  - indoor rugs
  - outdoor rugs
3. **Remove, prepare for storage and store horse bandages and rugs**

**Unit content**

**Select and fit horse bandages**

Different types of bandages for relevant situations: exercise, stable, tail, and travel. Different ties of bandages including Velcro and tape

Checking for safe use

**Select and fit horse rugs**

Indoor rugs to include: stable rugs, sheets, cooler and sweat rugs, rollers and surcingles

Outdoor rugs to include: New Zealand rugs, under rugs, vests and hoods

Checking for safe use

**Remove, prepare for storage and store horse bandages**

Removal of bandages, checking for safety, correct cleaning and storage of bandages

**Remove, prepare for storage and store horse rugs**

Remove indoor and outdoor rugs, checking for safety, cleaning of indoor and outdoor rugs, re-proofing of outdoor rugs, storage requirements for indoor and outdoor rugs

**Assessment Criteria**

The learner can:

1. Prepare horse for tacking up
2. Select and fit suitable tack for exercise to include:
  - bridles
  - saddles
  - martingales
  - nosebands and bits
  - breastplate
3. Fit boots for exercise
4. Remove equipment after exercise and store tack safely and correctly

**Unit content**

**Prepare horse for tacking up**

Identification of horse, grooming including picking out feet, physical check for health

**Select and fit suitable tack**

Identify, recognise and fit a snaffle bridle, general purpose saddle including numnah and girth, running martingale, standing martingale, cavesson noseband, drop noseband, flash noseband and breastplate

**Fit boots**

Over-reach boots, brushing boots, exercise bandages, tendon boots

**Remove equipment after exercise**

Correct removal of boots, bandages, saddle, bridle, martingale, and breastplate

**Store tack safely and correctly**

Bandages, saddle, bridle, martingale, and breastplate, safety when handling

## Unit 205

## Fit and Maintain Horse Tack and Clothing

### Outcome 3

Be able to clean and maintain tack

#### Assessment Criteria

The learner can:

1. Take apart and assemble bridles and saddles
2. Clean tack
3. Check condition of tack

#### Unit content

##### Take apart and assemble bridles and saddles

Stirrup leathers and irons, girth, numnah, bit, reins, noseband, brow-band, headpiece, martingale, breastplate

##### Clean tack

The reasons for and when to clean tack, method of cleaning tack, frequency, problems that may occur if tack not cleaned correctly and regularly

Equipment needed: sponges, saddle soap, oil

Checks to be made whilst cleaning tack

##### Check condition of tack

Reasons why it is important to check condition of tack, procedure for checking tack and what to look for: buckles, stitching, condition of leather, cracks and splits, rusting metal parts (bits and buckles)

**Assessment Criteria**

The learner can:

1. State the reasons for checking equipment for safety and comfort
  - bandages
  - rugs
  - tack
2. Describe the effects of ill fitting:
  - bandages
  - rugs
  - tack
3. Describe the principles of fitting:
  - rugs
  - saddles
  - bridles
  - bits

**Unit content****Checking equipment for safety and comfort**

Bandages: pressure points, bandages being fitted too tight or loose, ties and Velcro

Rugs: pressure points, chaffing, dampness and warmth

Tack: bit in the mouth, noseband pressure points, saddle, pressure points, safety in all aspects

**Effects of ill fitting**

Bandages: rubbing, pressure points and circulation, lameness, safety and security of the bandage

Rugs: rubbing, discomfort, pressure points, sores, rubbing, loose fitting, danger of fastenings getting caught

Tack: saddle sores, girth galls, rubbing, discomfort, pinching and pressure points, restriction of movement on the horses' way of going

**Principles of fitting**

Rugs: areas for checking include chest, withers, leg straps, length of rug, surcingle, belly straps, depth of rug

Saddles: areas for checking include pommel fit over the withers, length, tree, shoulder, even weight distribution

Bridles: areas for checking include bit, cheek pieces, noseband, headpiece, browband, length of reins, running martingale, breastplate

## Notes for guidance

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

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

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

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

In Outcome 1, the learner will be required to fit and remove horse clothing. There will be an element of theoretical delivery and demonstration used within the teaching of this outcome, with a substantial emphasis on practical delivery. Learners should be encouraged to work safely with a range of equipment for example different bandages and rugs. They should be shown how to work and deal with horses in a way which reduces stress and minimises injury to themselves, horses and others.

Outcome 2 covers the fitting of and removal of tack for exercise. There will be an element of theoretical delivery to support the substantial practical component for this outcome.

Learners should be shown different types of tack in order that they should be able to identify equipment commonly being used. They need to gain experience of tacking up and selecting suitable tack for exercise. The range of tack covered should include bridles, saddles, martingales, nosebands, bits and breastplates. It is essential that learners gain the experience fitting a range of boots for exercise. They should be shown how to remove and store equipment after exercise safely and appropriately. Learners should be able to work and deal with animals in a way which reduces stress and minimises risk to the learner, animals and others.

In Outcome 3, the learner will be required to clean and maintain tack. Although it is envisaged that there will be some theoretical delivery for this outcome, practical demonstration and learner participation are important components for this work. The learner should take apart and reassemble snaffle bridles and saddles. The bridle should include a noseband and when handling a saddle they should gain the ability to remove stirrups, stirrup leathers and irons, numnahs and girths. It is recommended that tack cleaning could be included within routine activity and should include, buckles, stitching, condition of leather, cracks and splits, rusting of metal components.

In Outcome 4, the learner will develop the knowledge on how to fit horse clothing and tack. It is accepted that part of this outcome will be delivered formally. Teaching should include the reasons for checking bandages, rugs and tack for safety. Interactive sessions are recommended to provide the learner with the ability to describe the effects of ill fitting equipment.

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

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

## References

### Books

Auty I and Batty-Smith J. 2008. *BHS Complete Manual of Horse and Stable Management*. Kenilworth Press Ltd. ISBN 905693184

Auty I and Linington-Payne M. 2008. *The BHS Complete Training Manual for Stage 1*. Kenilworth Press Ltd. ISBN **1905693207**

Draper J. 1999. *The Complete Guide to Horse Care (Practical Handbook)*. Lorenz Books. ISBN 0754800200

McBane S. 1998. *Horse Care and Riding: A Thinking Approach*. David & Charles PLC. ISBN 0715302200

Vogel C. 2003. *The Complete Horse Care Manual*. Dorling Kindersley. ISBN 0751337587

Level: 2

Credit value: 10

#### Unit aim

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

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

#### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to monitor and maintain the health and well being of animals
2. Know how to promote and maintain the welfare of animals
3. Know common diseases and disorders, their prevention and treatment
4. Know the practices and principles of animal first aid

#### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

CU29.1 Assist with the health and well-being of animals

CU34.1 Promote and maintain the health and well-being of animals

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 206

## Maintain Animal Health and Welfare

### Outcome 1

Be able to monitor and maintain the health and well being of animals

#### Assessment Criteria

The learner can:

1. Recognise signs of **normal and abnormal** health in animals
2. Carry out **routine health checks** on animals
3. Carry out appropriate **routine preventative treatments** for animals

#### Range

Horse care – horses, ponies (and donkeys if appropriate)

#### Unit content

##### Normal and abnormal

Temperature, respiration rate, heart rate, behaviour and communication, movement and gait, condition of ears, eyes, nose, appearance of mucous membranes, faeces, urine, sleeping and eating patterns, evidence of discharge, condition of feet and dentition

##### Routine health checks

Individual details, date and time of check, physical observations and checks - eyes, ears, nose, mouth, feet and tail ( as appropriate), evidence of discharge, movement and gait, behaviour and communication, clinical signs: weight, faeces, urine, temperature, respiration, pulse

##### Routine preventative treatments

Internal and external parasite control (as appropriate to species), hoof or nail/claw care, dental/beak care, ear care, species or breed specific needs

## Unit 206

## Maintain Animal Health and Welfare

### Outcome 2

Know how to promote and maintain the welfare of animals

#### Assessment Criteria

The learner can:

1. Outline the current animal welfare **legislations** and how these relate to daily **regimes**
2. Describe the care and husbandry requirements in relation to the **five animal needs**

#### Range

Horse care – horses, ponies (and donkeys if appropriate)

#### Unit content

##### Legislations

Animal Welfare Act 2006 and Animal Health and Welfare act (Scotland) (2006), Health and Safety at Work etc Act 1974, Welfare of Animal (Transport) Order 2006, Control of Substances Hazardous to Health Regulations (2002) (COSHH), The Welfare of Animals at Market Order 1993, The Welfare of Farmed Animals 2000 (as amended 2003), Veterinary Surgeons Act (1966), The Welfare of Animals Regulations 1999 (slaughter or killing)

##### Regimes

Feeding, water, exercise, grooming, cleaning of accommodation including fixtures and fittings, partial and total clean to include disinfection, equipment checks and maintenance, maintain tidiness of yard/establishment

##### Five animal needs

Freedom, from hunger and thirst, freedom from discomfort, freedom from pain, injury and disease, freedom to express normal behaviour, freedom from fear and distress

## Unit 206

## Maintain Animal Health and Welfare

### Outcome 3

Know common diseases and disorders, their prevention and treatment

#### Assessment Criteria

The learner can:

1. Describe **common diseases**, their prevention, signs and treatments:
  - Viral
  - Bacterial
  - Metabolic
2. Describe **common disorders**, their signs and treatments

#### Range

Horse care – horses, ponies (and donkeys if appropriate)

#### Unit content

##### Common diseases

Illness caused by pathogenic organisms which develop clinical and physical signs identifiable for disease recognition and prevention. At least one disease from each category to be covered for the range of species specified: cause, signs, treatment and prevention

##### Common disorders

Physical and behavioural disorders caused by influencing factors such as stress, lack of appropriate stimulation, exercise, socialisation or companionship, poor handling, diet and accommodation. Treatment and prevention of the disorders

## Unit 206

## Maintain Animal Health and Welfare

### Outcome 4

### Know the practices and principles of animal first aid

#### Assessment Criteria

The learner can:

1. Describe the contents of an **animal first aid box**
2. Identify the main **principles** of animal first aid
3. Describe **first aid procedures** for **common animal injuries and ailments**

#### Range

Horse care – horses, ponies (and donkeys if appropriate)

#### Unit content

##### Animal first aid box

Could include (as appropriate for species): gauze bandages, Vetwrap, Animalintex, wound powder, gauze/Melonin dressing pads, adhesive tape, roll of cotton wool, selection of bandages, rectal thermometer, tweezers, salt, gloves, scissors, antibacterial ointment/wipes/spray, antiseptic cream, hand sanitizer, eye wash

##### Principles

The three aims (preserve life, prevent suffering, prevent situation deteriorating) and the four rules (assess situation, maintain airway, control bleeding and get help)

##### First aid procedures

Maintain airway, monitor breathing, circulation, prevent shock, treat bleeding, stabilise animal, report to vet and or local authority if necessary, transportation or moving methods for a number of animals and sizes, using a range of equipment (as appropriate to species), records of the injury, state and response of the animal, reporting to a vet/owner

##### Common first aid injuries and ailments

(As appropriate to species): Strains and sprains, hoof and leg, paw or claw wounds, shock, Road Traffic Accident (RTA), colic, hypothermia, hyperthermia, convulsions, fractures, eye and ear wounds, choking, poisoning, abscesses, burns and scalds, bites and stings

## Notes for guidance

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

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

Horse care – horses, ponies (and donkeys if appropriate)

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

In Outcome 1, the learner will be required to recognise signs of normal and abnormal health in animals. This will involve carrying out routine check ups, record keeping, treatments; both preventative and curing. In order to achieve this, the work will be firstly observational followed by practical health assessments. Supervision and safe practices to avoid stress and injury to the animal must be upheld.

In Outcome 2, legislative frameworks that promote animal welfare will be delivered and learners will be able to outline and describe these. The main delivery anticipated for this will be classroom-based lectures and research. However, learners should aim to apply their knowledge to various situations. Analysis of daily regimes within the animal care industry for a variety of business types would be ideal.

Extra curricular experiences that the learner can draw from to use in attaining this outcome would be helpful, but it must include an understanding of managing exercise and husbandry regimes for animals in their care. Codes of practice for different businesses could be included.

In Outcome 3, learners will be required to describe different diseases and disorders. The main method of delivery is likely to be short lecture delivery, worksheets and research. Some interactive animations are available. The modes of infection, signs and symptoms are all primary stages of learning and further understanding for treatments and preventions will be developed. The use of medicines and husbandry techniques can be investigated for a number of given diseases. Common disorders in animals can be highlighted through practises such as intensive farming to pet care and influencing factors such as limitations in space, money or knowledge.

In Outcome 4, the learner is expected to describe and identify the contents of a first aid kit, the principles and common procedures for first aid situations. In the delivery of this content, it is anticipated that simulated practicals and theoretical scenarios will be used. First aid kits can be mocked up and the emphasis should be on practical demonstration wherever possible.

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

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

## References

### Books

- Alderton, D. 2005. *The complete book of pets & petcare: the essential family reference guide to pet breeds and petcare*. Hermes House.
- Alderton, D. 2004. *Exotic pets, Practical Petcare handbook*. London: Lorenz Books.
- Alderton, D. 2005. *The Ultimate encyclopedia of small pets and petcare*. London: Southwater.
- Alderton, D. 2005. *The ultimate encyclopedia of small pets and petcare*. Ultimate Editions.
- Alderton, D et al. 2006. *The Complete book of pets and petcare: the essential family reference guide to pet breeds and petcare*. London: Hermes House.
- Batty, J. 2005. *Bantams: breed and management, International poultry library*. Midhurst: Beech.
- Batty, J. 2000. *Practical poultry keeping*. Northbrook Publishing, 11 ed.
- Beilfeld, H. 1984. *Mice: everything about care, nutrition, diseases, behavior, and breeding*. Woodbury, N.Y.: Barron's Publishing.
- Bower, J and Youngs, D. 1994. *The Dog owner's veterinary handbook*. Marlborough: The Crowood Press.
- Casel, P. 2005. *The Dog: its behavior, nutrition, and health*. Oxford: Blackwell, 2 ed.
- Daly, CH. 2002. *Rats: everything about purchase, care, nutrition, handling and behavior, A complete pet owner's manual*. Hauppauge New York: Barron's Educational Series, Revised ed.
- Hayes MH and Knightbridger R (ed). 2002. *Veterinary notes for horse owners*. London: Ebury Press, 18 ed.
- Kotter, E. 1999. *Gerbils, A complete pet owner's manual*. Hauppauge, N.Y.; Leicester: Barron's Educational.
- Turner, T (ed) and Turner, J (ed). 1994. *Veterinary notes for cat owners*. LONDON: Stanley Paul.
- Turner, T. 1990. *Veterinary notes for dog owners*. LONDON: Stanley Paul.
- Meredith A and Redrobe, S. 2002. *BSAVA Manual of exotic pets*. Gloucester: British Small Animal Veterinary Association.
- Mc Farland, D. 1987. *The Oxford companion to animal behaviour*. Oxford University Press.
- Simpson, G (ed). 1994. *Practical veterinary nursing*. BSAVA, 3 ed.
- Krottlinher, J. 1993 *Keeping reptiles and amphibians*. Neptune, N J: T F H Publications.
- Land, D R and Cooper, B. 2003. *Veterinary Nursing*. Oxford: Butterworth-Heinemann, 3 ed

### Websites

- <http://www.spvs.org.uk> The Society of Practising Veterinary Surgeons
- <http://www.rcvs.org.uk> The Royal College of Veterinary Surgeons
- <http://www.rvc.ac.uk> The Royal Veterinary College
- <http://survivalrivals.org/the-x-bacteria/animation>
- <http://clearlyexplained.com/culture/health/infections/viruses/anim.html>
- <http://nhscience.lonestar.edu/biol/animatio.htm>

Level: 2

Credit value: 5

#### Unit aim

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

This unit introduces the learner to the skills required to groom, trim and plait horses. The unit covers some of the skills necessary to improve the appearance of the horse. The learner will be able to groom and wash horses, both full wash and sponging off. They will also be able to prepare horses' manes by pulling and will be able to plait a mane. The learner will also trim horses under supervision and outline the safe procedure for clipping horses.

#### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to clean and groom horses
2. Be able to trim and plait horses
3. Know how to prepare a horse to improve appearance

#### Guided learning hours

It is recommended that 30 hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

NOS 203.2 Plait and trim horses

NOS 203.3 Clean and groom horses for appearance

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SCC.

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 207

## Undertake Horse Grooming, Trimming and Plaiting

### Outcome 1

Be able to clean and groom horses

#### Assessment Criteria

The learner can:

1. Groom horses efficiently and correctly
2. Recognise and report when a horse's hooves need attention
3. Wash and dry horses according to conditions and requirements both:
  - full wash
  - sponging off.

#### Unit content

##### Groom horses

Equipment, grooming routine and technique, stabled and grass kept horse, strapping, quartering, brushing off, preparing horses for work

##### Hooves

Routine hoof care, signs of when a horse needs shoeing or trimming including shoe wear and horn growth, frequency of shoeing and farriery care, recognise conditions of the horses foot and report on hoof condition, daily hoof care

##### Wash and dry horses

Full wash for presentation and general cleanliness, procedure, health and safety and well being of the horse, consideration of weather conditions and time of year, sponging off and washing down after exercise, effective methods of drying horses

## Unit 207

## Undertake Horse Grooming, Trimming and Plaiting

### Outcome 2

### Be able to trim and plait horses

#### Assessment Criteria

The learner can:

1. Carry out **trimming** according to instructions to include one of the following:
  - bottom of tail
  - bridle gap
  - feathers
2. Prepare **manes** by **pulling**
3. **Plait a mane** according to instructions
4. Assist with the **preparation of horse and equipment for clipping**

#### Unit content

##### Trim horses

According to instructions trim: bridle gap (length of strip, care of horse when working around head), bottom of tail (how to judge length, holding up tail), feathers (heels using scissors, comb to achieve a clean profile of leg)

##### Pull manes

Health and Safety considerations to include: stout footwear and safe positioning of horse and handler, technique for pulling hair, correct length of mane, equipment to include combs and trimming scissors, methods of restraint, when to seek assistance, laying the mane on completion of task

##### Plait a mane

Plaiting with bands, plaiting with needle and thread, stable plaits to lay mane, show plaits to improve appearance, health and safety and welfare considerations

##### Preparation of horse for clipping

Horse should be clean and dry. Lead into appropriate area for clipping and secure/restrain

##### Preparation of equipment for clipping

Circuit breaker, clippers, clipper blades, clipper, oil, brush and any additional equipment required by the person carrying out the clipping, Personal Protective Equipment (PPE)

## Unit 207

## Undertake Horse Grooming, Trimming and Plaiting

### Outcome 3

Know how to prepare a horse to improve appearance

#### Assessment Criteria

The learner can:

1. Describe the principles of **grooming** and the reasons for it
2. Describe when horses' manes should be **plaited**
3. State reasons for clipping horses and the purpose of **different types of clips**
4. Describe the **safe procedure** for **clipping** horses.

#### Unit content

##### Grooming

Routine care, different types of grooming techniques, full groom, strapping, brushing off, quartering, grooming kit and use/function of each item, cleaning and storing grooming kit

##### Plaiting

When and why manes should be plaited, (to improve appearance, to lay the mane), plaiting techniques, equipment, safety

##### Different types of clip

Full, hunter, blanket, trace, chaser, dealer and purpose for each

Reasons for clipping: improve appearance, reduce sweating, promote cleanliness, aid drying off, promote health, when to clip, frequency of clipping

##### Safe clipping

Procedure: PPE, rubber soles, overalls or similar, head protection, hair and loose clothing secured, acclimatisation of horse to clippers to establish a positive reaction, use of assistant to restrain horse if necessary and to stretch leg forward as required, circuit breaker (use of and test prior to clipping), methods of restraint, care of clippers to ensure safe, cool running, cleaning and putting clippers away, servicing of clippers, comfort and warmth of horse as clipping progresses

## Notes for guidance

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

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

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

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

In Outcome 1, the learner will be required to clean and groom horses. It is accepted that this outcome will require some formal delivery, but it should also be delivered in practical situations where learners are encouraged to engage in the grooming process. Learners will be expected to make visual assessments of the condition of horses hooves and, as such, should be encouraged to handle a range of horses.

Outcome 2 covers trimming, plaiting, pulling manes and preparing equipment for clipping horses. It is anticipated that this outcome will be delivered in practical situations. Demonstrations and supervised practicals could provide a safe introduction to trimming, plaiting and pulling. Learners should have access to sensible horses which can be trimmed, plaited and have their manes pulled as required. They will also need access to clippers and equipment but they are not required to clip a horse at this level.

In Outcome 3, the learner will be required to describe how to improve a horse's appearance. Grooming, trimming, clipping and plaiting should be covered. The emphasis should be on the reasons and methods for doing this and it is anticipated that delivery will largely be through formal lectures. It is vital that the learner knows how to describe safe procedures and can outline risks.

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

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

## References

### Books

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

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

Threshold Picture Guides (Kenilworth Press)

Level: 2

Credit value: 5

#### Unit aim

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

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

#### Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

1. Be able to assess grazing land for the introduction of horses
2. Be able to turn out, catch and bring in horses from grazing land
3. Know how to maintain horses at grass

#### Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

204.1 Assess grazing land for the introduction of horses

204.2 Turn out, catch and maintain horses on grazing land

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 208

## Introduction to Keeping Horses at Grass

### Outcome 1

Be able to assess grazing land for the introduction of horses

#### Assessment Criteria

The learner can:

1. Conduct **basic assessment** of the quantity and quality of **grazing**
2. Carry out checks on the following for suitability:
  - **boundaries**
  - **shelter**
  - **water supply**
3. Perform initial checks for:
  - **hazards**
  - **poisonous plants and weeds**

and report condition of grazing land to supervisor

#### Unit content

##### Basic assessment of grazing

Size of field or paddock, location, access, type of land, current condition of grass and soil, variety of grasses and herbs, drainage, poisonous plants and weeds, poaching, time of year, nutritional value of grass

##### Boundaries

Strong, secure, correct size, post and rail, post and wire, natural, electric, good repair and condition

##### Shelter

Natural and field shelter, location, access, size for number of animals, floor and drainage, hygiene

##### Water supply

Buckets, trough, self-filling, location, ground surrounding trough, checks for particular times of year, rivers and streams, supply and access

##### Hazards, poisonous plants and weeds

Litter, rabbit or mole holes, broken fencing or gates, practical recognition of poisonous plants and weeds

##### Report condition of grazing land to supervisor

How to report findings either verbally or written

## Unit 208

## Introduction to Keeping Horses at Grass

### Outcome 2

Be able to turn out, catch and bring in horses from grazing land

#### Assessment Criteria

The learner can:

1. **Prepare to turn horses out** onto grazing land
2. **Lead and release** horses onto grazing land safely
3. Check the **behaviour and condition** of horses on grazing land regularly
4. **Catch and bring in** horses from grazing land safely

#### Unit content

##### Prepare to turn horses out

Ensure identification of correct horses and field/turn out area, assess field/turn out area, use of headcollars or suitable restraint, use of rugs or boots if appropriate, fitting of equipment and procedure to maintain safety, appropriate personal Protective Equipment (PPE) for handler

##### Lead and release

Suitable restraint headcollar and leadrope or bridle, PPE, route to field, safety, release using correct method for individual and groups of horses, security of gate, release at the same time, awareness of behaviour of other horses

##### Behaviour and condition

Compatibility with group, normal behavioural signs, observation of pecking order, relationships between horses, feeding patterns, temperature, coat, freedom from injury, monitoring condition of horses and possible changes

##### Catch and bring in

Suitable PPE for handler, headcollar and leadrope, bridle, procedure for putting on equipment, titbit, voice, approach, security of gate, return to stable or other area, behaviour of other horses

**Assessment Criteria**

The learner can:

1. Describe the **reasons for checking** grazing land used for horses
2. Identify common types of **poisonous plants and weeds**
3. Describe different types/ methods of providing
  - **Boundaries**
  - **Shelter**
  - **water supply**

and their suitability for horses at grass

**Unit content**

**Reasons for checking**

Safety, security, fencing, access, water, health of the horses, over-stocking, quality of grass and soil, control of weeds, debris, rubbish

**Poisonous plants**

Visual identification of: Yew, Laburnum, Deadly Nightshade, Foxglove, Buttercup, Ragwort, Bracken, Cowbane, Horsetails, Meadow Saffron, Water Dropwort, leaves of most evergreens, Laurel, Privet and Rhododendron and (the effects of large quantities of) acorns.

**Weeds**

Visual identification of: Daisies, Docks, Chickweed, Broad-leaved Plantain, Nettles, Thistles and dandelions

**Boundaries**

Recognition of different types of boundaries to include: post and rail, stud rails, post and wire, wire mesh, barbed wire, electric fencing, hedges, walls

Height of rails, gates (suitability, durability and security)

Specific suitability to fences for different types of horses and their living situation, identification of good and bad erection of fencing

**Shelter**

Natural shelter, man-made field shelter, (location in the field, size, access, size in relation to number of horses, floor, shape to encourage sociable behaviour

**Water supply**

Buckets, troughs, self-filling mechanisms, cleaning methods care and maintenance, routine checking, natural streams, source of water and access to it

## Notes for guidance

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

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

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

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

In Outcome 1, the learner will be required to assess grazing land prior to introducing horses. It is accepted that this may require some initial formal delivery. However there should be a strong emphasis on the practical demonstration and participation. Learners should be provided with the opportunity to assess paddocks and report back verbally. The identification of weeds and poisonous plants is important, where ever possible real specimens should be used. However it is recognised that photographic representation maybe needed.

Outcome 2 covers the practical aspects of turning out and catching up horses. It is desirable that this is taught in practical sessions and related to routine yard duties. In order to become competent learners will be required to turn out and catch a range of horses. Learners should be made aware that whilst the majority of horses can be turned out safely using a headcollar, there will be times when alternative restraint is necessary. They should be made familiar with the use of a bridle or cavesson and be encouraged to assess individual situations. Health and safety and the welfare of horses, learners and other yard workers should be emphasized at all times.

In Outcome 3, the learner will develop an understanding of how to maintain horses at grass. It is accepted that formal delivery will make up a significant part of this outcome; however this should be supported with opportunities to look at and examine real grazing situations. The importance of learners understanding the danger of poisonous plants and being able to recognise and deal with them is essential. Boundaries in fields and grazing areas must be stated, with different fencing arrangements for stock and security identified.

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

## References

## Books

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

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

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

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

Level: 2

Credit value: 10

#### Unit aim

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

The unit introduces the learner to the routine care, healthcare and exercise requirements of horses used in competitions. The learner will be able to provide the day to day care for competition horses. They will also be able to prepare, load and unload horses and assist with the care of a horse at a competition.

#### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know how to assist with caring for competition horses
2. Be able to assist with the day to day care of competition horses
3. Be able to assist with preparing a horse, tack and equipment for competition
4. Be able to assist with the preparation and loading of horses for travelling
5. Be able to assist with caring for a horse throughout the competition day

#### Guided learning hours

It is recommended that 60 hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

216.3 Assist with the care of horses at competitions

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 209

## Introduction to Caring for Competition Horses

### Outcome 1

Know how to assist with caring for competition horses

#### Assessment Criteria

The learner can:

1. Describe the **daily care routines** for competition horses
2. Describe the types of **specialist healthcare** covering all of the following:
  - vet
  - farrier
  - dentist
  - complimentary therapies

#### Range

Routine daily care to include initial morning checks, feeding and watering, mucking out and bedding down, grooming, daily stable and yard maintenance, using rugs and the provision of health care

#### Unit content

##### Daily care routine

Schedule of routine activity with detail as to length of time tasks will take and their sequence

##### Specialist healthcare

Regular veterinary health checks, the need and the frequency of shoeing and dentistry, possible complimentary therapies including, osteopathy, physiotherapy, chiropractic treatment

## Unit 209

## Introduction to Caring for Competition Horses

### Outcome 2

Be able to assist with the day to day care of competition horses

#### Assessment Criteria

The learner can:

1. **Assist with** horses **exercise** in accordance with instructions
2. **Assist with** the administration of **routine healthcare** for horses in accordance with instructions
3. Monitor the **health and well-being** of the horse and report any problems to the appropriate person
4. Assist with **maintenance of the** following **facilities** in accordance with instructions:
  - tack room
  - feed room
  - yards
  - muck heap

#### Range

Routine exercise activity, carry out healthcare following instruction, monitor and report the signs of good and ill health, maintain the stable yard and ancillary buildings

#### Unit content

##### Assist with exercise

Prepare and exercise a horse following instruction which may include lungeing, riding and the use of a horse walker

##### Assist with routine healthcare

Within routine stable activity assist in the maintenance of health care to include checking for and maintaining warmth, general cleanliness of nose, face, eyes, anus, coat, general grooming and the management of the stable environment

##### Health and well-being

Signs of good health, signs of poor health, pulse, temperature, respiration, skin, coat, eyes, feet, eating habits, droppings, recognising normal and abnormal behaviour

##### Maintenance of the facilities

Yard and surrounding areas to include ancillary rooms to include tack room, rug room, feed room and store, hay barn, muck heap

## Unit 209

## Introduction to Caring for Competition Horses

### Outcome 3

Be able to assist with preparing a horse, tack and equipment for competition

#### Assessment Criteria

The learner can:

1. **Assist with** preparing horse for competition to include **bathing and plaiting**
2. **Assist with preparing tack and equipment** for competition

#### Range

Grooming in preparation for competition, bathing, consideration of time of year

#### Unit content

##### Assist with bathing and plaiting

Bathing horses, consideration of air temperature and facilities to bath horses, supply of warm water and the ability to dry horses to include the use of sun lamps

Plaiting, the use of needles and thread, plaiting for different occasions or disciplines, preparing the mane, cleaning the mane, safety of the horse and the handler

Safety and sequence for bathing a horse, time of year and temperature, plaiting and trimming to improve appearance for show

##### Assist with preparing tack and equipment

Cleaning saddles, bridles, boots and bandages, martingale breastplate, girths, over-girths, numnahs and saddle cloths, rugs (as appropriate to discipline)

Using water, saddle soap and cleaning equipment, use of washing agents, check all equipment for safety, pack and store equipment for possible use at a competition

Checklist of equipment

## Unit 209

## Introduction to Caring for Competition Horses

### Outcome 4

Be able to assist with the preparation and loading of horses for travelling

#### Assessment Criteria

The learner can:

1. Select and fit **travelling equipment**
2. Assist with **loading competition horses** into a lorry or trailer
3. Assist with **unloading competition horses** from a lorry or trailer

#### Range

Travel equipment which includes leg protection, boots and bandages. Sequence and procedure for loading and unloading horses onto trailers and lorries

#### Unit content

##### Fit travelling equipment

Rugs appropriate to weather conditions, bandages, boots (to include travel, knee and hock), headcollar, poll guard, tail protection

##### Loading horses

Safety, clothing, preparation and positioning of trailer or lorry, procedure for putting a horse onto a trailer or lorry, securing a horse on a trailer or lorry

##### Unloading horses

Safety, clothing, preparation and positioning of trailer or lorry, procedure for unloading a horse from a trailer or lorry

## Unit 209

## Introduction to Caring for Competition Horses

### Outcome 5

Be able to assist with caring for a horse throughout the competition day

#### Assessment Criteria

The learner can:

1. Assist with preparing and tacking up a horse at a competition
2. Assist with caring for a horse throughout the competition day

#### Range

Caring for a horse on the day of competition, preparation and tacking and following work

#### Unit content

##### Tacking up a horse

Security of the horse during tacking up, where not to tack up and where it is safe to tack up

Tacking up to include: saddle and bridle, martingale breastplate, numnah, girth, overgirth, boots (as appropriate to discipline)

##### Caring for a horse

Providing water, feed (concentrates and hay), rugs and temperature, before, during and after competition

How to feed a horse at a competition, consideration of the competition discipline

Recognising when not to feed, cooling off after competition, preparing the horse for travelling home

## Notes for guidance

This unit is designed to provide the learner with the skills and knowledge to assist with the care of a competition horse. The learner will be able understand daily routine, care and exercise and provide assistance at a competition.

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

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

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

In Outcome 1, the learner will be expected to have experience of daily routine activity specifically for competition horses. Learners should be able to recognise the regular health care carried out by the vet, farrier and additional practitioners. It is accepted that the outcome will require some formal delivery but it is expected that practical sessions are an integral part of the experience. Learners should be provided with the physical opportunity to assess horses for health and well being and carry out health checks. They should be encouraged to handle horses with an emphasis on safe working practice.

In Outcome 2, the learner will be expected to gain experience of daily exercise activity specifically for competition horses. They should be aware of how lungeing, riding and horse walker activity would fit needs of individual horses. Learners should be able to recognise and monitor signs of good and ill health and report accordingly. In addition they should be given experience of assisting with routine health care practice. Learners should take part in routine activity which includes the daily maintenance of stable yard facilities and ancillary rooms which includes tack room, feed room and store, hay barn and muck heap. It is accepted that the outcome will require some formal delivery but it is expected that practical sessions are an integral part of the experience. Learners should be provided with the physical opportunity to carry out routine health care and should be encouraged to handle horses with an emphasis on safe working practices.

In Outcome 3, learners should be given the opportunity to assist in the preparation of horses for competition which includes grooming, bathing, trimming and the plaiting of manes. It is anticipated that time will need to be allowed for learner practice which will be supported in a practical environment. There will be a need for some formal delivery but it is expected that delivery will be by demonstration and supported practice. They should be encouraged to handle horses with an emphasis on safe working practice.

In Outcome 4, learners will be expected to be provided with the opportunity to work with a variety of travel equipment which should include leg protection, boots and bandages, rugs (to suit the weather at different times of the year), head and tail protection. They will be expected to understand the procedure for loading and unloading horses from lorries or trailers and how to maintain safety for themselves, others and the horses they are working with. It is anticipated that formal delivery will be required for the outcome but that this should be supported by a high level of practical participation.

In Outcome 5, learners will be expected to prepare and handle horses for competition. They should be provided with the opportunity to tack up horses using equipment that is appropriate for the competitive discipline for example saddles, bridles, breastplates, martingales, saddle cloths and numnahs boots and leg protection. In addition, they will need to gain experience of handling and caring for horses throughout elements of a competition day. There will be a

need for some formal delivery but it is expected that delivery will be by demonstration and supported practice. They should be encouraged to handle horses with an emphasis on safe working practice, maintaining safety for themselves, others and the horses they are working with.

Learners working towards level 2 may have some experience caring and preparing horses for shows, bathing, grooming and tacking up. The unit aims to extend the learner's knowledge and practical ability to assist with the day to day care of competition horses their preparation before a show and their care at a competition. Learners should be provided with the knowledge to assist with the preparation and loading of horses for travelling. Use should be made of routine activity and reference to other units should be encouraged. Learners should be provided with awareness for safety throughout this unit and the potential additional considerations when working at a competition.

## References

### Books

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

Pilliner S and Davies Z. 1999. *Horse Nutrition and Feeding*. WileyBlackwell.

Rose M. 1997. *The Horsemasters Notebook*. Kenilworth Press.

### Magazines

Horse and Hound

Level: 2

Credit value: 5

#### Unit aim

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

This unit introduces the learner to the principles of horse behaviour. The learner will know the main stages in the evolution of the modern horse, and how breed and types have been developed. The unit covers the theoretical principles of the effects of domestication of the modern horse and how the natural instincts of the horse can be harnessed to modify behaviour. The learner will also monitor and report on horse behaviour.

#### Learning outcomes

There are four learning outcomes to this unit. The learner will:

1. Understand the roles of horses in society
2. Know the natural lifestyle of the horse
3. Understand the impact of domestication on the horse
4. Be able to monitor and report on horse behaviour

#### Guided learning hours

It is recommended that 30 hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

N/A

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 210

## Introduction to the Principles of Horse Behaviour

### Outcome 1

### Understand the roles of horses in society

#### Assessment Criteria

The learner can:

1. Explain the **major stages** in the evolution of the modern horse
2. Explain how evolution has created different **types and breeds** of horses
3. Describe **cold and hot blooded types**, linking behavioural characteristics to their uses

#### Unit content

##### Major stages

The major stages of evolution from Hyracotherium to present day Equus to include; Eohippus, Miohippus, Merychippus, Pliohippus and Equus (changes in size, diet, dentition, appearance and limb structure)

##### Types and breeds

Selection pressures (for example climate change, environment, availability of foodstuffs and predator prey relationships), origins and distribution of the four types of primitive horse prior to domestication, development of breeds

##### Cold and hot blooded types

Cold bloods to include draft horses and natives, hot bloods to include Arabs, Barbs and Thoroughbreds

Differences in physical appearance, conformation, temperament and uses (for example working, leisure, sporting, military)

**Assessment Criteria**

The learner can:

1. Outline the **natural instincts** of the horse
2. Describe the **natural lifestyle** of the horse
3. Describe different types of **natural behaviours** in the horse including:
  - Dominant
  - Submissive
  - Aggressive
  - Frightened
  - Playful

**Unit content**

**Natural instincts**

Natural instincts to include living in a herd and social interaction, being herbivorous and a prey animal and the fight or flight response

**Natural lifestyle**

Herd make up of harem and bachelor groups, herd hierarchy and lifestyle to include activities such as grazing, sleeping, loafing, rolling, grooming, playing and mating

**Natural behaviours**

Behaviour in the horse to include dominance, submission, aggression, fear and play

Recognition of body language and outline communication in horses

## Unit 210

## Introduction to the Principles of Horse Behaviour

### Outcome 3

### Understand the impact of domestication on the horse

#### Assessment Criteria

The learner can:

1. Explain the **differences between the lifestyles** of wild and domesticated horses
2. Explain the changes in horse lifestyle and behaviour that are created by **traditional management**
3. Discuss **common behavioural problems** and how these can be solved by focussing on the horses natural instincts

#### Unit content

##### Differences between lifestyles

Differences in lifestyles to include access to food and water, selection of diet, opportunities for social interaction and exercise, comparison of amount of time spent on different activities

##### Traditional management

Management to include stabling, restricted access to grazing, limited opportunities for social interaction, controlled exercise, changes in diet and feeding patterns and the effects of these on behaviour

##### Common behavioural problems

Recognition of abnormal and stereotypical behaviours to include crib biting, wind sucking, weaving and box walking, changes in temperament and problems when handled such as biting and barging or ridden such as napping or bucking

Alternative training methods for example those practised by Parelli, Monty Roberts, Natural Horsemanship

## Unit 210

## Introduction to the Principles of Horse Behaviour

### Outcome 4

Be able to monitor and report on horse behaviour

#### Assessment Criteria

The learner can:

1. **Observe the behaviour** of horses in a stable
2. **Observe the behaviour** of horses in the field
3. Record observations and **report findings**

#### Unit content

##### Observe behaviour

Observation of stabled horses for example in loose boxes or an American barn and grass kept horses in fields or paddocks, observations carried out at different times during the horses daily routine for example at during feeding, before and after periods of turn out or exercise and with and without companions present, the horses response to its environment and stimuli

##### Report findings

Recognition of behaviours observed and whether these are normal or abnormal, the effects of the horses daily routine and management, significance of observations, links to horses' welfare and mental wellbeing, reporting to appropriate person, action to be taken

## Notes for guidance

This unit begins by introducing the learner to the main stages in the evolution of the horse and the development of modern day breeds. Examining the evolution of the horse and investigating its natural instincts will help the learner understand its needs in the context of modern management. Learners will be able to explain the differences in lifestyle of wild and domesticated horses and the changes in behaviour created by traditional management practices. The learner will then develop their ability to recognise both normal and abnormal behaviours in stable and grass kept horses.

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

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

Outcome 1 covers the evolution of the horse and the development of types and breeds. This is likely to involve formal delivery including lectures, presentations and discussions. Learners will need to understand the differences between cold and hot blooded horses and their different uses which could be done through observations made during field trips and visits.

In Outcome 2 the learner is required to investigate the natural lifestyle and instincts of the horse. This is likely to involve some formal delivery but would be greatly enhanced by learner's access to high quality visual/audio-visual materials of wild or feral horse populations. Learners could also develop knowledge and understanding through field trips where they have the opportunity to observe groups of horses in a herd situation. Recognition of natural behaviours should provide learners with a greater awareness and understanding of horses in their care.

Outcome 3 requires the learner to investigate the differences between the lifestyles of wild and domesticated horses with the emphasis placed on the changes in lifestyle caused by traditional management practices. This outcome will require some formal delivery but it should also be linked to practical application. The use of high quality visual/audio-visual materials could provide examples of different abnormal behaviours. Tutors should stress the importance of horse welfare issues and introduce the learner to training methods which focus on the horses natural instincts. Visiting expert speakers could add relevance to the subject for the learners.

Outcome 4 involves the learner in observing horse behaviour and reporting findings. Learners should be provided with opportunities to develop their knowledge and understanding of horse behaviour. Observation of horses in a variety of yards or field situations could provide evidence for this outcome.

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

**References**

## Books

Budiansky S. 1998. *The Nature of Horses: Their Evolution, Intelligence and Behaviour*. Phoenix.

Fraser A F. 1992. *The Behaviour of the Horse*. CABI Publishing.

Mills D and Nankervis K. 1998. *Equine Behaviour: Principles and Practice*. WileyBlackwell.



Level: 2

Credit value: 10

#### Unit aim

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

The unit covers the fundamentals of looking after and caring for mares, foals and youngstock. The learner will cover the theory of the male and female reproductive systems and the processes of courtship and covering. The learner will then, in a practical situation, care for and handle mares and foals under supervision. They will also know about the foaling process and the aftercare of the mare and newborn foal.

#### Learning outcomes

There are **five** learning outcomes to this unit. The learner will:

1. Know the structure and function of the reproductive systems
2. Be able to care for mares and foals under supervision
3. Be able to handle mares and foals under supervision
4. Know how to care for the mare and foal during and after the foaling process
5. Understand basic stallion behaviour and safe handling

#### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

N/A

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 211

## Introduction to Equine Stud Practice

### Outcome 1

Know the structure and function of the reproductive systems

#### Assessment Criteria

The learner can:

1. Identify the **structure and function** of the **male** and **female** reproductive systems
2. Describe the **oestrus cycle** in the mare
3. Describe the processes of **teasing and covering** in horses.

#### Unit content

##### Structure and function

Female: ovaries, uterus (horns and body of), fallopian tubes, oviducts, cervix, vagina, vulva, egg production, hormones, follicle development

Male: testes, scrotum, epididymis, vas deferens, sheath, penis, accessory sex glands, urethra, sperm production, hormones, passage of sperm, erection

##### Oestrus cycle

Length of cycle, time of year, oestrus, dioestrus, pituitary gland, follicle stimulating hormone, luteinising hormone, follicle development, oestrogen, ovulation, corpus luteum (yellow body), progesterone, physical signs and behaviour, fertilisation, prostaglandin

##### Teasing and covering

Stallion running free with mares or covering in enclosed area

Teasing: trying or teasing board, teaser stallion, veterinary testing, covering area, teasing methods

Physical signs and behaviour of mare: kicking, squealing, tail-raising, vulva-winking, urinating and flirting

Personal Protective Equipment (PPE) of handler and horse, bridle, cavesson, leather neck protector, padded boots, hobbles, twitch, assistants,

Stallion: stallion bridle, bit, stallion handler, cleaning stallion post ejaculation

## Unit 211

## Introduction to Equine Stud Practice

### Outcome 2

Be able to care for mares and foals under supervision

#### Assessment Criteria

The learner can:

1. Maintain a **stable** for mares and foals
2. Assist with the **care of mares and foals** under supervision
3. Check mares and foals for **health and wellbeing**

#### Unit content

##### Stable

Size, location, door size (both width and height), suitable bedding, hazards, feed bowls, water bowls, mucking out, safety of mare, foal and handler, PPE, routine care throughout the day

##### Care of mares and foals

Watering, feeding for lactation, mucking out, general hygiene, grooming, health observations whilst working with mares and foals, turning out and catching up

##### Health and wellbeing

Thorough health assessment to include condition, behaviour, eyes, nostrils, mouth, vulva, sheath and anus, faeces, urine, appetite, skin and coat, review feeding, watering, dehydration, teats and vulva, discharge, temperature, pulse and respiration

Unit 211

Introduction to Equine Stud Practice

Outcome 3

Be able to handle mares and foals under supervision

**Assessment Criteria**

The learner can:

1. **Lead a mare in-hand** with and without a foal at foot
2. **Handle mares and foals** in the stable

**Unit content**

**Lead a mare in-hand**

Safety, doorways and gateways in particular, width of doorway/gateway, assistant(s) for foal, keep together, cloth to lead foal, leading method, foal slip, equipment positioning, psychology of mare and foal

**Handle mares and foals**

Natural instincts, behaviour, safety, comfort, grooming, handling, headcollar, tying up procedure, daily routine

## Unit 211

## Introduction to Equine Stud Practice

### Outcome 4

Know how to care for the mare and foal during and after the foaling process

#### Assessment Criteria

The learner can:

1. State the signs of **imminent foaling**
2. Describe the **foaling process**
3. Describe the **aftercare** of the mare and newborn foal following foaling.

#### Unit content

##### Imminent foaling

Vigilance, 'bagging up', 'waxing up', running milk, behaviour change, shape of mare leading up to foaling, mare's history of foaling

##### Foaling process

Three stages of labour, approximate timings for each stage of labour, looking uncomfortable, tail bandage, observing without disturbance, walking around the stable, sweating, signs of colic, waters break, lying down, presentation of foal

Foaling outside/inside, stable preparation, bedding, extra heat, 'sitting up duty', record of previous foalings

##### Aftercare

Importance of colostrum, veterinary intervention when necessary, foal breathing and suckling, passing the meconium, treating the umbilical cord, observe temperature, pulse and respiration (TPR), standing up for the first time, time factors, afterbirth, timescale for passing the afterbirth and meconium, potential problems and when to call the vet

## Unit 211

## Introduction to Equine Stud Practice

### Outcome 5

Understand basic stallion behaviour and safe handling

#### Assessment Criteria

The learner can:

1. Discuss signs of **common behaviour** of a stallion
2. Discuss **safety factors** that need to be considered when stallions are present

#### Unit Content

##### Common behaviour

Aggressive and warning behaviour: teeth snapping, snaking of the neck, lunging forward, striking out with foreleg, ears laid flat back, tail swishing, kicking

##### Safety factors

Separate stabling and turnout areas for mares and stallions, warning signs, appropriate restraint for leading and handling, experienced handlers

## Notes for guidance

This unit is designed to introduce the learner to equine stud practice. This unit is designed to provide the learner with the skills to be able to assist with the care of mares and foals. It is important to first have an understanding of the theory of reproduction in order to better apply the practical skills.

Throughout the unit, the emphasis should be on safe working. It is expected that learners will be aware of general safe working practices with adult horses but learners will need to develop a greater awareness of how mares and foals can behave quite differently or more quickly than the average adult riding horse.

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

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

In Outcome 1, the learner will be required to recognise the structure and function of both the female and male reproductive systems together with an understanding of the oestrus cycle. By learning the theory first then when the learner comes to observe a mare in season they will have a greater understanding of what lies behind the physical signs and the mare's behaviour. It is useful to observe mares and foals at first hand, or through visiting a stud but there are also some excellent videos available. The learners would be expected to observe initially and then possibly assist with teasing and covering sessions on the centre's stud or by linking very closely with a local working stud that are prepared to let the learners get involved or observe these sessions. It is expected that formal delivery will be an important part of this outcome however this should be supplemented by practical work as learners tend to retain more information from observing practical sessions

Outcome 2 covers the practical aspects of looking after mares and foals, maintaining their stables and caring for the animals. Health checks to assess well-being are extremely important and must be carried out regularly. It is expected that learners would be aware of general health checks carried out on horses but the emphasis for this outcome will be on additional health checks made to mares and foals. This outcome is of a practical nature so it is expected that this is delivered within the stud environment potentially when working on routine duties at centres with their own studs or when working with local stud enterprises. It is also important that learners are able to care for mares and foals at different times during the year as they will have different needs and considerations in terms of care and behaviour.

In Outcome 3, the learner will be expected to handle mares and foals under supervision. Emphasis should be placed on how to lead mares and foals correctly and additional aspects that should be taken into consideration, such as size of doorways and not allowing the foal to get left behind. Timing and planning will be important with this unit in order to ensure that all learners get practical experience of leading mares and foals or handling them in the stable. It is essential that the delivery of this outcome is planned at a time when there are mares and foals depending on which type of stud, that are available to assist with their handling and leading, taking into consideration holidays and the timing of the learner's year

In Outcome 4 the learner will be required to recognise the signs of foaling describe the foaling process and identify the aftercare needed for mare and newborn foal. Foaling out should be discussed as well as foaling indoors and the pros and cons of such methods. Foaling out would be common in pony studs whereas where animals are more valuable such as thoroughbred studs it is more common for mares to foal in the stable. This is a knowledge based outcome so the delivery would be more in a formal setting supplemented by practical work with use of visual aids, filming, visiting speakers, and educational visits.

In Outcome 5, learners should be aware of common stallion behaviour and safety factors that need to be considered when stallions are present. This outcome requires formal delivery as learners at this level are not expected to handle stallions. However, they do need to be aware of the safety implications if they are handling mares on a yard where stallions are present.

Learners working towards level 2 may already have had some experience of handling a range of horses. This unit aims to extend the learners knowledge and skills involved with mares and foals. Centres are encouraged to have stud on site or make good industry links with local studs, introduce employers and professionals from industry to provide interesting and relevant information to the learner. Teaching would also benefit from visits to a variety of establishments to add depth to the learner experience.

It is accepted that formal lectures will be necessary at level 2 but for this unit it is recommended that the majority of the unit is delivered in a practical way and the ideal is that they knowledge is backed up with practice dealing with mares and foals in routine yard duties.

## References

### Books

Mina CG and Davis M. 2003. *Equine Reproductive Physiology, Breeding and Stud Management*. CABI Publishing. ISBN 1845934507

Level: 2

Credit value: 5

#### Unit aim

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

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

#### Learning outcomes

There are **two** learning outcomes to this unit. The learner will:

1. Be able to lunge a horse under supervision
2. Know the reasons for exercising horses from the ground

#### Guided learning hours

It is recommended that 30 hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

205.5 Lunge a horse under supervision.

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra Sector Skills Council

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 212

## Introduction to Lungeing Horses

### Outcome 1

Be able to lunge a horse under supervision

#### Assessment Criteria

The learner can:

1. Select, check and fit **suitable tack and equipment** according to instructions
2. **Maintain control of horse** at all times appropriate to the conditions
3. **Handle and use lungeing equipment** correctly and safely
4. **Lunge the horse** according to instructions.

#### Unit content

##### Fit suitable tack and equipment

Selection of equipment, safety and comfort checks, to include: cavesson nosepiece and throat strap adjusted approximately and comfortably, reins and stirrups made secure, suitability and fit of equipment, lunge cavesson, bridle, roller, saddle, side reins, noseband, fit boots and bandages as appropriate

##### Maintain control of horse

Control when leading to and from work area, beginning the lungeing process safely, safety when lungeing to include the promotion of rhythm and balance, factors affecting control (fresh horse, weather conditions, other horses)

##### Handle and use lungeing equipment

Organisation of equipment prior to lungeing, manage all equipment safely when leading to the work area, lunge line organised safely at all times, whip handled and used effectively, correct clothing, hard hat, gloves, stout footwear

##### Lunge the horse

Lunge a horse for exercise according to instructions, attach side reins if instructed, correct positioning of handler, adherence to time scales so horse exercised effectively

## Unit 212

## Introduction to Lungeing Horses

### Outcome 2

Know the reasons for exercising horses from the ground

#### Assessment Criteria

The learner can:

1. Identify the **reasons** for lungeing horses
2. State when lungeing can be **preferable to ridden work**
3. Identify **alternative methods** of working horses from the ground
4. Identify **reasons** for long-reining horses

#### Unit content

##### Reasons for lungeing

Exercise, breaking, training, observing a horse's movement, injury e.g. sore back or girth galls

##### Preferable to ridden work

Time saving, injuries prohibiting saddle being put on the horse, dealing with a particular issue, availability of rider

##### Alternative methods

Loose schooling, long-reining

##### Reasons for long-reining

Exercise, breaking to ride and/or drive, teaching horse to go forward, teaching horse rein aids, dealing with a particular issue, to advance training of horse, transitions, lateral work

Equipment required, fitting of equipment of long reigning

## Notes for guidance

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

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

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

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

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

Outcome 2 covers the reasons for working horses from the ground and the different methods available. It is accepted that this outcome will require some formal delivery through lectures, but learners should also be given the opportunity to observe horses in practical situations both lungeing and long-reining. Specific health and safety may be incorporated into demonstrations of long-reining and should be embedded into safe working practice.

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

## References

### Books

- Bayley L. 2004. *Groundwork Training for Your Horse*. David & Charles.
- Cave M. 2002. *The Course Companion for BHS Stage 2*. J A Allen.
- Loriston-Clarke J. 2004. *Lungeing and Long-reining*. Kenilworth Press.
- Harvey J. 1996. *Lungeing (Threshold Picture Guides 36)*. Kenilworth Press.
- Schuthof E and Mistral K. 2009. *Horse Training in Hand*. J A Allen.
- Stanier S. 1999. *The Art of Long-reining – 3<sup>rd</sup> Edition*. J A Allen.
- Stanier S. 1999. *The Art of Lungeing – 3<sup>rd</sup> Edition*. J A Allen.

### DVDs

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

Level: 2

Credit value: 10

#### Unit aim

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

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

#### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare for ridden work on the flat
2. Be able to ride a horse safely in walk, trot and canter
3. Know how to mount, dismount and ride horses
4. Know how to ride on the road

#### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

212.1 Ride horses on the road

213.2 Ride a schooled horse

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 213

## Introduction to Riding Horses on the Flat

### Outcome 1

Be able to prepare for ridden work on the flat

#### Assessment Criteria

The learner can:

1. Tack up a horse correctly
2. Check tack for safety prior to mounting
3. Use appropriate personal protective equipment/clothing
4. Mount and dismount the horse according to instructions and adjust girth and stirrups to suit.

#### Unit content

##### Tack up a horse correctly

Selecting the horse's tack to include: saddle, bridle, boots if worn, correct fitting of saddle, bridle, boots

##### Check tack for safety

Safety checks to include: girth, stirrup leathers, reins runners and keepers tucked in, numnah/saddle pad fitted smoothly and pulled up to clear withers, buckle guards pulled down, boots correctly fitted if worn, cleanliness of tack

##### Appropriate equipment/clothing

Correct riding wear: hat, boots, gloves, jodhpurs/breeches, appropriate clothing and equipment for weather

##### Mount and dismount

Correct procedure according to centre policy: positioning of horse, mounting block, leg up, mounting from the ground, adjustment of girth and stirrups whilst in the saddle

## Unit 213

## Introduction to Riding Horses on the Flat

### Outcome 2

Be able to ride a horse safely in walk, trot and canter

#### Assessment Criteria

The learner can:

1. Adopt the **correct riding position** to exercise control over the horse
2. **Ride** the horse in walk, trot and canter in accordance with instructions
3. **Ride the horse in a controlled manner** appropriate to conditions.

#### Unit content

##### Correct riding position

Balanced seat in centre of saddle, even distribution of weight, independent balance, awareness of correct posture (shoulder/hip/heel alignment), basic suppleness

##### Riding

Maintain position when riding in walk, trot and canter, co-ordinated application of the aids, maintenance of rein contact, awareness of diagonals, recognise correct leading leg in canter, show ability to ride forward, awareness of rhythm, bend, riding corners, straight lines, circles and turns, riding individually, riding as a group

##### Ride the horse in a controlled manner

Maintenance of correct rhythm and tempo, ability to maintain safe distance from other riders, know how and when to use whip, ability to ride basic school figures accurately, adherence to Riding School Rules

## Unit 213

## Introduction to Riding Horses on the Flat

### Outcome 3

Know how to mount, dismount and ride horses

#### Assessment Criteria

The learner can:

1. State the safety **checks** to be made **before mounting**
2. State the **safety** considerations to be taken **when riding**
3. Describe the correct **riding position** in walk, trot and canter.

#### Unit content

##### Checks before mounting

Lead horse safely to mounting area, tighten girth, stretch foreleg to avoid skin being pinched, numnah/saddle pad pulled into front arch of saddle, buckle guards correctly placed, stirrups correct size for rider's foot, bridle fitted comfortably with all runners and keepers in place

##### Safety when riding

Observance of rules of the school (according to centre policy), how to pass oncoming riders in riding school, how horses may react to stimulus such as horses galloping past, how horses may behave after a rest day, importance of maintaining a safe distance from other riders, passing left to left, knock and wait before entering school, walk on the inner track to allow other rider to work in a faster pace

##### Riding position

Correct posture (shoulder/hip/heel alignment), basic suppleness to permit following seat, even distribution of weight, symmetry of the rider in the saddle, even rein contact to permit effective communication with the horse

## Unit 213

## Introduction to Riding Horses on the Flat

### Outcome 4

### Know how to ride on the road

#### Assessment Criteria

The learner can:

1. State the **safety checks** prior to riding on the road
2. List the correct **clothing and personal protective equipment** for riding on the road
3. Identify **potential hazards** when riding on the road.

#### Unit content

##### Safety checks

Correct tack for horse for riding on road, weight bearing areas of tack checked (stirrup leathers, girth straps, reins), high visibility equipment, Personal Protective Equipment (PPE), horse quiet to ride in traffic and shod securely, horse dressed for weather conditions, route plan for contacts, mobile phone

##### Clothing and protective equipment

Riding hat, riding/jodhpur boots, gloves, warm/waterproof clothing depending on time of year, reflective gear, sun screen, fly repellent if appropriate

##### Potential hazards

Traffic, roadworks, dogs and other animals, pedestrians, stationary vehicles, dangerous/noisy/frightening objects, railway bridges and underpasses, dangerous road conditions, snow and ice

## Notes for guidance

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

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

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

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

In terms of riding, the centre should have sufficient horses of appropriate temperament to cater for pre-16 learners. Strictly speaking riding ability is not dependent on age as many of the learners will have their own horses and may have been riding all their lives. However, for the more novice rider, there should be horses that have an appropriate level of experience and which are of a steady/known temperament. All riding activities must be carried out under supervision.

In Outcome 1, learners will be required to prepare horses for ridden work. It is anticipated that it will be delivered in practical situations. Learners should be encouraged to work with a range of horses, with the emphasis on safe working and dealing with horses with consideration. Guidance should be given regarding selection of tack and equipment but learners will be expected to develop some autonomy as the unit progresses.

In Outcome 2 learners will develop an ability to ride horses in walk, trot and canter. They will gain the skills to maintain a correct riding position which will enable them to ride a horse under control. It is expected that riding instruction will form an important part of this outcome this should however be supplemented with formal delivery. Demonstration of school figures and riding position would be useful throughout the unit. Theoretical and practical delivery should encourage learners to work safely with a range of horses. They should be encouraged to work and deal with animals in a way which reduces stress and minimises risks to the learner, animals and others.

Outcome 3 provides the learner with the knowledge for mounting, dismounting and riding horses. The emphasis should be placed on safety considerations before mounting and when riding. Learners should be made aware of the correct riding position in walk, trot and canter. It is anticipated that formal delivery will be an integral part of the learning process however the link to outcome one and two should be encouraged in order to provide a practical application to the delivery of this outcome. Learners should develop an understanding of the riding position through practice which may be supplemented by demonstration.

In Outcome 4 Learners should be provided with the necessary knowledge to ride on the roads safely. They should be made aware of likely hazards and the most appropriate way of dealing with the problems. There should be a strong focus on personal responsibility and the effect riding may have on other road users. The link to outcome 2 and 3 should not be under emphasized in providing learners with the practical riding skills that they may need to ride on the road safely. Learners should be encouraged to work and deal with animals in a way which reduces stress and minimises risks to the learner, animals and others and to consider the effect of riding on the road.

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

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

## References

### Books

The British Horse Society . 2006. *BHS Manual of Equitation: Fully Revised and Illustrated Edition*. Kenilworth Press.

The British Horse Society. 2009. *Riding and Roadcraft: 12<sup>th</sup> Edition*. Kenilworth Press.

Diggle M. 2009. *The Novice Rider's Companion*. Kenilworth Press.

Driving Standards Agency. 2001. *The Highway Code*. Stationery Office Books.

Micklem W. 2003. *Complete Horse Riding Manual*. Kenilworth Press.

### Picture guides

Hagen A – *First Steps in Dressage* (Cadmos Horse Guides)

Hagen A - *Rider's Aids* (Cadmos Horse Guides)

Level: 2

Credit value: 10

#### Unit aim

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

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

#### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Be able to prepare for jumping
2. Be able to ride over ground poles
3. Be able to jump small fences
4. Know how to ride in the open

#### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

212.2 Ride horses in the open

213.2 Ride schooled horses

213.3 Jump and schooled horse

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 214

## Introduction to Riding Horses Over Fences

### Outcome 1

Be able to prepare for jumping

#### Assessment Criteria

The learner can:

1. **Tack up a horse correctly**
2. **Check tack for safety** prior to mounting
3. **Use appropriate** personal protective **equipment/clothing**
4. **Mount and dismount the horse** according to instructions and adjust girth and stirrups to suit

#### Range

Suitable horses to work with poles and jumps

#### Unit content

##### Tack up a horse correctly

Selecting the horse's tack to include: saddle, bridle, boots if worn, correct fitting of saddle, bridle, boots

##### Check tack for safety

Safety checks to include: girth, stirrup leathers, reins runners and keepers tucked in, numnah/saddle pad fitted smoothly and pulled up to clear withers, buckle guards pulled down, boots correctly fitted if worn, cleanliness of tack

##### Appropriate equipment/clothing

Correct riding wear: hat, boots, gloves, jodhpurs/breeches, appropriate clothing and equipment for weather

##### Mount and dismount

Correct procedure according to centre policy: positioning of horse, mounting block, leg up, mounting from the ground, adjustment of girth and stirrups whilst in the saddle

## Unit 214

## Introduction to Riding Horses Over Fences

### Outcome 2

Be able to ride over ground poles

#### Assessment Criteria

The learner can:

1. Demonstrate a **forward/light seat**
2. **Ride over ground poles**
3. **Ride the horse in a controlled manner** appropriate to conditions

#### Range

Suitable horses to work with poles and jumps

#### Unit content

##### Demonstrate a forward/light seat

Positioning of body, hands, rein contact with the horse's mouth, balance, lower leg, angle of upper body, seat position

Strength of position, security of position

##### Ride over ground poles

Pace and speed, corner and approach, straight lines, control of horse and rider over poles, rider position, adapting to the change of the horse, procedure and position after the poles, riding a line away, distance between poles and type of pole layout

##### Ride the horse in a controlled manner

Safety, awareness of other school users and school rules, control of selected pace and speed, control during approach, over poles and when moving away

## Unit 214

## Introduction to Riding Horses Over Fences

### Outcome 3

Be able to jump small fences

#### Assessment Criteria

The learner can:

1. Demonstrate correct jumping position
2. Jump small fences safely
3. Ride the horse in a controlled manner appropriate to conditions

#### Range

Suitable horses to work with poles and jumps

#### Unit content

##### Correct jumping position

Correct positioning of body, hands rein contact with the horses mouth, balance, lower leg, angle of body, seat position

Strength of position and security of position over the fence, correct timing of positioning, during approach, over poles and when moving away

##### Jump small fences

Selection of controlled pace, trot and canter, approach, corner and line in front of the fence, take off, position over the fence, adapting to the horse, landing and riding away from the fence including the corner

Balance and security of position throughout the stages of the jump, looking for the next fence, awareness of importance of direction and approach

##### Ride the horse in a controlled manner

Safety, awareness of other school users and school rules, control of selected pace, control during approach, take off, over the fence, the landing, moving away from a fence and riding a corner

## Unit 214

## Introduction to Riding Horses Over Fences

### Outcome 4

Know how to ride in the open

#### Assessment Criteria

The learner can:

1. **Identify considerations** to be made when riding horses in open spaces
2. **Ride a horse safely** in open spaces appropriate to the conditions

#### Unit content

##### Identify considerations

Weather, temperament of horse, ability and experience of horse and rider, tack, surroundings, security of area, terrain, individual or group, route

##### Ride a horse safely

Awareness of surroundings and other users, security of riding position and seat, control in walk, trot and canter, safety (individual or group)

## Notes for guidance

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

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

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

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

In terms of riding, the centre should have sufficient horses of appropriate temperament to cater for pre-16 learners. Strictly speaking riding ability is not dependent on age as many of the learners will have their own horses and may have been riding all their lives. However, for the more novice rider, there should be horses that have an appropriate level of experience and which are of a steady/known temperament. All riding activities must be carried out under supervision.

In Outcome 1, the learner will be required to fit and prepare horses for ridden work. An element of theoretical delivery and demonstrations should be used when teaching this outcome. There should be a substantial emphasis on practical delivery. The theoretical input will support checking tack for safety and the use of Personal Protective Equipment (PPE). Practical demonstrations will include the correct procedure for tacking up horses and mounting and dismounting. The use of leg ups and a mounting block is recommended. The learner should be made aware and be able to demonstrate how to adjust the girth and stirrups from the ground and whilst mounted. Learners should be encouraged to work safely with a range of equipment and should develop the ability to work and deal with animals in a way which reduces stress and minimises injury to the learner, animals and others.

Outcome 2 covers the learner developing the ability to ride over ground poles. There will be a combination of theory and practical delivery for this outcome. This could include demonstration of a secure forward light seat that shows balance and stability with no interference and effect on the horses' way of going. In addition learners should be instructed to ride correct approaches with consideration to straightness and speed. They should also learn how to position themselves and the horse over poles. Safety is of paramount importance in the delivery of this outcome, emphasis should be placed on the learners ability to ride the horse in a controlled manner and work in a way which reduces stress and minimises risk to the learner, animals and others. The importance of riding instruction is integral to the success of this outcome.

In Outcome 3, the learner will be required to be able to jump small fences to a maximum height of 80cm (2'6"). Riding instruction is integral to the success of this outcome. Learners should be instructed to ride correct approaches with consideration to straightness and speed. They should also learn positioning of themselves and the horse over small fences in trot and canter. It is expected that there will be some theoretical delivery, but there should be ample opportunity to practically jump horses. Learners should develop an ability to ride the horse in a controlled manner and work and deal with the horse in a way which reduces stress and minimises risk to the learner, animals and others.

In Outcome 4, the learner will develop the knowledge on how to ride horses in the open. This outcome will be delivered by formally supported by riding instruction. Teaching should include covering the considerations to be made when riding horses in the open, (fields and bridleways). Learners should be provided with the opportunity to ride horses safely in open spaces. They should show the ability to ride in an open field and/or on quiet roads. Learners

should develop an ability to ride the horse in a controlled manner and work and deal with the horse in a way which reduces stress and minimises risk to the learner, animals and others.

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

## Reference

### Books

Auty I. 2009. *The BHS Complete Training Manual for Stage 2*. Kenilworth Press. ISBN 1905693283

Budd J. 1999. *Jumping (Horse & Pony Library)*. Ringpress Books. ISBN 1860541506

Faurie B. 2007. *The Horse Riding and Care Handbook*. New Holland publishers Ltd. ISBN 1845378189

Hagen AK. 2005. *From Flatwork to Jumping: Schooling Over Poles (Cadmos Horse Guides)* Cadmos Equestrian. ISBN 3861279471

McBane S. 1998. *Horse Care and Riding: A Thinking Approach*. David & Charles PLC ISBN 0715302200

Level: 2

Credit value: 10

#### Unit aim

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

The aim of this unit is to develop the learner's knowledge and understanding of how the horses' body works. Learners will know the structure and function of the systems associated with support, including muscles, tendons and ligaments. Learners will gain an understanding of the principles of the structure and function of the respiratory, cardiovascular and digestive systems.

#### Learning outcomes

There are four learning outcomes to this unit. The learner will:

1. Know the structure and function of the systems associated with support and movement
2. Know the structure and function of the cardiovascular system in the horse
3. Know the structure and function of the respiratory system in the horse
4. Know the structure and function of the digestive system in the horse.

#### Guided learning hours

It is recommended that 60 hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

n/a

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 215

## Understand the Principles of Horse Biology

### Outcome 1

Know the structure and function of the systems associated with support and movement

#### Assessment Criteria

The learner can:

1. Identify the major bones of the horse **skeleton**
2. Identify the **major muscles** of the horse associated with support and movement
3. Identify the structure and function of the **lower leg**:
  - Tendons
  - Ligaments
  - Hoof

#### Unit content

##### Skeleton

The Skull, Mandible, Atlas, Axis, Vertebrae, Ribs, Scapula Cartilage, Scapula, Humerus, Elbow joint, Radius/Ulna, Knee, Cannon bone, Splints, Long Pastern, Short Pastern, Pedal, Navicular, Pelvic girdle (Ilium, Ischium, Pubis), Femur, Stifle, Tibia and Fibula, Hock joint

##### Major muscles

For example: Brachiocephalicus, Rhomboideus, Splenius, Trapezius, Latissimus Dorsi, Triceps, Biceps, Longissimus Dorsi, Gluteal, Biceps femoris, Gastrocnemius

##### Tendons, ligaments, hoof

Superficial Digital flexor Tendon, Deep Digital Flexor Tendon, Suspensory Ligament

Hoof: wall, white line, sole, frog, bars, coronary band

## Unit 215

## Understand the Principles of Horse Biology

### Outcome 2

Know the structure and function of the cardiovascular system in the horse

#### Assessment Criteria

The learner can:

1. State the **functions of the cardiovascular system**
2. Describe the structure and roles of the **major components** of the cardiovascular system
3. Describe the components of **blood** and their function.

#### Unit content

##### Functions of the cardiovascular system

Transport, defence against disease, temperature regulation

##### Major components

Structure of the heart, atria and ventricles related to oxygen content of blood and destination of blood vessels leading from each chamber, structure and role of blood vessels (arteries, veins, capillaries), double circulation of blood

##### Blood

Red Blood Cells, White Blood Cells, plasma, serum, platelets

Arterial blood, venous blood

## Unit 215

## Understand the Principles of Horse Biology

### Outcome 3

Know the structure and function of the respiratory system in the horse

#### Assessment Criteria

The learner can:

1. Describe the **structure of the respiratory system** in the horse
2. Identify the horses normal **respiratory rate**
3. Describe the processes of :
  - **Breathing**
  - **Gaseous exchange**

#### Unit content

##### Structure of the respiratory system

Nostrils and nasal passage, pharynx and larynx, trachea, lungs (bronchi, bronchioles, alveoli), diaphragm

Carbon dioxide and oxygen levels in inhaled and exhaled air, basic principles of aerobic respiration, anaerobic respiration and oxygen debt, protective function of ribs and sternum

##### Factors that can cause the respiratory rate to vary

Exercise, fear, stress, fatigue, illness, overheating, dehydration

##### Breathing and gaseous exchange

Mechanics of breathing, role of ribs (intercostal muscles) and diaphragm

Properties of a respiratory surface (thin, moist, large surface area), blood, oxygen, carbon dioxide, diffusion, sites of gaseous exchange

## Unit 215

## Understand the Principles of Horse Biology

### Outcome 4

Know the structure and function of the digestive system in the horse

#### Assessment Criteria

The learner can:

1. Describe the structure of the **digestive system** in the horse, to include basic dentition
2. Describe the **functions** of the digestive system

#### Unit content

##### Digestive system

Mouth, basic dentition, pharynx, oesophagus, stomach, small intestine, caecum, large intestine, rectum, pancreas, gall bladder, liver

The primary function of the digestive system is to break down food into smaller parts so the body can use them to build and nourish cells and provide energy

##### Functions

Chewing and muscular action

Role of saliva, gastric juices, intestinal juices, pancreatic juices, bile

Fermentation by micro-organisms

Absorption: villi, large surface area, basic process of absorption of nutrients

## Notes for guidance

This unit is designed to provide the learner with knowledge and understanding about how the horses' body functions under normal conditions. The coverage and delivery should be centred around the general principles that apply to horses. The depth of coverage of this unit should be in sufficient detail to enable learners to achieve the required assessment criteria and should be reflective of level 2 learning. When delivering the systems, an outline of the main structures and functions should be covered.

There are many opportunities for practical investigation and as such it is expected that the learner will be familiar with safe working practice around potentially hazardous equipment and materials. The learner should be taught how to recognise hazards and risks and should also be able to use information to manage potential risks to themselves and others as appropriate. Throughout this unit, the use of real horses or ponies, where they are of a suitable temperament, will help to both engage the learner and contextualise the learning, though due regard should be given to the welfare of the animals used on each occasion.

Outcome 1 offers a wide range of possible delivery techniques. Delivery should be both classroom based, to cover the knowledge and understanding behind the systems associated with structure and movement, and also practical to identify the structures on real horses or ponies. Access to a real or model skeleton of the horse would be hugely beneficial and these could be accessed through another establishment, such as a specialist equine hospital or museum. However, learners could use other techniques to identify the location of the bones of the skeleton by highlighting them on an actual horse (using approved methods identified by the tutor).

A similar approach could be used to identify the main muscles involved with support and movement. Access to either model or real lower legs (for dissection) would give an opportunity for learners to really explore the location and association between the tendons and ligaments of the lower leg and the hoof. For this outcome high quality audio-visual and internet resources should also be used where possible, alongside laboratory practicals.

In Outcome 2 there is much scope for both classroom and laboratory based delivery. The underpinning knowledge can be covered through formal lectures and the use of audio-visual resources.

In Outcome 3, learners will be able to identify the main structures associated with the respiratory system of the horse. The delivery of this unit lends itself to classroom delivery and some practical work. The respiratory rate of the horse can be demonstrated by using a real horse or pony, and there would be scope to demonstrate how exercise can make the respiratory rate vary. High quality audio-visual and internet resources should also be used where possible.

Outcome 4 will equip learners with an awareness of the main structures associated with the digestive system of the horse. The use of audio-visual resources to bring alive the structure and function of the digestive system would be beneficial to complement classroom based delivery of this unit.

## References

### Books

Auty, I. 2008. *The BHS Complete Manual of Horse and Stable Management* 2<sup>nd</sup> Edition. Kenilworth Press Ltd

Dallas, S. E. 2006. *Animal Biology and Care*. 2<sup>nd</sup> Edition. Blackwell Publishing Ltd.

Davies, Z. 2005 *Introduction to Horse Biology*. Wiley Blackwell

Pilliner, S. 2004 *Equine Science* 2<sup>nd</sup> Edition. Wiley Blackwell.

Raynor, M. 2006. *Horse Anatomy Workbook* Spi Edition. JA Allen and Co Ltd.

Roberts, M.B. V. 2000. *Biology for Life for GCSE*. Nelson Thornes Ltd.

Level: 2

Credit value: 10

#### Unit aim

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

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

#### Learning outcomes

There are **four** learning outcomes to this unit. The learner will:

1. Know an industry within the environmental and land-based sector
2. Know the relevant legislation and codes of practice within the environmental and land-based sector
3. Know common business operations
4. Know how to carry out simple administrative tasks

#### Guided learning hours

It is recommended that **60** hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

n/a

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SSC.

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge

## Unit 216

## Environmental and Land-based Business

### Outcome 1

Know an industry within the environmental and land-based sector

#### Assessment Criteria

The learner can:

1. Describe the **structure** of one industry within the environmental and land-based sector covering:
  - size
  - employment
  - main activities
  - geographical influence
  - economic contribution
2. Identify the **principal organisations and trade associations** within an industry in the environmental and land-based sector.

#### Unit content

##### Structure

Features and characteristics of the industry, different types of businesses and organisations and the type of goods and services they provide, size of these businesses/organisations e.g. numbers employed, regional differences, allied industries (what they are, the goods and services they supply and the role they play), trends and issues currently affecting the industry

##### Principal organisations and trade associations

Roles and aims of key selected organisations in the industry e.g. statutory, Department for Environment, Food and Rural Affairs ((Defra) England), Welsh Assembly Government (Wales), Scottish Executive Environment and Rural Affairs Department (SEERAD), or Department of Agriculture and Rural Affairs (DARD (Northern Ireland), Health and Safety Executive, Department of Trade and Industry (DTI), Environment Agency, Food Standards Agency, non-governmental, major land-owning or representative e.g. The Royal Society for the Prevention of Cruelty to Animals (RSPCA), British Veterinary Association (BVA), Royal Horticultural Society (RHS), Institute of Groundsmanship (IOG), Lantra Sector Skills Council, British Horse Society (BHS), National Farmers Union (NFU), National Trust, Natural England

## Unit 216

## Environmental and Land-based Business

### Outcome 2

Know the relevant legislation and codes of practice within the environmental and land-based sector

#### Assessment Criteria

The learner can:

1. Identify the main United Kingdom or European **legislation and codes of practice** relating to one industry within the environmental and land-based sector
2. Identify key requirements of current **employment law** on the environmental and land-based sector

#### Unit content

##### Legislation and codes of practice

United Kingdom legislation: consideration of the main relevant current legislation relating to an industry in the land and environment sector for example Agriculture Tenancies Act (1995), Animal Health Act (2002), Welfare of Animal (Transport) Order 2006, Animal Welfare Act 2006, Environment Protection Act 1990 (as amended 1995), Control of Pesticides Regulations 1986 (COPR), Riding Establishments Act 1970, Horse Passports (England) Regulations 2004, Control of Dogs Order 1992, Dangerous Dogs Act 1991(as amended 1997), codes of practice e.g. welfare of farm or companion animals

European legislation: relevant European directives e.g. relating to employment, the environment and the specific industry in the land and environment sector

##### Employment law

The main relevant current legislation relating to employment e.g. Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health Regulations (2002) (COSHH), Working Time Regulations 1998 (as amended 2002), Disability Discrimination Acts 1995 (as amended 2005), Employment Act 2002, National Minimum Wage Act 1998, Race Relations Act 1976 (as amended 2003), Sex Discrimination Act 1975

**Assessment Criteria**

The learner can:

1. Describe how **common IT software** can be used in everyday business operations
2. State the purpose and operation of **common business tasks**
  - financial and banking
  - marketing
  - administrative tasks

**Unit content****Common IT software**

Examples of business uses of: word processor (e.g. letters, notices), spreadsheets (e.g. records, timesheets), database (e.g. records), graphics (e.g. advertisements, posters), e-mails

**Common business tasks**

Financial and banking: taking payments by cash, cheque, debit card and credit card, ordering procedure for supplies, invoices, types of bank account (current, savings), loans, overdraft, methods of payment (debit card, cheques, bank giro credit, standing order, direct debit)

Marketing: ways to promote a business (advertisements, promotional events, referral / word of mouth, importance of customer care), preparation of promotional materials

Administrative tasks: file documents, complete simple records (e.g. production, customers), check stock levels and complete stock control records, communicate using written and electronic media, importance of security and confidentiality of business records

Unit 216

Environmental and Land-based Business

Outcome 4

Know how to carry out simple administrative tasks

**Assessment Criteria**

The learner can:

1. Use appropriate methods to **prepare, present, sort and retrieve information**
2. Carry out simple **accounting and administrative tasks** appropriate to the business

**Unit content**

**Prepare, present, sort and retrieve information**

Use of IT and paper filing systems, completion of simple business records, preparation of business documents (e.g. letters, advertisements)

**Accounting and administrative tasks**

Completion of orders, invoices, cheques, conduct stock check and complete stock records

## Notes for guidance

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

In Outcome 1, learners will study the structure of their industry. They may be encouraged to represent graphically the range of businesses and their products/services, and also the ancillary businesses on which the primary businesses depend. They could relate these ideas to a specific business, whilst also investigating the range of businesses found locally and nationally. Learners will also find out about the principal organisations and trade associations concerned with their industry, and will investigate the roles and impact of selected organisations. They will investigate some of the key trends and issues facing their industry and how it is responding. Delivery of this outcome would be enriched by speakers from selected organisations.

Outcome 2 examines the UK and European legal framework affecting businesses in the particular land-based industry. Learners are not expected to become legal experts, but to develop an awareness of the main pieces of legislation and how they impact on business in their industry. Delivery of this outcome could be enhanced by guest speakers with experience of running a business or becoming self employed for the first time.

In Outcome 3, learners will identify how common IT software can be used to perform a range of everyday business operations. Some of these are common to all businesses (e.g. writing letters), but tutors should ensure that examples are vocationally relevant to the subject area of the learners. It would be helpful for learners to have the opportunity to practice some of the IT skills to carry out simulated business tasks. Learners should find out about day-to-day business activities involving finance and banking, but will not be expected to learn about accounts. It would help learners to have the opportunity to study a range of records (financial and non-financial) that are kept in a specific business, and how these are maintained and used.

Outcome 4 links closely with Outcome 3 and gives learners the opportunity to understand and engage in operations and tasks identified previously. This should include preparing a range of business outputs using the IT applications listed. These could relate to other items in the content, e.g. advertisements, posters, specific records appropriate to businesses in their industry. They will also complete examples of paper based records and ensure that both IT and paper records are filed appropriately.

## References

### Books

Carysforth, C. Neild, M. 2006. *BTEC First Business*. 2<sup>nd</sup> ed. Oxford: Butterworth Heinemann.

Canwell, D., Sutherland, J. 2006. *BTEC First Business*. Cheltenham: Nelson Thornes.

### Websites

[www.defra.gov.uk](http://www.defra.gov.uk)

Department for Environment, Food and Rural Affairs

[www.wales.gov.uk](http://www.wales.gov.uk)

Welsh Assembly Government

[www.scotland.gov.uk](http://www.scotland.gov.uk)

Scottish Executive Environment and Rural Affairs

Department

<a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>	Department of Agriculture and Rural Affairs (Northern Ireland)
<a href="http://www.bized.ac.uk">www.bized.ac.uk</a>	Business Education Websites
<b><a href="http://www.hse.gov.uk">www.hse.gov.uk</a></b>	Health and Safety Executive
<a href="http://www.dti.gov.uk">www.dti.gov.uk</a>	Department for Trade and Industry
<a href="http://www.environment-agency.gov.uk">www.environment-agency.gov.uk</a>	Environment Agency
<a href="http://www.food.gov.uk">www.food.gov.uk</a>	Food Standards Agency
<a href="http://www.rspca.org.uk">www.rspca.org.uk</a>	Royal Society for the Prevention of Cruelty to Animals
<a href="http://www.bva.co.uk">www.bva.co.uk</a>	British Veterinary Association
<a href="http://www.rhs.org.uk">www.rhs.org.uk</a>	Royal Horticultural Society
<a href="http://www.iog.org.uk">www.iog.org.uk</a>	Institute of Groundsmanship
<a href="http://www.lantra.co.uk">www.lantra.co.uk</a>	Lantra Sector Skills Council
<a href="http://www.bhs.org.uk">www.bhs.org.uk</a>	British Horse Society
<a href="http://www.nfuonline.com">www.nfuonline.com</a>	National Farmers Union
<a href="http://www.nationaltrust.org.uk">www.nationaltrust.org.uk</a>	The National Trust
<a href="http://www.naturalengland.org.uk">www.naturalengland.org.uk</a>	Natural England

Level: 2

Credit value: 10

#### Unit aim

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

The aim of this unit is allow learners from a range of land-based disciplines to develop the skills and knowledge to maintain boundaries, surfaces or habitats.

#### Learning outcomes

There are four learning outcomes to this unit. The learner will:

1. Be able to select, transport and use a range of hand tools and equipment for estate maintenance
2. Be able to maintain estate boundaries
3. Be able to maintain surfaces or habitats
4. Know how to work safely and minimise environmental damage

#### Guided learning hours

It is recommended that 60 hours should be allocated for this unit. This may be on a full-time or part-time basis.

#### Details of the relationship between the unit and relevant national occupational standards

CU2.2 Maintain good standards of health and safety for self and others

CU20.1 Maintain structures and surfaces

CU20.2 Repair structures and surfaces

CU22.1 Construct, maintain and repair boundaries

CU23.1 Construct, maintain and repair paths

#### Endorsement of the unit by a sector or other appropriate body

This unit is endorsed by Lantra SCC

#### Assessment and grading

This unit will be assessed by:

- An assignment covering practical skills and underpinning knowledge.

## Unit 217

## Participate in Providing Estate Maintenance

### Outcome 1

Be able to select, transport and use a range of hand tools and equipment for estate maintenance

#### Assessment Criteria

The learner can:

1. Select appropriate **tools and equipment** for specific **estate maintenance tasks**
2. **Lift tools and equipment safely** using appropriate techniques
3. **Transport and use tools** and equipment **safely**
4. **Maintain and store** tools and equipment according to instructions

#### Unit content

##### Tools and equipment

Selection of appropriate tools and equipment (hammer, saw, spade, shovel, pickaxe, post driver, wire strainers, hoe, rake, fork, secateurs, shears, power tools)

##### Estate maintenance tasks

Constructing, maintaining and mending boundaries, structures and surfaces

##### Lift tools and equipment safely

Use of appropriate safe lifting techniques, in line with manual handling guidelines and Manual Handling Operations Regulations 1992, straight back, bend knees

##### Transport and use tools safely

Manual transport, mechanically assisted transport, security of tools

##### Maintain and store

Routine maintenance, (preparation, checking, adjusting, cleaning), storage, according to instructions

## Unit 217

## Participate in Providing Estate Maintenance

### Outcome 2

### Be able to maintain estate boundaries

#### Assessment Criteria

The learner can:

1. Assess the **condition of boundaries** to determine the maintenance requirement
2. Carry out **routine maintenance** of boundaries safely
3. Carry out **routine repairs** of boundaries safely
4. Dispose of **waste materials** in line with instructions

#### Range

##### Boundaries

Living boundaries: hedge, bank, ditch

Constructed boundaries: fence (post and rail, post and wire, electric, netting), wall (stone, brick)

##### Unit content

##### Condition of boundaries

Identified purpose, fitness for purpose, visual appearance, state of repair, health and safety implications (for people, livestock or vehicles and access)

##### Routine maintenance

Appropriate identified maintenance tasks, for example trimming hedges, clearing ditches, restoring banks, checking and adjusting wire tension, improving/maintaining access infrastructure (for example gaps, gates, stiles)

##### Routine repairs

Appropriate identified repair tasks (wood, brick or stone replacement or treatment)

##### Waste materials

By-products of repair or maintenance (hedge clippings, debris, litter, rotten wood)

## Unit 217

## Participate in Providing Estate Maintenance

### Outcome 3

### Be able to maintain surfaces or habitats

#### Assessment Criteria

The learner can:

1. Assess the condition of **surfaces** or **habitats** to determine the maintenance requirement
2. Carry out appropriate **maintenance** or **repairs** of surfaces or habitats

#### Unit content

##### Surfaces

Appropriate to the sector: solid (decking, concrete, paving), loose (gravel, wood chippings, sand), horse riding arena surfaces

##### Habitats

Appropriate to the sector: pond, woodland, heath, field margins, grassland, grazing land

##### Maintenance or repairs

Identified tasks: adding surface, applying a surface treatment, levelling surface, clearing or restoring a habitat, improving/maintaining access infrastructure (for example boardwalks, stone pitching, grass sward management)

## Unit 217

## Participate in Providing Estate Maintenance

### Outcome 4

Know how to work safely and minimise environmental damage

#### Assessment Criteria

The learner can:

1. State the current environmental and health and safety **legislation and codes of practice**
2. Describe how to overcome **problems** presented by **services**
3. Describe how **environmental damage** can be minimised
4. Describe how **organic and inorganic waste** may be disposed of

#### Unit content

##### Legislation and codes of practice

Health and Safety at Work etc Act 1974, Control of Substances Hazardous to Health Regulations (2002) (COSHH), Waste Management (England and Wales) Regulations 2006 (as amended 2008)

##### Problems

Damage, leakage, disruption to supply, health and safety/emergency procedures, reporting to supervisor

##### Services

Water, electricity, gas, telephone

##### Environmental damage

Pollution (water courses, through litter or debris, noise), damage to habitats, wastage of resources

Disposal of organic and inorganic waste: organic waste (recycling, composting, chipping, burning), inorganic waste (recycling, discarding safely, landfill)

##### Organic and inorganic waste

Organic: wood and plant products, soil, weeds, green waste, animal dung and waste

Inorganic: metal, plastics, concrete, brickwork, oils and lubricants

##### Disposed

Organic: composting, recycling, chipping, burning, burial

Inorganic: recycling, landfill, approved disposal contractor

## Notes for guidance

This unit has a very practical focus and aims to enable learners to develop estate skills which can be applied to a range of situations and circumstances. The unit has been written such that naturally occurring and locally relevant opportunities can be used in selecting boundaries, structures and surfaces, to repair and maintain.

As learners will be engaged in practical activity there should be an emphasis on safe working practices, including the use of appropriate Personal Protective Equipment (PPE) and appropriate risk assessments should be undertaken. Learners should also be made aware of the impact on the environment, and sustainability concepts should also be demonstrated where possible. Where learners are using tools, they should be supervised and must be made aware of the safety of themselves and others around them.

Learners should have the opportunity to undertake estate skill activity in a setting appropriate to their area of work wherever possible to maximise the vocational relevance. It will be most beneficial if the structures, boundaries, and surface or habitat selected are for a clear purpose.

Outcome 1 is likely to be predominantly practical, as learners are required to select and safely transport and use a range of hand tools. It is not expected that learners demonstrate a practical ability for the full range shown in the unit content, but a minimum of four hand tools should be covered.

Outcomes 2 and 3 require opportunities for supervised practical experience. This may link with an appropriate work placement. It is anticipated that the tutor will guide selection of the repair or maintenance work required. It is particularly important that due regard is given to health and safety, including the use of appropriate PPE.

Outcome 4 will be largely embedded throughout delivery of the practical aspects of this unit. Learners should view working safely, with due regard to the environment as an integral feature of estate skills tasks, rather than as stand alone components.

It is anticipated that most delivery of this unit will take place in a practical setting, with supervised practice of skills. Delivery will also include some classroom based activity in ensuring learners have a good understanding of safe techniques and underpinning knowledge.

## References

### Books

- Agate, E. 2001. *Fencing: A Practical Handbook*. Doncaster: BTCV. ISBN 094675229X.
- Agate, E. 1996. *Footpaths: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752311.
- Agate, E. 2000. *Toolcare: A Maintenance and Workshop Manual*. Doncaster: BTCV. ISBN 0946752249.
- Agate, E. 2001. *Tree Planting and Aftercare: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752257.
- Agate, E. 2002. *Woodlands: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752338.
- Agate, E., Brooks, A. 1998. *Hedging: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752176.
- Agate, E., Brooks, A. 2001. *Waterways and Wetlands: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752303.
- Agate, E., Brooks, A., Adcock, S. 1999. *Dry Stone Walling: A Practical Handbook*. Doncaster: BTCV. ISBN 0946752192.
- MacLean, M. 1992. *New Hedges for the Countryside*. Ipswich: Farming Press Books and Videos. ISBN 0852362420.

## Journals

Scottish Executive Rural Affairs Department — Prevention of Environmental Pollution from Agricultural Activity: Code of Good Practice Dos and Don'ts Guide  
(Scottish Executive, 2002) ISBN 0755905180

## Websites

<a href="http://www.btcv.org.uk">www.btcv.org.uk</a>	British Trust for Conservation Volunteers	
<a href="http://www.defra.gov.uk">www.defra.gov.uk</a>	Department for Environment, Food and Rural Affairs	
<a href="http://www.wales.gov.uk">www.wales.gov.uk</a>	Welsh Assembly Government	
<a href="http://www.scotland.gov.uk">www.scotland.gov.uk</a>	Scottish Executive Environment and Rural Affairs Department	
<a href="http://www.dardni.gov.uk">www.dardni.gov.uk</a>	Department of agriculture and Rural Affairs Ireland)	(Northern
<a href="http://www.fwag.org.uk">www.fwag.org.uk</a>	Farm Wildlife and Advisory Group	
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive	
<a href="http://www.lantra.co.uk">www.lantra.co.uk</a>	Lantra Sector Skills Council	

**Literacy, language, numeracy and ICT skills development**

These qualifications include opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see [www.cityandguilds.com/functionalskills](http://www.cityandguilds.com/functionalskills)
- Essential Skills (Northern Ireland) – see [www.cityandguilds.com/essentialskillsni](http://www.cityandguilds.com/essentialskillsni)
- Essential Skills Wales – see [www.cityandguilds.com/esw](http://www.cityandguilds.com/esw)

There might also be opportunities to develop skills and/or portfolio evidence if learners are completing any Key Skills alongside these qualifications.

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

*Providing City & Guilds qualifications – a guide to centre and qualification approval* contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of learners
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

*Ensuring quality* contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

*Access to Assessment & Qualifications* provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- *Walled Garden*  
Find out how to register and certificate learners on line
- *Events*  
Contains dates and information on the latest Centre events

## Useful contacts

Type	Contact	Query
UK learners	T: +44 (0)84 4543 0033 E: <a href="mailto:learnersupport@cityandguilds.com">learnersupport@cityandguilds.com</a>	<ul style="list-style-type: none"><li>● General qualification information</li></ul>
Centres	T: +44 (0)84 4543 0000 F: +44 (0)20 7294 2413 E: <a href="mailto:centresupport@cityandguilds.com">centresupport@cityandguilds.com</a>	<ul style="list-style-type: none"><li>● Exam entries</li><li>● Registrations/enrolment</li><li>● Certificates</li><li>● Invoices</li><li>● Missing or late exam materials</li><li>● Nominal roll reports</li><li>● Results</li></ul>
Walled Garden	T: +44 (0)84 4543 0000 F: +44 (0)20 7294 2405 E: <a href="mailto:walledgarden@cityandguilds.com">walledgarden@cityandguilds.com</a>	<ul style="list-style-type: none"><li>● Re-issue of password or username</li><li>● Technical problems</li><li>● Entries</li><li>● Results</li><li>● GOLLA</li><li>● Navigation</li><li>● User/menu option problems</li></ul>
Employer	T: +44 (0)121 503 8993 E: <a href="mailto:business_unit@cityandguilds.com">business_unit@cityandguilds.com</a>	<ul style="list-style-type: none"><li>● Employer solutions</li><li>● Mapping</li><li>● Accreditation</li><li>● Development Skills</li><li>● Consultancy</li></ul>

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email:

[feedbackandcomplaints@cityandguilds.com](mailto:feedbackandcomplaints@cityandguilds.com)

Published by  
City & Guilds  
5-6 Giltspur Street  
London  
EC1A 9DE

T +44 (0)84 4543 0000  
F +44 (0)20 7294 2413  
[www.cityandguilds.com](http://www.cityandguilds.com)

City & Guilds is a company registered in England and  
Wales (company number 16513878)