

Unit 3: Select, Fit and Evaluate Horse Tack and Equipment

Unit code:	F/601/0332
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of horse tack and equipment 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.

● Unit introduction

The equine industry requires employees who are practical, and able to demonstrate a sympathetic, consistent and logical approach towards the horses in their care. Those employed to look after horses must have the knowledge and skills to provide safe, efficient and effective routines in order to ensure the wellbeing of horses.

In this unit learners will have an opportunity to develop the knowledge and skills required in order to adopt safe working practices and develop a confident and adaptable approach to horses. Practical competence is necessary and learners will develop their understanding of caring for the wellbeing of the horse

The unit covers the tack, equipment and horse clothing commonly used in stable yards. Learners will demonstrate how to apply, fit and maintain tack and equipment for a range of horses. They will also select and fit clothing for a range of purposes and situations

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to apply and evaluate the fit of saddles and bridles
- 2 Be able to apply and evaluate the fit of equipment
- 3 Be able to select and fit rugs
- 4 Be able to select and fit bandages and protective equipment.

Unit content

1 Be able to apply and evaluate the fit of saddles and bridles

Tack: bridles (snaffle, double, bits, nosebands, reins); saddles (numnahs, girths, stirrups); specialist tack eg over-girths, training aids

Application: fitting of tack, equipment and clothing; evaluation of fit; assessment of safety and cleanliness; importance of correct fit

Maintenance: cleaning tack; equipment maintenance and hygiene; storage; assessment for safety

2 Be able to apply and evaluate the fit of equipment

Equipment: martingales; breastplates; training aids

Purpose: every day; competition eg showing, dressage, eventing, show jumping, long distance riding; protection eg travelling

Fitting: selection of suitable equipment and clothing

3 Be able to select and fit rugs

Clothing: indoor rugs; rollers; surcingles; turn out rugs; coolers

Purpose: every day; competition eg showing, dressage, eventing, show jumping, long distance riding; protection eg travelling

Fitting: selection of suitable equipment and clothing; factors influencing selection of clothing

4 Be able to select and fit bandages and protective equipment

Bandages: tail bandages; stable/travel bandages; exercise bandages

Protective equipment: boots; tail guard; poll guard

Purpose: every day; competition eg showing, dressage, eventing, show jumping, long distance riding; protection eg travelling

Fitting: selection of suitable equipment and clothing factors; influencing selection of bandages

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 apply and fit the following tack:</p> <ul style="list-style-type: none"> • snaffle bridles • double bridles • saddles <p>[SM]</p>	<p>M1 explain the importance of the safe application and fit of tack</p>	<p>D1 discuss factors that influence the selection of equipment, clothing and bandages.</p>
<p>P2 evaluate the fit of:</p> <ul style="list-style-type: none"> • snaffle bridles • double bridles • saddles <p>[SM]</p>		
<p>P3 assess and maintain the safety and cleanliness of tack</p>		
<p>P4 apply and fit the following tack:</p> <ul style="list-style-type: none"> • breastgirths/breastplates • martingales • training aids 	<p>M2 discuss the use of equipment and clothing in public</p>	
<p>P5 evaluate the fit of:</p> <ul style="list-style-type: none"> • breastgirths/breastplates • martingales • training aids 		
<p>P6 select and fit indoor, outdoor and exercise rugs</p>		
<p>P7 evaluate the fit of indoor, outdoor and exercise rugs</p>		
<p>P8 discuss the influencing factors when selecting indoor, outdoor and exercise rugs</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 select and fit bandages for exercise and protection	M3 apply bandages correctly for a given purpose.	
P10 select and fit protective boots and equipment		
P11 discuss the influencing factors when selecting bandages, boots and protective equipment. [IE]		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

Tutors delivering this unit must ensure that learners have considerable opportunity to develop their knowledge and practical skills. Lectures, discussions, seminar presentations, internet and/or library-based research would be suitable to ensure coverage of the underpinning knowledge requirements of the unit. Development of practical skills should be facilitated through extensive use of supervised practical activities, and personal and work experience using the tack and equipment detailed in the unit content. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities are undertaken so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to undertake stable practicals, and they should ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Health and safety issues relating to working in a stable environment must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities. Adequate personal protective equipment (PPE) must be provided and used for practical work following the production of suitable risk assessments.

Whichever delivery methods are used, it is essential that tutors stress the importance of horse welfare and the need to manage the resource using legal methods.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

It is likely that learners will already have experience of applying general purpose tack to horses and, as a result, emphasis should be placed on learners' ability to appraise whether or not the tack, equipment and bandages fit correctly and safely, and to undertake appropriate measures in order to improve the fit of the equipment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment

Introduction and overview of the unit.

Practical application and fitting of tack and equipment: tacking up, fitting and untacking safely and correctly using saddles, snaffle bridles, martingales, breastplates and specialist tack.

Assignment 1: Tacking Up, Fitting and Untacking Safely and Correctly (P1, P4, M2, D1)

Tutor introduces the assignment. Practical assessment.

Topic and suggested assignments/activities and/assessment

Practical maintenance of tack and equipment: cleaning, hygiene, storage, assessment for safety.

Assignment 2: Clean, Maintain and Assess Tack for Safety (P2, P3, P5, M1)

Tutor introduces the assignment. Practical assessment.

Practical selection and fitting of rugs: indoor rugs; rollers; surcingles; turn out rugs; coolers.

Assignment 3: Select and Fit Rugs Correctly for Everyday Situations (P6, P7, P8)

Tutor introduces the assignment. Practical assessment.

Practical selection and fitting of bandages: tail bandages; stable/travel bandages; exercise bandages.

Assignment 4: Apply Bandages Correctly for a Given Purpose (P9, P11, M3)

Tutor introduces the assignment Practical assessment.

Practical selection and fitting of protective equipment: for everyday and competition use.

Assignment 5: Apply Protective Boots Correctly for Everyday and Competition Use (P10, P11)

Tutor introduces the assignment. Practical assessment.

Practical preparation of horses for presentation and inspection: washing, grooming, pulling manes and tails, clipping and trimming.

Visit to a horse show, race meeting, sale or competition in order to examine the requirements for turn out first-hand or a lecture or demonstration from an industry speaker.

Unit review.

Assessment

For P1, learners will need to demonstrate that they can apply and fit a snaffle bridle, double bridle and saddle, with a numnah, to at least two different horses. Tutors should identify horses and appropriate tack and agree them through discussion with learners.

For P2, learners need to evaluate the fit of tack. P1 and P2 could be assessed directly by the tutor during practical activities which should be undertaken a sufficient number of times to ensure learner competence in the preparation and presentation of horses. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor, report sheets and video or photographic evidence. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor.

P3 requires learners to show that they are able to clean and maintain tack correctly to meet given objectives. Tutors should identify the objectives or agree them through discussion with learners. This could be assessed in a practical situation, under tutor supervision, and should be undertaken often enough to ensure competence. A suitable amount of tack should be available to give learners experience of a practical working environment. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Appropriate forms of evidence could include records of learner involvement and observation records. Learners could clean and maintain the tack used for P1.

P4 and P5 relate to specialist tack and could be assessed using the same format suggested for P1 and P2.

For P6, learners are required to select and fit rugs correctly for everyday situations. Learners should demonstrate that they can select and fit a horse with suitable indoor rugs for the stable, a cooler following riding, and outdoor rugs for turnout. Tutors should identify horses or agree them through discussion with learners. P6, P7, P8 and P9 could all be assessed during practical activities. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. This could be assessed directly by the tutor during practical activities. Evidence may be in the same format as for P1.

P10 requires learners to apply protective boots correctly for everyday and competition use. Everyday use could include hacking out, schooling or lungeing and competition use could include, for example, show jumping or horse trials. Tutors should identify horses or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. For P11 learners could discuss factors around the selection of materials when carrying out P10 or M2. These could be assessed directly by the tutor during practical activities. Evidence may be in the same format as for P1.

For M1, learners need to explain the importance of the safe application and fit of tack. This could be assessed directly by the tutor during practical activities. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor. This could follow the assessment format suggested for P1 and P2.

For M2, learner will need to discuss the use of equipment and clothing in public. Evidence could be in the form of an assignment or report on the use of tack and equipment.

For M3, learners need to demonstrate that they can apply bandages correctly for a given purpose, for example support in the stable, travelling, exercise or competition. Tutors should identify the horse to be bandaged or agree it through discussion with learners. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. This could be assessed directly by the tutor during practical activities. Evidence may be in the same format as for P1 or P6.

For D1, learners will need to discuss factors that influence the selection of equipment, clothing and bandages. Evidence could be linked to that suggested for M2.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P4, M2, D1	Tacking Up, Fitting and Untacking Safely and Correctly	Preparation for horse riding.	Practical assessment. Written assignment.
P2, P3, P5, M1	Clean Maintain and Assess Tack for Safety	Responsible for the maintenance and storage of tack on a yard.	Practical assessment.
P6, P7, P8	Select and Fit Rugs Correctly for Everyday Situations	Selection and fitting of a horse with indoor rugs for the stable, a cooler following riding, and outdoor rugs for turnout.	Practical assessment.
P9, P11, M3	Apply Bandages for a Given Purpose Correctly	Application of bandages for a stated purpose, such as stable wear or exercise.	Practical assessment.
P10, P11	Apply Protective Boots Correctly for Everyday and Competition Use	Application of protective boots for everyday eg riding, lungeing and competition eg show jumping, horse trials.	Practical assessment.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

Level 2	Level 3
Fit and Maintain Horse Tack and Clothing	303.1 Tack up horses for specialist work
Undertake Horse Grooming, Trimming and Plaiting	Prepare Horses for Presentation

Essential resources

Learners will need regular access to a range of horses and ponies of different ages, types, breeds and temperaments. There should be a sufficient number to enable learners to handle a range of horses and ponies and put into practice their safe working skills. Learners should gain experience of a realistic working environment and have sufficient opportunity to develop practical competence and confidence over a period of time.

Access to stable yards and their facilities is also required. A range of equipment should be available including saddlery and tack, horse clothing, boots and bandages, stable management equipment, specialist equipment and PPE.

The physical resources required include areas for demonstrating practical skills. Tutors delivering this unit should be competent and experienced horse handlers with an up-to-date knowledge of first aid and health and safety at work.

Employer engagement and vocational contexts

This unit focuses on the practical aspects of horse care, in particular the selection, care, application and fitting of horse tack, clothing and equipment. Centres are encouraged to create and develop links with local yards and horse producers. Learners will benefit from guest lectures or visits to horse shows or sales to observe the requirements for horse turn out first hand. Learners should be encouraged to undertake practical work experience to develop their skills in practical horse care.

Indicative reading for learners

Textbooks

Auty I and Batty-Smith J – *The BHS Complete Manual of Horse and Stable Management* (Kenilworth Press, 2008) ISBN 1905693184

Brown J – *Horse Business Management: Managing a Successful Yard, Third Edition* (Blackwell Science, 2001) ISBN 0632058269

Brown J, Pilliner S and Davies Z – *Horse and Stable Management, Fourth Edition* (Blackwell Publishers, 2003) ISBN 1405100079

Cave, M – *Course Companion for BHS stages III and IV* (JA Allen 1999) ISBN 0851316565

Cooper B – *The Manual of Horsemanship: The Official Manual of the Pony Club, Thirteenth Edition* (The Pony Club, 2006) ISBN 0954886313

Edwards E – *Ultimate Horse Book, Third Edition* (Dorling Kindersley, 2002) ISBN 0751344486

Houghton-Brown, J, Pilliner, S and Davies, Z – *Horse and Stable Management* (Wiley Blackwell, 2003) ISBN 1405100079

McBane S — *The Essential Book of Horse Tack and Equipment* (David & Charles Ltd, 2002) ISBN 0715313894

Pocklington, A – *The Essential Guide to Professional Horse Care* (J A Allen, 2004) ISBN 0851318681

Rose M and Auty I – *The Horsemaster's Notebook, Fourth Edition* (Kenilworth Press, 2006)
ISBN 1872082920

Magazines

Horse and Hound

Your Horse

Websites

www.aht.org.uk

Animal Health Trust

www.bef.co.uk

British Equestrian Federation

www.bhs.org.uk

British Horse Society

www.defra.gov.uk

Department for Environment, Food and Rural Affairs

www.horseandhound.co.uk

Horse and Hound

www.hse.gov.uk

Health and Safety Executive

www.rvc.ac.uk

The Royal Veterinary College

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	explaining the principles of fitting suitable tack and equipment for a range of situations
Self-managers	applying and fitting saddles and bridles safely and correctly cleaning and maintaining tack correctly selecting and fitting rugs correctly for everyday situations applying protective boots correctly for everyday and competition use.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	assessing tack for safety
Reflective learners	considering the tack and equipment needed for different horses and riders
Team workers	assisting with the maintenance of tack and equipment
Self-managers	applying and fitting martingales and breastplates correctly applying bandages for a given purpose correctly applying and fitting specialist tack safely and correctly for a given purpose.