Scheme of learning

Unit 2: Introduction to Equine Biology and Health

This scheme of learning shows one way of delivering the course content within the required guided learning hours. The teaching and learning activities suggested are designed to complement the delivery guidance in the specification for each unit (where it exists). We recommend that you refer to the specification for definitive information on unit content, assessment criteria and assessment decisions, and suggested assessment activities.

The purpose of this scheme of learning is to provide:

* practical ideas and suggestions for resources to aid delivery and assessment of skills and knowledge across the course, highlighting opportunities to:
* engage and involve employers
* embed and develop learners’ employability skills and behaviours
* embed/contextualise maths, English and digital skills
* plan for formative and summative assessment
* support learners with revision and preparation for external assessments
* identify where related teaching and learning content could be taught across units.

Assessment guidance

This technical diploma in Equine Studies is a level 2 qualification aimed at learners wishing to progress straight into employment. It is made up of eight units, two external units, three internal mandatory units, one internal mandatory synoptic unit and two internal optional units of which learners must take one. Authorised assignment briefs are available for the internal units.

* The mandatory internally assessed units are Unit 1, Unit 3, Unit 5 and Unit 8.
* *Unit 1: Equine Tack and Equipment* gives learners the skills to select, assess condition, fit and maintain a range of equine tack and equipment allowing them to work in many aspects of equine sector. For learning aim A, tutors could carry out scenario-matching activities and tack and equipment identification for formative assessment and storyboards, photos and witness statements for the summative assessment at the end of this learning aim. For learning aim B, formative assessment could include posters and practical activities, while summative assessment that would be completed at the end of the learning aim would be in the form of a portfolio evidence containing video, photo, statements and posters. Learning aim C would be best assessed using matching scenario and practical activities for formative and summative assessments taking place on completion of the teaching for this learning aim. Evidence could include observations and diary evidence.
* *Unit 3: Equine Work Placement* gives learners good transferable skills and the ability to complete employment-related paperwork. This together with the skills gained while on work placement will prove invaluable when seeking employment. Learning aims A and B will be a portfolio of evidence containing paperwork, observations, photos, records etc. Learning aim C will be a report where they appraise their own work placement performance. All of the summative assessment for this unit will need to take place towards the end of the unit once the learners have completed their work placement drawing on what they have learned from it.
* *Unit 5: Equine Preparation and Plaiting* allows learners to develop the knowledge and skills to prepare a range of horses for a range of different disciplines or purposes. Learning aim A could be assessed with either a personal statement or diary log following preparing horses or a series of oral questions and the summative assessment could be observations or witness statements. Learning aims B and C will take place when it is appropriate throughout. The summative assessment will take place with gathering a portfolio of evidence that could include video, photo, witness statements and written evidence to be submitted at the end of the teaching for this learning aim.
* *Unit 8*: *Practical Yard Duties* (synoptic unit) draws on learners' knowledge and understanding from all other units and allows them to apply the knowledge in the form of practical skills. It is assessed entirely in a practical way, and summative assessment should be in the form of observation, photo and video evidence.
* The optional internally assessed units are Unit 6 and Unit 7.
* *Unit 6: Practical Equine Behaviour* allows learners to identify with the links between evolution and psychology and links to the domesticated horse and the types of behaviour we see. The formative assessment for all of the learning aims for this unit could involve active learning such as posters, discussion, presentation and practical activities. While it is suggested that the summative assessment for this unit combines all three learning aims and involves the learners building a portfolio of evidence that comprises observations, witness statements, photo, videos and a range of supporting evidence.
* *Unit 7: Riding Horses on the Flat* allows learners to utilise the centres’ facilities and the range of horses that they have access to and improve their riding skills preparing them for a wide range of career opportunities within the sector. The formative assessment for this unit will involve practical session and videoing learners riding and allowing them to critique their own performance. While it is suggested that the summative assessment for this unit combines all three learning aims and involves the learners building a portfolio of evidence that comprises observations, witness statements, photo, videos and a range of supporting evidence.
* The externally assessed units are:
* *Unit 2*: *Introduction to Equine Biology and Health* looks at the link between a horse’s structure and how this affects its health. Formative assessment should include quizzes on the virtual learning environment (VLE) and use of Sample Assessment Materials (SAMs) to fully prepare learners for the onscreen assessment, which involves learners clicking on correct answers, dragging and dropping labels and typing longer responses.
* *Unit 4*: *Principles of Working with Horses* ensures learners understand the welfare requirements and the variation in welfare needs. Formative assessment again should include quizzes on the VLE and use of SAMs to fully prepare learners for the onscreen assessment which involves learners clicking on correct answers, dragging and dropping labels and typing longer responses.

The external assessment should be discussed with learners at the beginning of the delivery of these units and learners should have hard copies of the SAMs available for preparation as well as a link on the VLE to them.

Key to table

Look for the following icons to see at a glance where we have suggested opportunities to embed maths/English/digital skills and transferable, work-related skills and attributes. Suggestions and examples mapped to specific content can be found in the fourth column of the table. We have also highlighted opportunities to draw links between unit content and the requirement for the synoptic task (). These activities will be helpful practice for skills and knowledge that learners will need to demonstrate to complete the final unit.

 = Maths

 = English

 = Digital

 = Workplace/Employer involvement

 = Transferable and personal skills categories

*  Communication
*  Working with others
*  Preparing for work
*  Demonstrate thinking skills and show adaptability
*  Develop practical and technical skills
*  Problem solving
*  Managing information
*  Self-management and development

 = Link to synoptic unit

Resources

Throughout this scheme of learning, you will find suggestions for resources that will enhance the teaching of specific content. Where it has not been possible for copyright reasons to provide a live link, you may wish to search for the resource and bookmark it yourself for easy reference. Each resource is briefly described to enable you to search for it or something similar should the need arise.

All resources mentioned in the scheme of learning are summarised [at the end of the document](#Summary_of_resources).

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| --- | --- | --- | --- | --- |
| Unit title | Unit 2: Introduction to Equine Biology and Health |  | Links to other units | |
| GLH | 60 |  | Unit no | Unit content |
|  |  |  | 3 | Equine Work placement   * B2: Communication skills * B3: Safe working with/around horses |
|  |  |  | 4 | Principles of Working with Horses   * A2: Recognising signs of good and poor health * A3: Equine health * B2: Record keeping * C1: Feeding and watering horses |
|  |  |  | 6 | Practical Equine Behaviour   * B1: Horse behaviours |

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| --- | --- | --- | --- |
| Unit content | Teaching and learning activities | Links to other units | Skills development opportunities |
| Topic A: Anatomy of the working horse  A1: Equine anatomical features  A2: Cardiovascular systems | | Suggested teaching time: 10 hours | |
| Introduction to the unit | * **Tutor presentation:** based on explaining how the unit will work and introduce learners to the assessment strategy. Show them some example questions that will be in their external assessment. Discuss useful revision techniques and plan for this unit. * **Paired activity:** ask learners to suggest and identify what components make a healthy horse. Provide an example on the board to help learners begin the activity, and then bring group together to discuss their ideas and where they may sit within the module. |  | Communication – write, speak and listen to others |
| Points of the horse | * **Tutor presentation:** introduce the subject area, and when/why we need to refer to the points of the horse (e.g. Vet, BHS exams). * **Small group activity:** using books and IT resources, ask learners to research the points of the horse, e.g. muzzle, sheath, pastern, cannon bone. A blank, labelled diagram could be used for learners to complete. * **Tutor-led practical demonstration:** using one of the horses from the yard, show learners the various points of the horse. * **Paired practical activity:** ask learners to work with an individual horse, in order to name and locate the various points of the horse. Learners can peer assess each other as a form of assessment. |  | Communication – write, speak and listen to others; use communication for different purposes |
| Shape and protective role of the axial skeleton  Support role of the appendicular skeleton | * **Tutor presentation:** using a slide presentation, diagrams or a real skeleton, discuss the shape, support and protective role of the axial and appendicular skeletons. * **Individual activity:** using a blank diagram of the skeleton, ask learners to colour the axial skeleton in one colour and the appendicular skeleton in another. For an extension activity, ask learners to begin to label the bones in the axial and appendicular skeleton. * **Paired activity:** ask learners to get into pairs to list the parts of the appendicular skeleton and axial skeleton using their coloured diagrams and books. Pairs could then join together and discuss their work. * **Tutor-led practical demonstration:** work with small groups of learners, using water-based paints. Paint the axial and appendicular skeleton onto a safe horse, and encourage learners to help, considering their location and function. As they work, quiz learners on the names of the bones and encourage them to think about rhymes and different ways of remembering this information for revision purposes. |  | Communication – communicate in a variety of ways including electronic and social media  Working with others – showing respect for others in the team and valuing their contribution |
| Major superficial muscles (limited to location and appearance) | * **Tutor presentation:** show the diagrams from ‘Anatomy Poster Book Volume 1: The Musculo-Skeletal System’ by Gillian Higgins or the video ‘The Visible Horse: Anatomy in Motion’ by Susan Harris. Introduce learners to the superficial muscles of the horse. * **Tutor-led practical demonstration:** work with small groups of learners, using water-based paints. Paint the superficial muscles onto a safe horse, and encourage learners to help, considering the location and their function. As they work, quiz learners on the names of the muscles. * **Paired activity:** using the books and IT resources available, ask learners to label and colour a blank diagram of the horse’s superficial muscles. It may be useful to have a list of the muscles to help with spellings. This can then be used as a revision aid. |  | Managing information – collecting and using information from different sources |
| Cardiovascular system  Functions of blood and components  Major and minor arteries, veins and capillaries, to include vena cava, pulmonary artery, pulmonary vein, aorta | * **Tutor presentation:** introduce the structure and function of the cardiovascular system, including the signs we can monitor to determine health, using diagrams and pictures. A dictionary of terms for all learners to use for revision purposes would be useful. Learners should also practise finding their own pulse and discuss areas to locate the pulse on the horse. Ask learners what they think a ‘normal’ heart rate should be. * **Paired practical activity:** visit the equine yard and demonstrate how to find the pulse, temperature and respiration (TPR) on a horse. Learners to work in pairs and assess TPR on individual horses. They should practise taking the TPR over set time periods (15 and 30 seconds) and then working out the rates. * **Individual activity:** ask learners to access the website *Study.com* and watch video ‘Blood: Function & Components,’ then answer questions based on the video. * **Tutor-led practical demonstration:** carry out a dissection of the horse’s heart and the lungs, discussing throughout how they work together. The heart should be weighed and all chambers, valves and thickness of walls should be noted. The lungs (if intact) can be blown up to show size and all structures should be labelled and discussed. Allow time for learners to take notes, videos and photographs where possible. * **Paired activity:** ask learners to research the causes and consequence of trauma to the cardiovascular system. * **Class discussion:** ask learners to initiate a discussion on their findings into the causes and consequences of trauma, using the board and/or diagrams if appropriate. | Unit 3: LAB3  Unit 4: LAA2, LAA3, LAB2 | Managing information – collecting and using information from different sources  Preparing for work – application of knowledge and understanding in sector-related contexts |
| Topic B: Equine health  B1: Diseases, infestations and disorders | | Suggested teaching time: 10 hours | |
| Indicators of health | * **Tutor-led discussion:** ask learners to consider what signs to look for that show good and ill health in a horse. Learners should be encouraged to draw on their own experiences and share with the rest of the group. Key notes to be written up. * **Individual activity:** using the indicators of health as subtitles, ask learners to write a key sentence on each, e.g. respiration should be 8–12 breaths per minute. To help learners research these areas, they could use the IT resources available and then get into pairs to peer assess each other’s work. * **Paired practical activity:** give learners a horse on the yard and assess whether the horse is in good or poor health depending on the presented signs. * **Independent learning activity:** encourage learners to health assess horses that they are responsible for on duty. This could be over a set time period (such as a week). They should then discuss results in the classroom. | Unit 3: LAB3  Unit 4: LAA3, LAB2 | Communication – use communication for different purposes  Preparing for work – application of knowledge and understanding in sector-related contexts  Self-management and development – being proactive |
| Isolation and care strategies to prevent disease transmission and promote recovery | * **Visit:** arrange for a visit to a local charity, e.g. the Donkey Sanctuary or World Horse Welfare, in order for learners to see to how they manage isolation procedures and care strategies. Ask learners to design two or three questions to ask before they go. * **Small group activity:** using the information from the visit, ask learners to get into small groups and visit the equine yard. Then give learners an isolation scenario, e.g. ‘A horse is showing signs of strangles. While you wait for results from the veterinary surgeon, how would you manage the yard?’ Learners could consider what procedures they would put in place and how they would execute the plan. The yard staff could help answer any questions. Learners could also see what disinfectants and quarantine procedures the yard already has in place. Allow time for discussion and peer assessment of each group’s isolation procedure. * **Knowledge quiz:** check learner’s knowledge with various small and long answer questions. | Unit 3: LAB2, LAB3  Unit 4: LAA2, LAA3 | Employer engagement/visit  Working with others – listen to others in a team, being open minded |
| Diseases, illnesses and disorders | * **Tutor presentation**: introduce learners to the various disease, illnesses and disorders associated with the equine, e.g. atypical myopathy, colic, rain scald. Use diagrams and images where necessary, and provide a brief overview of each one. Encourage learners to discuss any that they have encountered in their experience. * **Paired activity:** allocate each pair a specific disease, illness or disorder. Ask learners to research the causes, symptoms and treatments, and then present their findings to the rest of the class. * **Independent learning activity:** ask learners to keep a log and take photos of any typical diseases or illnesses they come across while on work experience or completing duties. Allow time for learners to bring their logs into class for discussion. | Unit 3: LAB3  Unit 4: LAA2, LAA3 | Communication – communicate in a variety of ways including electronic and social media |
| Parasite infestations, reasons for worming and the importance of following product instructions to include round worm, small strongyles and tapeworm | * **Tutor presentation:** introduce worms and worming through samples/diagrams of specific worms, including worming programmes. This can be followed by a group discussion on how certain practices such as poo picking can help this process. * **Guest speaker:** arrange for the equine yard manager to give a talk on how the college horses are wormed, demonstrating the programme that they use and how they prevent worms. * **Individual practical activity:** working with the college equine yard, agree a date when learners can help worm all necessary horses. Follow this up with a discussion on why and when the horses must be wormed, and how the individual horse reacted to the process. * **Paired activity**: ask learners to draw the worm life cycles for roundworm, small strongyles and tapeworm that will be suitable for revision aids. * **Small group activity**: ask learners to design a spider diagram for each type (e.g. roundworm, small strongyles and tapeworm). The spider diagram should include facts and descriptions of each worm. Groups to then join together and review each other’s work and add more content where needed. * **Individual activity:** using either samples or match cards, ask learners to recognise and match the parasite that is being described. As an extension activity, learners could continue to describe the life cycles and problems created by this particular parasite. | Unit 3: LAB3  Unit 4: LAA2, LAA3, LAB2 | Employer engagement/guest speaker  Preparing for work – application of knowledge and understanding in sector-related contexts |
| B2: Immune response | | Suggested teaching time: 6 hours | |
| The process involved in defending against and fighting disease | * **Small group activity:** in small groups, ask learners to create a spider diagram of ideas on how we and other mammals defend against disease. Groups should then join together and add more ideas as they compare each other’s spider diagrams. * **Tutor presentation:** on the role of swelling, inflammation, fever and behavioural changes, using diagrams and images where appropriate. This can be followed by a Q&A session to check learner’s knowledge. * **Individual activity:** ask learners to access the *BBC Bitesize* website, click on the ‘GCSE Science’ webpage and search for the video ‘Defending against Infection’. Tutor to bring learners together to explain and list the roles and functions of lymphocytes and phagocytes. * **Paired activity:** ask learners to research using books, journals and IT resources natural, artificial, active and passive immunity and how each is established. Each pair to design and write four questions for the rest of the class. Once finished, collate all of the questions and learners must answer them before swapping for marking. * **Tutor presentation:** on vaccinations. Using timelines, passport books and diagrams, discuss programmes and the purpose for vacations. | Unit 4: LAA3  Unit 6: LAB1 | Managing information – collecting and using information from different resources |
| Topic C: Equine digestion and nutrition  C1: Equine digestion | | Suggested teaching time: 8 hours | |
| Structure and primary role of features in digestive tract and urinary systems  Function of salvia  Hind gut fermentation to include the role of bacteria  Importance of maintaining digestive health | * **Tutor presentation:** introduction to the digestive system. Using a blank diagram of a horse, label and draw the digestive tract from the mouth through to rectum and the urinary system. * **Individual activity:** ask learners to draw their own diagram to represent the digestive system. * **Tutor-led practical demonstration:** carry out a dissection of a pony digestive system. Tell learners about the system, noting what happens to the food and water content as it progresses from the oesophagus through to rectum. Use the IT resources available to discuss the stages of digestion (salvia and hind gut fermentation). Learners to take videos and/or photos, as well as notes for revision purposes. * **Small group activity:** give learners cards that are labelled with the digestive tract from mouth through to rectum. Working in small groups, each learner should hold a card and put themselves in the correct order. They can then peer assess each group, checking that they have put themselves in the correct order that food travels. An extension would be for each learner to give a fact about their specific area. * **Tutor-led practical demonstration:** carry out a dissection of the kidney and liver, and discuss their roles in digestion. Learners to take videos and/or photos, as well as notes for revision purposes. * **Guest speaker:** organise for a guest speaker from a nutritional company to come in and discuss the importance of maintaining digestive health and how this can be achieved. * **Revision session:** organise the class into revision stations to cover all topics. Each station could have a practical element or set questions. Ask learners to work in pairs at each station for 10 minutes, and then to move onto the next station. When learners have worked at all the stations, discuss the learners’ areas of strength and areas where they feel that they could improve. | Unit 3: LAB3  Unit 4: LAC1 | Employer engagement/guest speaker |
| C2: Dental structure and function | | Suggested teaching time: 4 hours | |
| Basic dental structure and function and the importance of correctly managing dental health at different life stages | * **Tutor-led discussion:** discuss routine equine dental care and how individuals check their own horses, using examples from the equine yard. Cover what dental routine they use. * **Tutor-led presentation**: using a horse skull and an example of a tooth, discuss the tooth structure. Different sessions should include incisors, canines and molars, and their uses. * **Individual activity:** ask learners to draw and label a diagram of a tooth and its structure. Write key words on the board such as enamel, dentine, pulp, nerves, crown, neck and root to help learners with this activity. Learners can also work from the previous presentation and available textbooks. * **Paired activity:** working in pairs, learners peer assess each other’s work. They should mark and provide feedback about whether the tooth is correctly labelled. * **Guest speaker:** arrange for an equine dentist or vet to discuss basic dental care throughout a horse’s life, including regular check-ups, routine and additional treatments. If possible, a demonstration of a horse having their teeth rasped. * **Tutor-led practical demonstration**: demonstrate how to safely estimate a horse’s age by their teeth. Learners can then work in pairs to estimate the age of horses in the equine yard. | Unit 3: LAB3  Unit 4: LAC1 | Employer engagement/guest speaker  Developing practical and technical skills – demonstrate techniques/skills/processes |
| C3: Essential nutrition | | Suggested teaching time: 4 hours | |
| The effects on health and performance of providing suitable equine diets in relation to age, health status, sex, temperament and workload | * **Tutor presentation:** introduce learners to the differences required from certain diets and how they can affect the horse’s health and performance. Tutor to facilitate a Q&A session. * **Independent individual activity:** ask learners to use the yard horses, a horse at their work experience or their own horse, and make a written record of their diet and workload. Bring this record to class to discuss and compare the differences found with other learners. Learners to write up key notes for revision purposes. * **Paired activity:** each pair to be provided with a dietary source (e.g. water, carbohydrates, lipids, protein, fibre, vitamins and minerals) and design a teaching aid for the rest of class. Each teaching aid should be tested and evaluated by the class, and all key notes should be written up for revision purposes. * **Revision session:** prepare and set a multiple choice and short answer questions on Topics C1, C2 and C3 for learners, then mark and provide feedback. | Unit 4: LAC1  Unit 6: LAB1 | Communication – use communication for different purposes |
| Topic D: Reproduction in horses  D1: Reproduction system structure and function  D2: Genetics and heritability  D3: Basic breeding | | Suggested teaching time: 12 hours | |
| The structure and function of the internal and external reproductive systems | * **Tutor presentation:** introduce the reproductive systems. Set up the classroom into four work stations, covering the following: 1. anatomy and role of the female; 2. anatomy and role of the male; 3. gametes; and 4. foetus. * **Small group activity:** in small group, learners work at each station for 15–20 minutes. Each station should enable the learner to label and describe the basic anatomy of each area. Allow time to bring the group together at the end to discuss each system further. |  |  |
| Principles of genetic inheritance and selection of desirable traits as appropriate to intended use | * **Tutor-led practical demonstration:** visit the equine yard and tutor to assess a variety of horses for breeding purposes, considering their conformation and desirable traits. Outline the need for responsible breeding and whether they should breed from certain mares (linking to genetics). * **Tutor presentation:** introduce basic genetics through diagrams and key words. Encourage learners to ask questions and discuss throughout. * **Individual activity:** using IT resources, ask learners to work through the revision questions on the ‘BBC GCSE Bitesize – Genetics and Inheritance’ webpage. * **Tutor presentation:** introduce the potential for transmission of recessive genetic disorders. Refer learners back to their dictionary of terms to help them. Learners to access the *Coursera* website and search for the presentation ‘Lesson 40 - Equine Genetic Disorders’. Watch the presentation and summarise the information to discuss as a class. * **Individual activity:** give learners example questions on genetics and breeding in multiple choice and/or short and long answer question tests. | Unit 6: LAB1 | Developing practical and technical skills – demonstrate techniques/skills/processes |
| Normal behaviour in equine breeding cycle, along with the equipment, procedures, purposes, advantages and disadvantages of commonly used methods and techniques for breeding horses, consideration of breeding history for responsible breeding | * **Tutor-led presentation:** introduce breeding within the equine industry. Encourage group discussion throughout from any previous experiences. Outline procedures and purposes of breeding. * **Individual activity:** using the information from the previous presentation and their own research, ask learners to design two or three questions in preparation for their visit. * **Visit:** arrange for a visit to a local stud yard to identify and evaluate its practices for natural and artificial insemination, including common practices used throughout the mare’s stay. * **Individual activity:** ask learners to consider the practices at the stud visit and identify and label a timeline for a mare going to stud through to weaning. * **Paired activity:** working in pairs, list the advantages and disadvantages of natural service and artificial insemination. Group discussion to follow. * **Guest speaker:** invite a veterinary surgeon to give a talk on the procedures they use for pregnancy diagnosis, to include rectal ultrasound, abdominal ultrasound, rectal palpation and blood sampling. Learners can then add these to their previous timeline for a mare at stud. * **Revision session:** arrange a mini seminar. Learners to work in pairs and prepare a 10-minute presentation on an aspect of the breeding process. Check their work before they present and ensure that all elements are covered. Finish with a group discussion on the practices of breeding and being responsible. |  | Employer engagement/visit  Self-management and development – being proactive  Employer engagement/guest speaker |
| Revision sessions | | Suggested teaching time: 6 hours | |
| Revision sessions | * **Revision session:** prepare example assessment questions to cover all topics and identify any weaker areas and set up relevant sessions to cover all topics. |  |  |

Summary of resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit. Check the Pearson website (http://qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Websites

* *BBC Bitesize* – search for ‘GCSE Science’, ‘AQA (Pre-2011)’, ‘Human biology’ and ‘Defending against infection’. This webpage includes quizzes and videos on defending against infection (for Topic B2); and ‘Inheritance and genetics’ for a revision session on genetics and inheritance (for topics D2 and D3). It goes up to GCSE level but is also good for introducing the systems and easy access for all learners, including interactive games and questions.
* *The Horse: Your Guide to Equine Health Care* – the website with various articles on horse health and science (for all topics)

Textbooks

* Davies Z, *Introduction to Horse Biology,* Wiley-Blackwell, 2005, ISBN 9781405121620 – a good introduction on the systems of the horse
* Higgins G, *Horse Anatomy for Performance,* David Charles, 2012, ISBN 9781446300961 – systems covered and painted on the horse, which is great for a visual aid
* Higgins G, *Anatomy Poster Book Volume 1: The Musculo-Skeletal System*, Horses Inside Out Ltd, ASIN B00LHUTI6E – includes diagrams of the muscular system

Videos

* *Coursera* – search for ‘Lecture 40 – Equine Genetic Disorders’ for a video presentation on genetic disorders (for topics D1, D2 and D3).
* *Study.com* – search for ‘Life Science: Middle School’, ‘Science Courses’ and then ‘Blood: Function & Components’ for a video on the different components of blood (for topics A1 and A2).
* *The Visible Horse – Anatomy in Motion* by Susan Harris – video to introduce learners to the muscles of the horse (for topics A1 and A2).