Scheme of learning

Unit 8: Practical Yard Duties

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 give:

* 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; six units are mandatory of which two are externally assessed, three are internally assessed and one is an internally assessed synoptic unit. Learners are required to take one of the two optional units, both of which are internally assessed. Authorised assignment briefs are available for the internally assessed units.

* The mandatory internally assessed units are:
* 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, which 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 assessment, and summative assessment 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, which 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*: *Practical Equine Behaviour* or *Unit 7*: *Riding Horses on the Flat*.
* *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 learning aims for this unit could involve active learning such as posters, discussion, presentation and practical activities. It is suggested that the summative assessment for this unit combine all three learning aims and involve the learners building a portfolio of evidence that comprises observations, witness statements, photos, videos and a range of supporting evidence.
* *Unit 7*: *Riding Horses on the Flat* allows learners to utilise the centre’s 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, recording the learners riding and allowing them to critique their own performance. It is suggested that the summative assessment for this unit combine all three learning aims and involve the learners building a portfolio of evidence that comprises observations, witness statements, photos, 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 give 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](#AC3).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit title | Unit 8: Practical Yard Duties |  | Links to other units | |
| GLH | 60 |  | Unit no | Unit content |
|  |  |  | 1 | Equine Tack and Equipment   * A1: Ranges and suitability of horse, rider and groom clothing and equipment * A2: Preparation prior to approaching horse * B1: Assessing tack for wear and tear and suitability for use * B2: Fitting tack correctly for purpose |
|  |  |  | 2 | Introduction to Equine Biology and Health   * A1: Equine anatomical features * B1: Diseases, infestations and disorders * C1: Equine digestion * C3: Essential nutrition |
|  |  |  | 3 | Equine Work Placement   * B1: Professional behaviours * B3: Safe working with/around horses |
|  |  |  | 4 | Principles of Working with Horses   * A1: Working in equine industries * A2: Recognising signs of good and poor health * B4: Welfare needs of stable-kept horses * B5: Welfare needs of field-kept horses * C1: Feeding and watering horses * C2: Grooming * C3: Hoof care |
|  |  |  | 5 | Equine Preparation and Plaiting   * A1: Preparation types * B1: Grooming |
|  |  |  | 6 | Practical Equine Behaviour   * B3: Horse communication |
|  |  |  | 7 | Riding Horses on the Flat   * A1: Health and safety * A2: Environmental factors |

|  |  |  |  |
| --- | --- | --- | --- |
| Unit content | Teaching and learning activities | Links to other units | Skills development opportunities |
| Learning aim A: Undertake stable daily duties  A1: Daily duties | | Suggested teaching time: 8 hours | |
| Daily duties | * **Tutor-led practical demonstration:** demonstrate the correct way to muck out, skip out and bed down a range of beds, e.g. shavings, straw, paper, wood pellets and rubber matting. Tutors must use a range of equipment, including shavings fork, pitch form, shovel, broom, wheelbarrow and skip. * **Class discussion:** on the importance of hygiene on a yard, e.g. cleaning water and feed containers and disinfection under rubber matting. Recap the learning from other units and learner’s own experience of carrying out daily duties. * **Individual practical activity:** allocate different horses with different welfare needs to the learners and ask them to maintain a range of beds with different bedding types, different cleaning systems and different equipment under tutor observation. * **Formative assessment activity:** cleaning and hygiene standards are to be checked throughout. Assess the learners and give feedback on the standards achieved. * **Summative assessment activity:** throughout the practical sessions, learners should be gathering evidence for their practical portfolios, such as photos, diaries, witness statements and workplace evidence, and tutors could be completing observation reports. | Unit 3: LAB1, LAB3  Unit 4: LAA1, LAB4 | Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Working with others – listening to others in team, being open-minded  Communication – write, speak and listen to others  Self-management and development – being flexible; monitoring performance and devising strategies for improvement  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts |
| A2: Feeding and watering | | Suggested teaching time: 8 hours | |
| Feeding and watering | * **Class discussion:** on the rules of feeding, quality of feed, daily checks with feeding and reporting, and the importance of weighing and measuring feed. * **Tutor-led practical demonstration:** demonstrate the correct way to feed and water a range of horses, preparing straights and complete concentrates, e.g. fibre, course mix, nuts, pellets, hay, haylage and fibre replacements. Prepare using a range of equipment, including bucket, trough, haynet, hayrack, hay station and treat ball and feeding techniques. * **Class discussion:** on the importance of hygiene when feeding and watering horses and different watering mechanisms, as well as the checks and hygiene associated with each different type. * **Individual practical activity:** ask learners to feed a range of horse with a range of different feed types, feeding equipment and feeding techniques. * **Formative assessment activity:** on correct feeding and watering techniques. Observe the learners and check against feed plans. Assess the learners and give feedback on the standards achieved. * **Summative assessment activity:** throughout the practical sessions, learners should be gathering evidence for their practical portfolios, such as photos, diaries, witness statements and workplace evidence, and tutors could be completing observation reports. | Unit 2: LAB1, LAC1, LAC3  Unit 4: LAA1, LAB4–B5, LAC1  Unit 5: LAA1 | Communication – write, speak and listen to others  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Working with others – listening to others in team, being open-minded  Self-management and development – being flexible; monitoring performance and devising strategies for improvement  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts |
| Learning aim B: Undertake horse handling and grooming practices  B1: Safe horse handling | | Suggested teaching time: 8 hours | |
| Safe horse handling | * **Class discussion:** on how to maintain health and safety when handling horses, use of personal protective equipment (PPE), and use of different tack and equipment for handling. * **Practical activity:** allocate different horses to learners. Learners should go into the yard to assess their horse’s body language, and then make notes on their horse’s temperament and how to approach their horse. They should also do a risk assessment about dealing with their horse. * **Tutor-led practical demonstration:** on handling horses for a range of purposes, including: * health checks * turnout * grooming procedures * for veterinary inspection/attention * farrier etc.   Outline the position of the handler, health and safety considerations and importance of communication to learners throughout the demonstration.   * **Class discussion:** on approaching horses carefully and what to consider when doing so (e.g. whether they are in the stable or field or are they alone or in a group, weather, noise and body language). * **Individual practical activity:** ask learners to handle different horses using a range of equipment, including headcollar and leadrope and bridle, for a variety of purposes, including turnout and exercise health assessment. * **Formative assessment activity:** on the correct fitting of use of handling equipment, approach and communication and handling techniques to be used. Assess the learners and give feedback on the standards achieved. * **Visit:** arrange a visit to a commercial yard, such as a riding school, competition yard or a stud yard, for learners to assess different handling techniques used and their purposes. * **Summative assessment activity:** throughout the practical sessions, learners should be gathering evidence for their practical portfolios, such as photos, diaries, witness statements and workplace evidence, and tutors could be completing observation reports. | Unit 1: LAA2  Unit 2: LAA1  Unit 3: LAB1, LAB3  Unit 4: LAA1  Unit 5: LAA1  Unit 6: LAB3 Unit 7: LAA1–A2 | Communication – write, speak and listen to others  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Working with others – listening to others in team, being open-minded  Self-management and development – being flexible; monitoring performance and devising strategies for improvement  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts  Employer involvement/visit |
| B2: Grooming | | Suggested teaching time: 7 hours | |
| Grooming | * **Class discussion:** on the reasons for grooming to maintain condition, check and promote health, prevent disease, improve muscle tone, improve circulation, for aesthetic reasons, hygiene and forming a bond with the horse. * **Individual activity:** ask learners to match grooming equipment with their correct purpose and use (as per the unit specification). * **Tutor-led practical demonstration:** groom horses using a range of grooming equipment and techniques, including full groom, quartering and strapping. Talk throughout and question learners to reinforce understanding. * **Class discussion:** on health and safety considerations when grooming horses, the differences between grooming stabled and field-kept horses, hoof care (including picking out), grooming frequency and technique and hygiene and health. * **Individual practical activity:** ask learners to groom a range of horses (both stabled and field-kept) with a range of coat types, including clipped and unclipped, using the full range of equipment and techniques. * **Formative assessment activity:** observe learners carrying out grooming of horses using equipment and the full range of techniques correctly. Assess the learners and give feedback on the standards achieved. * **Summative assessment activity:** throughout the practical sessions, learners should be gathering evidence for their practical portfolios, such as photos, diaries, witness statements and workplace evidence, and tutors could be completing observation reports. | Unit 1: LAA2  Unit 2: LAB1  Unit 3: LAB1, LAB3  Unit 4: LAA1–A2, LAB4–B5, LAC2–C3  Unit 5: LAB1 | Communication – write, speak and listen to others  Self-management and development – being flexible; monitoring performance and devising strategies for improvement  Working with others – listening to others in team, being open-minded  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts |
| B3: Tack and equipment use | | Suggested teaching time: 7 hours | |
| Tack and equipment use | * **Tutor-led discussion:** recap use of tack and equipment from other units and previous sessions to establish prior learner knowledge. * **Tutor-led practical demonstration:** select a piece of tack and equipment. Ask learners to identify the piece of tack or equipment, state its purpose and provide examples of what it would be used for. * **Individual activity:** ask learners to check a range of tack and equipment to ensure it is safe and fit for purpose. Then ask them to research a piece of tack or equipment and are to demonstrate (in a lecture demo format) the correct fit to the rest of the group. * **Summative assessment activity:** throughout the practical sessions, learners should be gathering evidence for their practical portfolios, such as photos, diaries, witness statements and workplace evidence, and tutors could be completing observation reports. | Unit 1: LAA1–A2, LAB1–B2 | Communication – write, speak and listen to others  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately |
| Learning aim C: Explore pasture maintenance  C1: Paddock maintenance | | Suggested teaching time: 7 hours | |
| Paddock maintenance | * **Tutor-led discussion:** ask learners ‘How do we maintain paddocks? Why do we maintain paddocks? What field checks should be carried out? Why the frequency of these checks?’ * **Paired practical activity:** allocate pairs to different paddocks. Ask them to inspect the paddocks and create an assessment of their condition, looking at criteria such as removal of droppings, fencing, shelter, weed control etc. They should produce a maintenance plan to ensure on-going paddock maintenance and produce their finding to the rest of the class. * **Class discussion:** on the correct way to clear paddocks, including frequency and different methods. * **Individual practical activity:** pairs should carry out pasture clearing (i.e. dropping removal and removal of any poisonous plants, unwanted weeds etc). Learners should then carry out their own field checks while the tutor observes to ensure that they understand the purpose, importance and frequency of these checks. Learners should carry out routine maintenance of fences, water troughs, gates, shelter etc. * **Formative assessment activity:** observe learners carrying out a range of paddock maintenance activities. Provide feedback to prepare learners for their assessment. * **Summative assessment activity:** throughout the practical sessions, learners should be gathering evidence for their practical portfolios such as photos, diaries, witness statements, workplace evidence and tutors could be completing observation reports. | Unit 2: LAC1, LAC3  Unit 4: LAB5, LAC1 | Communication – write, speak and listen to others  Working with others – listening to others in team, being open-minded  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts  Self-management and development – being flexible; monitoring performance and devising strategies for improvement |
| C2: Importance of pasture maintenance | | Suggested teaching time: 7 hours | |
| Importance of pasture maintenance | * **Class discussion:** ask learners ‘How do we know the grazing requirements of our horses? Understanding the balance between enough and not enough grazing. How can we improve grazing? How can we make grazing less plentiful or nutritious?’ * **Tutor presentation:** on good and bad grasses. Learners should understand how to identify the different types and the merits of grassland management, including rotational grazing, harrowing, topping, grazing with other species. * **Paired practical activity:** ask pairs to carry out a risk assessment on a paddock, looking for any problems for horses including rubbish, poisonous plants, uneven ground, rabbit holes. * **Individual practical activity:** ask learners to observe horses turned out (both in groups and in paddock side-by-side) and consider the relationship hierarchy between them. They must then conclude if there are any potential risks based on this information. * **Individual activity:** allocate learners a case study about a number of paddocks. Providing details such as the sizes, types of fencing, condition of the grassland, number of horses. Learners should then plan the turnout of the horses and produce a pasture management plan. * **Guest speaker:** arrange for a guest speaker to visit the centre, such as a specialist in managing pasture for horses, to describe their experiences and the challenges of the role. * **Summative assessment activity:** throughout all of the practical sessions, learners should be gathering evidence for their practical portfolios such as photos, diaries, witness statements, workplace evidence and tutors could be completing observation reports. | Unit 2: LAC1, LAC3  Unit 4: LAB5, LAC1 | Communication – write, speak and listen to others  Working with others – listening to others in team, being open-minded  Preparing for work – application of knowledge and understanding in sector-related contexts  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Employer involvement  Self-management and development – being flexible; monitoring performance and devising strategies for improvement |
| Learning aim D: Understand health and safety and emergency procedures in the yard  D1: Safety and first aid | | Suggested teaching time: 8 hours | |
| Safety and first aid | * **Tutor-led discussion:** short-theory session on health and safety considerations when working with and around horses. Recap on work covered in previous units and practical sessions, work experience and personal experiences. * **Small group activity:** set up a range of personal protective equipment (PPE) in a room and provide learners with worksheets that have a range of practical activities. Learners are to match the activities with the correct PPE. Run through the correct answers after the activity and explain the reasons why, in order to ensure accuracy and reinforce learner knowledge. * **Class discussion:** about the hazards and risks when working with horses, and the importance of identifying and recognising them. * **Individual practical activity:** ask learners to carry out risk assessments in different sections of the yard. This can be followed by a short discussion, where learners can feed back their feedings. * **Class discussion:** on dealing with hazards, the types of hazards it is possible to deal with ourselves, and hazards that must be reported. To also include the nature of different hazards, and how/who to report them to. * **Tutor presentation:** on the importance of communication to record near misses or instances of equine behaviour and temperament issues, in order to prevent future accidents. * **Tutor-led practical demonstration:** on safe manual handling techniques and a discussion about their importance. To also include the types of objects in the equine yard that require lifting, ways of eliminating the need to lift, and ways of storing items to assist with manual handling. * **Paired practical activity:** learners to practise manual handling with typical items lifted on a yard with the load removed, i.e. empty buckets. * **Tutor presentation:** on fire prevention, fire evacuation procedures, fire safety and use of fire fighting equipment. To also include accident reporting, its importance, and how it can be utilised in accident prevention. Focus also on the aims of first aid, first aid procedures and accident reporting. * **Paired practical activity:** learners to get into pairs and issue them with scenarios that they are to plan, i.e. how they would deal with accidents. * **Summative assessment activity:** throughout all of the practical sessions, learners should be gathering evidence for their practical portfolios such as photos, diaries, witness statements, workplace evidence and tutors could be completing observation reports. | Unit 1: LAA2  Unit 3: LAB3  Unit 4: LAA1  Unit 5: LAA1  Unit 7: LAA2 | Communication – write, speak and listen to others  Working with others – listening to others in team, being open-minded  Preparing for work – application of knowledge and understanding in sector-related contexts  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Self-management and development – being flexible; monitoring performance and devising strategies for improvement |

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.

Website

* *British Horse Society (BHS)* – It is an extremely valuable resource; both website and publications offer advice on welfare, education and training (for all learning aims).

Textbooks

The following books are useful for much of the unit content:

* Auty I, *The BHS Training Manual for Stage 1 (British Horse Society)*, Kenilworth Press Ltd, 2012, ISBN 9781905693603
* Auty I, *The BHS Training Manual for Stage 2 (British Horse Society*), Kenilworth Press Ltd, 2013, ISBN 9781905693610
* Auty I and Batty-Smith J, *The Complete Manual Horse and Stable Management (British Horse Society)*, Kenilworth Press Ltd, 2008, ISBN 9781905693184