Scheme of learning

Unit 7: Riding Horses on the Flat

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 students wishing to progress straight into employment. It is made up of eight units; six units are mandatory, out 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 the summative assessment that would be completed at the end of the learning aim would be in the form of a portfolio of 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 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, recording learners riding and allowing them to critique their own performance. It is suggested that the summative assessment for this unit combine all three learning aim 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](#abc1).

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| --- | --- | --- | --- | --- |
| Unit title | Unit 7: Riding Horses on the Flat |  | 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 |
|  |  |  | 3 | Equine Work Placement   * B3: Safe working with/around horses |
|  |  |  | 4 | Principles of Working with Horses   * A1: Working in equine industries |
|  |  |  | 5 | Equine Preparation and Plaiting   * A1: Preparation types |
|  |  |  | 6 | Practical Equine Behaviour   * B1: Horse behaviours |
|  |  |  | 8 | Practical Yard Duties   * B1: Safe horse handling * B3: Tack and equipment use |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit content | Teaching and learning activities | | Links to other units | Skills development opportunities |
| Learning aim A: Explore safe riding techniques and suitability of surroundings  A1: Health and safety | | | Suggested teaching time: 4 hours | |
| Health and safety | NB: the suggested teaching time is 4 hours individually, but it is embedded in all riding sessions.   * **Tutor presentation:** about the personal protective equipment (PPE) used by riders when riding horses on the flat, e.g. jodhpurs, riding hats/helmets, gloves and body protectors. * **Small group activity:** ask learners to form into small groups and ask them to make a list of the reasons as to why it is important to plan rides (and hacks in particular). Ask learners to feed back to the rest of the group. * **Tutor-led practical demonstration:** a short demonstration, followed by a group activity where learners are allocated a horse. They must then tack the horse up. Each learner is then allocated a different horse to check the fit and purpose of the tack and provide feedback to their peers. * **Class discussion:** about the considerations required when tacking horses up and preparing them for the road. The discussion should include health and safety considerations, e.g. high visibility, boots, communication informing staff of approximate arrival back time and mobile phones. * **Individual activity:** allocate each learner a horse to tack up for roadwork. They should tack up their horse and, based on their knowledge of the temperament of the horse and the planned route/ time of day, they should identify any potential hazards, e.g. traffic and noise. | | Unit 1: LAA1–A2, LAB1  Unit 3: LAB3  Unit 4: LAA1  Unit 5: LAA1  Unit 6: LAB1  Unit 8: LAB1, LAB3 | Communication – write, speak and listen to others  Preparing for work – planning and undertaking activities; 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 |
| A2: Environmental factors | | | Suggested teaching time: 3 hours | |
| Environmental factors | NB: The suggested teaching time is 3 hours individually, but it is embedded in all riding sessions.   * **Tutor presentation:** about environmental factors that need to be considered prior to riding any horse, including weather, time of day, location, other horses and other activities, e.g. the movement of tractors, movement of livestock and public access routes. * **Small group activity:** issue groups with a scenario that outlines the: * horse that is to be ridden * type of ride * location * weather * time etc.   Ask learners to produce a plan of precaution or consideration that they need to make prior to riding any horse.   * **Group discussion:** each learner is to feed back their findings to the rest of the group. Spider diagrams are to be drawn on the interactive whiteboard for printing out as handouts, or for putting onto the centre’s VLE for all learners to access. * **Individual activity:** ask learners to go to the yard into different areas (such as the indoor arena, outdoors, cross country course, field and hacking route) to identify any potential hazards that riders should be aware of or that are likely to spook horses. * **Class discussion:** ask each learner to feed back their findings to the rest of the group. | | Unit 3: LAB3  Unit 4: LAA1  Unit 5: LAA1  Unit 6: LAB1 | Communication – write, speak and listen to others  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Problem solving – identifying issues by being able to examine information; decision making to find solutions |
| A3: Arena etiquette and safe horse riding | | | Suggested teaching time: 3 hours | |
| Arena etiquette and safe horse riding | NB: The suggested teaching time is 3 hours individually, but it is embedded in all riding sessions.   * **Tutor led discussion:** facilitate a discussion about the considerations that need to be made when riding in a group situation. * **Small group activity**: askgroups to produce posters about the rules of the school, including the importance of always being courteous and environment awareness, e.g. distance between riders and avoiding collisions. * **Knowledge quiz:** give learners a short multiple-choice quiz on the VLE about the rules of the school. * **Individual practical activity:** place the learners in suitably sized groups of similar ability and ask them to practice following the school rules as they ride together in a group. | | Unit 3: LAB3  Unit 5: LAA1 | 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  Self-management and development – being flexible  Writing skills, e.g. punctuation, spelling and grammar |
| Learning aim B: Carry out correct mount, dismount and use of reins techniques  B1: Safety checks before mounting and dismounting a horse | | | Suggested teaching time: 3 hours | |
| Safety checks before mounting and dismounting a horse | NB: The suggested teaching time is 3 hours individually, but it is embedded in all riding sessions.   * **Tutor-led discussion:** ask learners ‘What safety checks should we carry out? Why? And how? Why should we assess temperament and behaviour prior to carrying safety checks?’ * **Individual practical activity:** learners to carry out temperament and behaviour assessments of their horses prior to carrying out safety checks. Learners to carry out safety checks with tutors, for them to prompt learners and discuss what they are doing with horses directly. | | Unit 1: LAB1  Unit 3: LAB3  Unit 4: LAA1  Unit 6: LAB1  Unit 8: LAB1 | 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 |
| B2: Correct mount and dismount techniques | | | Suggested teaching time: 4 hours | |
| Correct mount and dismount techniques | NB: The suggested teaching time is 4 hours individually, but it is embedded in all riding sessions.   * **Tutor demonstration:** demonstrate the correct way to mount and how to use a mounting block. Remember all of the considerations from the previous session. * **Tutor-led practical demonstration:** demonstrate the correct way to mount from the ground, and the correct way to dismount. * **Individual practical activity:** ask learners to practically mount horses both from the ground (ensuring equine welfare is paramount) and from a mounting block a few times, ensuring that they dismount correctly in between. * **Class discussion:** ask learners to feed back to the rest of the group all of the risks and hazards associated with both mounting and dismounting, and the way these risks and hazards can be minimised. Discuss when assistance may be required for mounting and dismounting, what form the assistance may take and its benefits. | | Unit 1: LAA2  Unit 3: LAB3  Unit 4: LAB3–B4  Unit 8: LAB1 | Working with others – listening to others in team, being open-minded  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: Safe use of reins and riding without stirrups | | | Suggested teaching time: 3 hours | |
| Safe use of reins and riding without stirrups | NB: The suggested teaching time is 3 hours individually, but it is embedded in all riding sessions.   * **Tutor-led discussion:** a short theory session on the use of reins for different purposes, and how to achieve different objectives (as per the unit specification). * **Individual practical activity:** a practical session starting with riding a horse in the walk and securing understanding of the: * correct riding position * use of the reins, including lengthening and shortening of the reins * use of the reins, including balancing and adjusting rider position * use of direction reining etc. * **Tutor-led discussion:** a short theory session on the use of stirrups and their length for different purposes, e.g. leg, toe, knee and seating position, and how the stirrups can assist the rider (as per the unit specification). * **Individual practical activity:** practical session starting with riding a horse in the walk and securing understanding of: * the correct use of the stirrups * the length of the stirrups * riding without the stirrups * deep seat and short seat positions etc. | | Unit 4: LAA1  Unit 5: LAA1 | 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  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Self-management and development – being flexible |
| Learning aim C: Demonstrate walk, trot and canter and school movements  C1: Walk | | | Suggested teaching time: 10 hours | |
| Walk | NB: The suggested teaching time is 10 hours individually, but it is embedded in all riding sessions.   * **Tutor-led discussion:** a short-theory session on health and safety while riding, position of rider in walk, balance, maintaining control, use and effectiveness of aids, direction and changing reins (as per the unit specification). * **Individual practical activity:** a practical session starting with riding a horse in the walk and securing understanding of: * the position of the rider in the walk * balance * maintaining control * use and effectiveness of aids * direction * changing reins etc. * **Individual activity:** learners to watch video footage of themselves riding and self-evaluate with tutor feedback regarding areas for practice and improvement. * **Individual practical activity:** a practical session on riding a horse in the walk, wherein learners should aim to improve on their previous performance on riding position, balance and control in the walk, effectiveness and use of aids, reins and direction etc. * **Summative assessment activity:** ask learners to watch video footage of themselves riding and self-evaluate, producing plans to build on their current performance and improving their technique. | | Unit 4: LAA1  Unit 5: LAA1 | 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  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Self-management and development – being flexible; monitoring performance and devising strategies for improvement  Writing skills, e.g. punctuation, spelling and grammar |
| C2: Trot | | | Suggested teaching time: 10 hours | |
| Trot | | NB: The suggested teaching time is 10 hours individually, but it is embedded in all riding sessions.   * **Tutor-led discussion:** a short theory session on the health in the trot, the timing of trot as a gait, position of the rider in trot, maintaining balance, maintaining control, use and effectiveness of aids, direction, changing reins, sitting trot and rising trot (as per the unit specification). * **Individual practical activity:** a practical session focusing mainly on trot and securing understanding of: * the position of the rider in trot * balancing both sitting and rising trot * the importance of diagonals (recognition of diagonal changes) * maintaining control * use and effectiveness of aids * direction * changing reins etc. * **Individual activity:** learners to watch video footage of themselves riding and self-evaluate with tutor feedback regarding areas for practice and improvement. * **Individual practical activity:** a practical session on riding a horse in the trot, wherein learners should aim to improve on their previous performance on the riding position, balance and control (in both sitting and rising trot), correct diagonals, effectiveness and use of aids, reins and direction etc. * **Summative assessment activity**: ask learners to watch video footage of themselves riding and self-evaluate, producing plans to build on their current performance and improving their technique. | Unit 4: LAA1  Unit 5: LAA1 | 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  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Self-management and development – being flexible; monitoring performance and devising strategies for improvement  Writing skills, e.g. punctuation and spelling, grammar |
| C3: Canter | | | Suggested teaching time: 10 hours | |
| Canter | NB: The suggested teaching time is 10 hours individually, but it is embedded in all riding sessions.   * **Tutor-led discussion:** a short-theory session on health and safety in the canter, the timing of canter as a gait/pace, canter aids, position of the rider in canter, maintaining balance, maintaining control, use and effectiveness of aids, changing direction in canter, changing reins and the leading leg and how this affects when we ask for canter (as per the unit specification). * **Individual practical activity:** a practical session focusing mainly on canter and securing understanding of: * the position of the rider in canter * balancing in the canter * the importance of leading leg (recognition of incorrect leg) * maintaining control * use and effectiveness of aids * direction * changing reins etc. * **Individual activity:** learners to watch video footage of themselves riding and self-evaluate with tutor feedback regarding areas for practice and improvement. * **Individual practical activity:** a practical session on riding a horse in the canter, wherein learners should aim to improve on riding position, balance and control, correct leg, effectiveness and use of aids, reins and direction etc. * **Summative assessment activity:** ask learners to watch video footage of themselves riding and self-evaluate, producing plans to build on their current performance and improving their technique. | | Unit 4: LAA1  Unit 5: LAA1 | 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  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Self-management and development – being flexible; monitoring performance and devising strategies for improvement  Writing skills, e.g. punctuation, spelling and grammar |
| C4: School movements | | | Suggested teaching time: 10 hours | |
| School movements | NB: The suggested teaching time is 10 hours individually, but it is embedded in all riding sessions.   * **Tutor-led discussion:** a short theory session on the benefits of school movements; the benefits of carrying out school movements and use of corners, lines, circles, circle size, figures of eight, loops, turns, half circles, reverse half circle and voltes (as per the unit specification). * **Individual practical activity:** a practical session focusing mainly on school movements, ensuring that health and safety is paramount. It is critical that learners remember the school rules, use of aids and effectiveness to carry out precise and accurate school movements (as per the unit specification). * **Individual activity:** learners to watch video footage of themselves riding and self-evaluate with tutor feedback regarding areas for practice and improvement. * **Individual practical activity:** a practical session carrying out school movements and learners should aim to improve on their accuracy and precision, building upon previous sessions and using self-evaluation techniques. * **Summative assessment activity:** ask learners to watch video footage of themselves riding and self-evaluate, producing plans to build on their current performance and improving their technique. They are to complete their portfolio of evidence for submission. | | Unit 4: LAA1  Unit 5: LAA1 | 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  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Self-management and development – being flexible; monitoring performance and devising strategies for improvement  Writing skills, e.g. punctuation, spelling and grammar |

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

* *British Horse Society (BHS)* – This is an extremely valuable resource. Both website and publications offers advice on welfare, education and training (for all learning aims).
* *Classical Dressage Notebook* – Search the website for ‘*Arena Figures*’ for a useful article about riding precise and accurate school movements (for learning aims A2 and A3).
* *International Society for Equitation Science* – This is a useful website that links equitation with science and make connections with healthy horse training (for all learning aims).
* *Natural Horsemanship* – Search for the article ‘What is Natural Horsemanship?’ This is a useful website for researching and finding out information on natural horsemanship (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
* Print P, *The Complete Manual of Equitation – the Training of Horse and Rider (British Horse Society)*, Kenilworth Press Ltd, 2011, ISBN 9781905693375