Scheme of learning

Unit 1: Equine Tack and Equipment

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; 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 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 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 upon what they have learnt 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 and 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 and 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 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 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).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit title | Unit 1: Equine Tack and Equipment |  | Links to other units | |
| GLH | 30 |  | Unit no | Unit content |
|  |  |  | 3 | Equine Work Placement   * B1: Professional behaviours * B3: Safe working with/around horses |
|  |  |  | 4 | Principles of Working with Horses   * A1: Working with equine industries |
|  |  |  | 6 | Practical Equine Behaviour   * B1: Horse behaviours * B3: Horse communication |
|  |  |  | 7 | Riding Horses on the Flat   * A1: Health and safety |
|  |  |  | 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: Select horse and rider clothing and equipment  A1: Ranges and suitability of horse, rider and groom clothing and equipment  A2: Preparation prior to approaching horse | | Suggested teaching time: 15 hours | |
| Introduction to unit | * **Lead-in:** introduction to unit. Outline the skills and knowledge that learners will gain from studying this unit, focusing on how these will be assessed, including through the use of video evidence and learner logs. * **Tutor presentation:** show examples of an annotated photographic portfolio that learners may find useful when they come to evidence their own work across all learning aims. Tutor could also talk through an example of a tutor observation log that could be used in practical assessments. * **Class discussion:** encourage learners to share their current knowledge and experience regarding the focus of this unit, start by generating a thought shower on types of equipment before asking the learners to form into small groups to discuss if the equipment is for the benefit of the horse or rider. * **Tutor presentation:** cover essential health and safety considerations, and personal protective equipment (PPE) requirements that are applicable at the stables and while doing practical work. |  | Communication – write, speak and listen to others |
| Preparation prior to approaching horse  Ranges and suitability of horse, rider and groom clothing and equipment | * **Tutor presentation:** on the importance of wearing PPE. This can be supplemented by videos of riding injuries and/or case studies of incidents with and without protective equipment. Examples can be found online by accessing the *Equine Ink* website and searching for the relevant videos. * **Paired activity:** ask learners to select and fit suitable rider wear for a range of scenarios including riding in poor visibility, jumping or cross country activities. * **Tutor presentation:** on safety marks for PPE, what they mean and why they are important. * **Individual activity:** ask learners to create a poster highlighting the importance of wearing high visibility clothing when riding in both day and night conditions. * **Tutor-led discussion**: on how to identify the temperament of the horse. Learners to share personal experiences of when they were able to identify a horse’s temperament and use this information to adapt their own approach/behaviour in future. * **Individual practical activity:** ask learners to practise tying a quick release knot. * **Tutor-led discussion:** on how might a horse’s behaviour differ when being approached in a stable; untied; in a stable tied up; in a field alone; in a field in a herd; or on a windy day. * **Small group activity:** ask learners to carry out the test to identify personal blind sides. Discuss why the blind slide is a larger area in equines and how this will impact on the method of approach. * **Small group activity:** ask learners to analyse video footage of people approaching horses in a range of scenarios. Tutor to encourage a discussion on the safety of the approach; the method of the approach; and the temperament of the animal. * **Paired activity:** give learners a profile of a horse (including detail like temperament, where they are tied up etc), and must discuss how they would approach them/behave around them. * **Tutor presentation:** show a video on safe manual handling (e.g. access the Health and Safety Authority website, click on the ‘Workplace Health’ tab, then ‘Manual Handling & Display Screen Equipment’ for the relevant videos). | Unit 3: LAB3  Unit 6: LAB1, LAB3  Unit 7: LAA1  Unit 8: LAB1 | Communication – write, speak and listen to others  Working with others – listen to others in team, being open-minded  Demonstrate thinking skills and show adaptability – show ability to think independently about issues/problems in the workplace; be prepared to use own initiative appropriately |
| Ranges and suitability of horse, rider and groom clothing and equipment | * **Small group activity:** allocate a category (e.g. saddles, bridles, martingales and breastplates, rugs) to each learner group. They must create a spider diagram of the associated equipment with each category. Each list to be passed around other groups so that they can add any additional information. * **Individual activity:** give learners a range of photographs. Ask them to identify the tack and equipment shown in each image. * **Paired activity:** using photographs of horses wearing different pieces of tack, learners should discuss the reasons why each piece of tack has been selected, and how it impacts the horse or rider. Learners findings can then be presented to the class. * **Tutor presentation:** on the anatomy of a horse’s head, pole, mouth and jaw and the pressure points caused by the action of snaffle bits and cavesson nosebands, in order to highlight how the equipment impacts the horse. * **Individual activity:** give learners a range of rugs. Ask learners to investigate the characteristics of each rug, including waterproofness, warmth, security of fittings etc, and present their findings in a table format. * **Tutor-led practical demonstration:** demonstrate the correct fitting of bridles, martingales and breast plates. * **Individual activity:** ask learners to select a flash card showing a particular piece of tack / rug and create a scenario, explaining why that item was needed. Learners to then expand on the scenario by explaining what other tack, equipment and rider wear would be required. | Unit 8: LAB3 | Working with others – listen to others in team, being open-minded  Demonstrate thinking skills and show adaptability – show ability to think independently about issues/problems in the workplace; be prepared to use own initiative appropriately |
| Learning aim B: Undertake the correct fitting and maintenance of tack  B1: Assessing tack for wear and tear and suitability for use | | Suggested teaching time: 4 hours | |
| Assessing tack for wear and tear and suitability for use | * **Individual activity:** ask learners to label a diagram of the parts of a bridle, adding annotations stating how to assess if they are fitted correctly. * **Individual practical activity:** give learners all the necessary individual pieces of a bridle and ask to put it together correctly. This could be a timed activity against other learners. * **Visit:** whole group to visit a saddler and discuss common areas of wear and tear on tack and why they occur (e.g. incorrect storage/general wear and tear/incorrect use) and see a demonstration of the saddle being repaired. * **Class discussion:** collating and listing reasons for safety checks on tack condition, damage, fit, suitability for use. * **Individual activity**: ask learners to assess a range of tack for evidence of wear and tear, identifying which can be repaired and which should be replaced. Encourage learners to document their findings through the use of photographs or a report for use in their portfolio. * **Tutor-led discussion:** on the consequences of poor cleaning routine (e.g. lack of cleaning, cleaning with too much water etc.) * **Individual activity:** ask learners to clean a range of tack thoroughly, including leather work and metal work. Tack to then be peer assessed and findings recorded on a suitable template for use in their portfolio. * **Small group activity:** ask learners to produce a video guide in their groups, demonstrating how to clean tack correctly. * **Guest speaker:** arrange for a groom from a competition yard to visit the centre and discuss their job role, as well as the importance of ensuring that tack is clean and well maintained. * **Small group activity:** as part of routing duties around the yard, learners to agree on how to rotate around the following tasks: * tack check and clean leather and metal work * replacing dirty numnahs and saddle clothes * helping with washing and storage tasks. | Unit 8: LAB3  Unit 3: LAB1  Unit 4: LAA1 | Communication – write, speak and listen to others; use communication for different purposes  Employer engagement/visit  Develop practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Working with others – showing respect for others in the team and valuing their contributions  Demonstrate thinking skills and show adaptability –be prepared to use own initiative appropriately; show adaptability when circumstances demand |
| B2: Fitting tack correctly for purpose | | Suggested teaching time: 4 hours | |
| Fitting tack correctly for purpose | * **Guest speaker:** saddler to provide demonstrations of correct saddle fitting and the importance of correct fitting tack. * **Tutor-led practical activity**: demonstrate the correct fitting of a bridle and highlight the importance of correct fitting. Identify pinch points, such as where browbands are attached to headpieces. * **Individual activity:** ask learners to demonstrate the correct fitting of a bridle. Learners to identify good fits and pinch points. Learners to take this opportunity to build up their evidence for their portfolio. Tutor to log progress. * **Individual activity:** each learner to fit a bridle to three different horses and evaluate their ability and the fitting of the tack. Learners to take this opportunity to build photographic evidence for their portfolio. Tutor to log progress regarding learners’ access to different tack, to ensure that over a series of lessons, all learners access the full range of tack required. * **Tutor-led presentation:** give an overview of the horse’s anatomy and the function of the horse’s back in relation to carrying a saddle and rider. Introduce the general structure of a spring tree saddle and its design, i.e. how it improves the welfare of the horse. * **Paired activity:** each learner to fit and assess saddles, while choosing the appropriate girths and justifying their selection. Once complete, they can research the pros and cons of the design and intended use for numnahs, saddle clothes and riser pads in their pairs, presenting this information in a suitable table. * **Tutor-led discussion**: ask learners to share their experiences of using a running martingale and breast plates and explain why they were used. Tutor to show video clips of horses with and without martingales for learners to discuss, by accessing video-sharing sites and searching for ‘Martingales – Standing and Running’ by Equestrian Neightion. * **Paired activity**: ask learners to write on sticky notes one positive use of martingales and related tack. On a different colour sticky note, they must write one misuse of martingales and related tack. Then share their findings with the whole class. * **Tutor-led practical activity:** demonstrate the correct fitting of a running martingale and a breast plate, highlighting areas where incorrect fitting may occur. * **Individual activity:** ask each learner to demonstrate the correct fitting of a running martingale and a breast plate. Learners to take this opportunity to build up evidence for their portfolio. Tutor to log progress. * **Individual activity:** ask learners to summarise an article on fitting tack into a 200-word paragraph. They can access the ‘Blue Cross’ website for information by searching for ‘Correctly fitting tack’. | Unit 7: LAA1  Unit 8: LAB3 | Employer engagement  Develop practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Self-management and development  Working with others – listen to others in team, being open-minded  Comprehension and summarising skills  Demonstrate thinking skills and show adaptability –be prepared to use own initiative appropriately; show adaptability when circumstances demand |
| Learning aim C: Undertake the correct fitting and maintenance of horse clothing  C1: Importance of cleaning and maintenance | | Suggested teaching time: 2 hours | |
| Importance of cleaning and maintenance | * **Tutor-led discussion:** on the importance of regular rug and boot cleaning, and the consequences of not maintaining or storing these correctly. * **Individual activity:** ask learners to assess a range of rugs for signs of wear and tear, and identify where repairs or waterproofing are needed. * **Small group activity:** show learners a range of images of horses that have been injured due to ill-fitting rugs and boots. Ask learners to research why the injuries happened and how they can be prevented; this information should then be used for a formal presentation to be delivered to the class. | Unit 8: LAB3 | Communication – write, speak and listen to others  Develop practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Working with others – listen to others in team, being open-minded  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately |
| C2: Cleaning and storage | | Suggested teaching time: 2 hours | |
| Cleaning and storage | * **Small group activity:** ask learners to evaluate different methods of cleaning rugs, taking into account: cost, practicality, equipment required and drying time. * **Individual activity:** ask learners to produce a step-by-step guide explaining how to correctly store rugs. * **Individual practical activity:** ask learners to demonstrate how to correctly clean rugs and boots. The finished product can then be peer assessed. Learners to take this opportunity to build up evidence for their portfolio. Tutor to log progress. | Unit 8: LAB3 | Develop practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately |
| C3: Fitting rugs safely and correctly | | Suggested teaching time: 3 hours | |
| Fitting rugs safely and correctly | * **Small group activity:** in small groups, ask learners to review catalogues and internet listings to find an exercise sheet that would be useful for a range of purposes including poor visibility, extremes of temperature and rain. They can access a website such as *Equestrian.com* to help them with this activity.   This will need to be the best available design to accommodate the following: exercising out, removable if in collecting ring, comfortable for the horse, easy to secure, fit for purpose and value for money.   * **Tutor-led discussion:** give an overview of the correct selection and fitting of rugs. Considerations influencing whether to rug up or which rugs to use include weather, stabled/turnout routine, breed, age, work load, clip and condition of horse. * **Tutor-led practical demonstration:** demonstrate safe rugging and unrugging, and ensuring the correct fit. * **Class discussion:** ask learners to discuss ‘What situations and reasons could make rugging up challenging? What can grooms do to ensure consistent and safe practice, e.g. mitigating flight instinct of a young, nervous horse in an exciting environment?’ * **Individual activity:** ask learners to practise the rugging and unrugging of a horse. Learners to take opportunity to build evidence for portfolio. Tutor to log progress. * **Tutor-led discussion:** on the pros and cons of the equipment assessed regarding design, effective use and comfort for the horse. * **Tutor-led presentation:** on the anatomy of the horse’s lower leg and foot, and why overreaching occurs. Examine the correct safe fitting of overreach boots and relevant PPE. Encourage a class discussion on the problems of wearing boots, i.e. rubbing. * **Small group activity:** ask learners to compare the different types of overreach boot and how they may cause injury to the horse. Go to ‘Horse & Hound’ and search the website for the article ’15 of the best overreach boots’ by Cathy Camerford (2015). * **Individual activity:** ask learners to demonstrate the correct fitting of overreach boots, followed by correct storage. Learners to take this opportunity to build up evidence for their portfolio. Tutor to log progress. | Unit 8: LAB3 | Working with others – listen to others in team, being open-minded  Communication – write, speak and listen to others  Develop 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 |

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

* *Blue Cross* – search the website for ‘Correctly fitting tack’ for an article on the importance of correct fitting tack (for learning aim B2).
* *Equestrian.com* – search the website for information about exercise sheets (for learning aim C3).
* *Horse & Hound* – search the website for the article ’15 of the best overreach boots’ by Cathy Camerford (2015) for information on a range of different types of overreach boot (for learning aim C3).

Textbooks

* British Horse Society, *BHS Complete Horse and Pony Care*, Collins, 2005, ISBN 9780007174676 – produced by the British Horse Society and a guide to basic horse care including fitting and cleaning tack
* Holderness-Roddam J and Vincer C, *Fitting Tack (Threshold Picture Guide)*, 2nd Edition, Kenilworth Press Ltd, 1987, ISBN 9780901366436 – an illustrated guide to fitting tack
* Holderness-Roddam J and Vincer C, *Rugs and Rollers (Threshold Picture Guide)*, 2nd Edition, Kenilworth Press Ltd, 2006, ISBN 9781872082646 – an illustrated guide to fitting rugs
* Vogel C, ‘*Complete Horse Care Manual’,* DK, 2011, ISBN 9781405362771 – an overview of basic horse care, including handling and tacking up

Videos

* *Equine Ink* – website providing videos about personal protective equipment, crashing testing helmets, ways to avoid injury etc (for learning aims A1 and A2)
* *Health and Safety Authority* – click on the ‘Workplace Health’ tab, then ‘Manual Handling & Display Screen Equipment’ for the videos on the principles of safe manual handling (for learning aim A2).
* *YouTube* – search for the video ‘Martingales – Standing and Running’ by Equestrian Neightion (for learning aim B2).