Scheme of learning

Unit 4: Principles of Working with Horses

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 the summative assessment, which 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 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](#AC1).

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| --- | --- | --- | --- | --- |
| Unit title | Unit 4: Principles of Working with Horses |  | Links to other units | |
| GLH | 60 |  | Unit no | Unit content |
|  |  |  | 2 | Introduction to Equine Biology and Health   * B1: Diseases, infestations and disorders * B2: Immune response * C1: Equine digestion * C3: Essential nutrition |
|  |  |  | 3 | Equine Work Placement   * A1: Investigating a work placement * B3: Safe working with/around horses |
|  |  |  | 5 | Equine Preparation and Plaiting   * A1: Preparation types * B1: Grooming |
|  |  |  | 6 | Practical Equine Behaviour   * C1: Observe domesticated and non-domesticated behaviours * C2: Causes and signs of vices/stereotypic behaviours |
|  |  |  | 7 | Riding Horses on the Flat   * A1: Health and safety * A2: Environmental factors |
|  |  |  | 8 | Practical Yard Duties   * A1: Daily duties * C2: Importance of pasture maintenance |

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| --- | --- | --- | --- |
| Unit content | Teaching and learning activities | Links to other units | Skills development opportunities |
| Topic A: Practical health and welfare  A1: Working in equine industries | | Suggested teaching time: 5 hours | |
| Working in equine industries | * **Tutor presentation:** on the different roles and responsibilities in the industry. * **Small group activity:** allocate each group a role in the equine industry and ask learners to identify the main duties and responsibilities of the role. * **Independent activity:** carrying on from the previous activity, ask learners to plan a daily husbandry routine for a yard. * **Class discussion:** ask learners to feed back their husbandry routines to the rest of the class; the class decides which routines are the best, paying attention to the time frames and industrial speeds required. * **Individual practical activity:** ask learners to carry out routine husbandry, practising industrial speed and competency. * **Paired group activity:** ask learners to work in pairs to match different pieces of personal protective equipment (PPE) to different practical activities, e.g. hat conforming to British standard for riding and handling and body protectors for jump work. | Unit 3: LAA1, LAB3  Unit 5: LAA1  Unit 8: LAA1 | Working with others – setting common goals  Managing information – collecting and using information from different sources  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts  Researching and a daily husbandry plan |
| A2: Recognising signs of good and poor health | | Suggested teaching time: 5 hours | |
| Recognising signs of good and poor health | * **Tutor presentation:** recap the learning from previous units and practical activities and cover the following: ‘Why do we carry out health checks? When should we perform the health checks (including frequency and purpose)? What should we check for?’ Also cover the differences between health checks for stable-kept and field-kept horses. * **Individual activity:** ask learners to produce leaflets explaining signs of good and poor health in horses, covering behavioural, physical and visual health indicators. * **Small group activity:** give worksheets with basic physical and visual health indicators. Working in small groups, ask learners to explain what the indicators may mean and give information on how to respond, e.g. hosing leg with water and calling the vet. * **Tutor-led discussion:** ask learners ‘What is TPR (temperature, pulse, respiration). What do these signs indicate? How do we measure them? What are the normal rates?’ * **Tutor-led demonstration:** demonstrate the correct method for measuring temperature, pulse and respiration. * **Individual practical activity:** ask learners to carry out practical activity measuring TPR rates in a range of different equines with different health statuses. Close supervision will be required for temperature measurements, and there needs to be sufficient equines to ensure that their welfare is not compromised. * **Guest speaker:** invite a vet, equine registered veterinary nurse (RVN) or an equine trainer (or similar) to discuss the significance of TPR measurements in health and training. * **Small group activity:** ask learners to create a spider diagram on a flipchart of the following: * the correct resting TPR measurements for horses * what these values may change to when horses are working or suffering from ill-health * what these changes may indicate. | Unit 2: LAB1–B2  Unit 8: LAA1 | 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  Employer interaction/guest speaker  Preparing for work – application of knowledge and understanding in sector-related contexts |
| A3: Equine health | | Suggested teaching time: 4 hours | |
| Equine health | * **Tutor-led discussion:** produce a spider diagram of all the common equine emergency situations that learners know about or have encountered. * **Paired activity:** allocate each pair with a different situation (such as a horse coming in from the field lame). Each pair must list all the facts and/or ideas that they currently know about that situation. The pairs should then research the subject and compare their original list with what they find out through their research. * **Tutor presentation:** on the basic recognition and assessment of common equine emergency situations and how to respond appropriately, e.g. burns, choke and colic. * **Tutor-led discussion:** about the main aims of first aid, e.g. preserving life and preventing condition from worsening, and the different methods and responses to first aid. * **Small group activity:** ask learners to identify which items should be in an equine first-aid kit and what might they might be used for. * **Class discussion:** about the correct response and appropriate action to take while waiting for veterinary attention, e.g. a hosepipe and water source is required for hosing a leg. * **Small group activity:** allocate each group with different case studies that include various sets of signs/health indicators. Ask learners to suggest possible causes of the conditions and the appropriate initial response. | Unit 2: LAB1–B2  Unit 8: LAA1 | Communication – write, speak and listen to others  Researching and creating facts  Managing information – collecting and using information from different sources  Working with others – setting common goals |
| A4: Body condition scoring | | Suggested teaching time: 2 hours | |
| Body condition scoring | * **Tutor presentation:** on ‘What is body condition scoring?’ Outline the five-scoring system and the key indicators of each score, including the health status of each horse with the different scores. * **Small group activity:** issue a range of images of different horses to learners and ask them to identify their body condition score in their groups. * **Class discussion:** ask learners to feed back their thoughts about the body condition score activity. Clarify, ensure accuracy, secure learner knowledge and understanding, and discuss the impact the score has on their husbandry and care. | Unit 2: LAB1–B2  Unit 8: LAA1 | Working with others – listening to others in team, being open-minded |
| A5: Weighing horses | | Suggested teaching time: 3 hours | |
| Weighing horses | * **Tutor presentation:** on ‘Why do we weigh horses? How do we weigh horses? When should we weigh horses? And what weighing records should we keep?’ * **Tutor-led practical demonstration:** on the correct way to weigh horses using a weightape. * **Individual activity:** ask learners to write on sticky notes all the impacts that horse weight can have on husbandry plans. * **Class discussion:** following the previous activity, the class can discuss (using the sticky notes) how husbandry plans can be affected by a horse’s weight, and how health and wellbeing can be maintained, e.g. exercise plans, supplements and wormers. | Unit 2: LAB1–B2, LAC1, LAC3  Unit 8: LAA1 | Problem solving – identifying issues by being able to examine information |
| Topic B: Welfare needs  B1: Legislation | | Suggested teaching time: 5 hours | |
| Legislation | * **Tutor presentation:** on why legislation is relevant to this sector and the roles and responsibilities within the sector. * **Tutor-led discussion:** ask learners about any cases that they are aware of where people have been prosecuted or where legislation has been enforced as a result of neglect or cruelty, or where equine welfare needs have not been met, and the implications of this. (Tutor can have some articles ready for discussion in case learners are not aware of any cases). * **Small group activity:** allocate scenarios (e.g. a case of an unlicensed riding school using ponies for 10 hours of riding lessons per day) to learners and they should identify and apply the relevant legislation to the scenario. Learners must then present their findings in their groups, identifying which laws had been broken and what the consequences would be. * **Tutor presentation:** focusing on the Horse Passport Regulations (2009). What are equine passports? What is their purpose? What are the legalities of them? * **Individual activity:** ask learners to write on sticky notes the different regulating bodies for different disciplines set by equine associations/charity welfare schemes. * **Class discussion:** following the previous activity, ask learners to discuss (using the sticky notes) the rules and regulations for different disciplines and the associations and charities that affect the discipline. | Unit 3: LAB3  Unit 5: LAA1  Unit 7: LAA1  Unit 8: LAA1 | Demonstrate thinking skills and show adaptability – show ability to think independently about issues/problems in the workplace  Problem solving – identifying issues by being able to examine information |
| B2: Record keeping | | Suggested teaching time: 3 hours | |
| Record keeping | * **Tutor discussion:** recap previous knowledge and understanding of record keeping, what records are kept and the purpose of keeping records, e.g. dentistry records (i.e. work carried out, the professional involved, any potential teeth problems, date of dental checks etc). * **Individual activity:** allocate each learner with a different activity and ask them to list the information that they would record and how. * **Small group activity:** ask learners to work in small groups to discuss the different ways of keeping records. Learners should produce tables of the advantages and disadvantages of these methods and present their findings to the rest of the group. * **Paired practical activity:** ask learners to work in pairs to find out what records are kept in the yard, the target feed room, tack room, office etc. Learners should make recommendations of how the record keeping could be improved and what additional records could be kept. | Unit 3: LAB3  Unit 5: LAA1  Unit7: LAA1  Unit 8: LAA1 | Communication – write, speak and listen to others  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Researching and presenting information |
| B3: Variation in welfare needs | | Suggested teaching time: 5 hours | |
| Variation in welfare needs | * **Tutor presentation:** on how a horse’s breed or type can impact on its husbandry requirements and plan of care. * **Small group activity:** allocate different breeds or types of horse to each group. Learners should research the horse’s specific needs and produce a husbandry plan. * **Individual activity:** ask learners to plan the breed or type of horse that they would select for different uses, based on their suitability. * **Class discussion:** about the implications of selecting unsuitable breeds for different purposes. * **Individual practical activity:** ask learners to look at the husbandry plans in the yard and the range of tack and equipment. They should match the plans and equipment with the horse’s breed or type. * **Visit:** arrange for a visit to an equine establishment, such as a show jumping yard, to look at the breeds used, the horse’s suitability and the level of husbandry required to maintain that breed. | Unit 5: LAA1  Unit 8: LAA1 | Working with others – setting common goals  Managing information – collecting and use information from different sources  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Carrying out research and producing a husbandry plan  Employer involvement/visit |
| B4: Welfare needs of stable-kept horses | | Suggested teaching time: 4 hours | |
| Welfare needs of stable-kept horses | * **Tutor presentation:** recap prior learner knowledge and understanding and focus on the welfare needs of stable-kept horses. * **Small group activity:** ask learners to research and prepare factsheets on the advantages, disadvantages and suitability of different cleaning systems, e.g. full muck out, skipping out and bedding materials, e.g. straw, shavings and paper. * **Individual practical activity:** allocate examples of different horses with various welfare needs to learners. Learners are to assess their current husbandry plan and health status. They are to suggest changes to the plan and, once agreed with the yard manager, implement these changes and monitor the horse throughout. * **Class discussion:** about care, husbandry and hygiene regarding stable-kept horses and the impact on health. * **Tutor-led discussion:** facilitate a discussion, asking learners ‘What are stable vices? Why do they develop? What ways can you think of to prevent/reduce/eliminate stable vices?’ * **Individual activity:** give learners the worksheets that outline stable vices/stereotypic behaviour, including equipment and methods. Learners to match the appropriate equipment/enrichment/method with the vice. * **Class discussion:** clarify, ensure accuracy and secure learner knowledge and understanding about welfare needs of stable-kept horses. | Unit 5: LAA1  Unit 8: LAA1 | Carrying out research and producing a factsheet  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts |
| B5: Welfare needs of field-kept horses | | Suggested teaching time: 4 hours | |
| Welfare needs of field-kept horses | * **Tutor presentation:** recap prior learner knowledge and understanding and focus on the welfare needs of field-kept horses. * **Small group activity:** ask learners to research and prepare factsheets on the advantages, disadvantages and suitability to horses of field living. * **Individual practical activity:** allocate examples of different horses with various welfare needs to learners. Learners are to assess their current husbandry plan and health status. They are to suggest changes to the plan and, once agreed with the yard manager, implement these changes and monitor the horse throughout. * **Class discussion:** about care, husbandry and hygiene regarding field-kept horses and the impact on health. * **Tutor-led discussion:** on what are routine checks? Why do we need to do them? What is pasture rotation and how does it impact on equine welfare? * **Individual activity:** give worksheets to learners that describe different pastures (such as the one with damaged fencing, poisonous plants and no grazing). Ask learners to identify areas where attention is required and to feed back their findings to the rest of the group. * **Class discussion:** clarify, ensure accuracy and secure learner knowledge and understanding about welfare needs of field-kept horses. | Unit 5: LAA1  Unit 8: LAA1 | Carrying out research for discussion  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts |
| Topic C: Maintaining welfare  C1 Feeding and watering horses | | Suggested teaching time: 5 hours | |
| Feeding and watering horses | * **Tutor presentation:** on the reasons for, and implications of not following a feeding plan, including preparation and safe use. * **Small group activity:** ask learners to describe the rules of feeding and link their importance, care and husbandry and produce mind maps for future reference. * **Tutor presentation:** on the advantages and disadvantages of different feedstuffs and the benefits that the nutrients from different feedstuffs have for horses. * **Tutor-led discussion:** discuss the evolution of horses and how this links to their diet and nutrition requirements, as well as how it ultimately impacts on how to feed and water horses. * **Tutor presentation:** on hindgut fermentation, the role of bacteria, importance of forage ratios and ‘little and often’ in the equine diet. Outline the use of supplements, probiotics and prebiotics. * **Class discussion:** on the different feeding and watering systems, and the advantages and disadvantages of each one. * **Small group activity:** give different feed samples to learners. They are to identify them and highlight which group they are from, e.g. oats are a straight feed and cool mix is a complete mix. * **Individual activity:** issue learners with different case studies (e.g. an 8 year old, 12.2hh pony in light work) of horses and ask them to produce a feeding plan that includes concentrate (type and amount) and forage (type and amount)/use of any supplements. Ask learners to justify their decisions regarding their feeding plan. | Unit 2: LAC1, LAC3  Unit 8: LAA1 | Managing information – collecting and using information from different sources  Demonstrate thinking skills and show adaptability – show ability to think independently about issues/problems in the workplace  Preparing for work – application of knowledge and understanding in sector-related contexts |
| C2: Grooming | | Suggested teaching time: 3 hours | |
| Grooming | * **Tutor-led discussion:** on the reasons for grooming horses, frequency and purpose. * **Individual activity:** issue learners with pieces of grooming equipment (the full range as per the specification) and flash cards depicting its use and the correct technique. Learners are to match the equipment with the flash card, and tutor to observe and give guidance if appropriate. * **Class discussion:** clarify, ensure accuracy and secure learner knowledge and understanding about grooming. * **Tutor presentation:** on the different grooming techniques, their purpose, the appropriate frequency and when can those be carried out. * **Class discussion:** about the main differences between the grooming requirements of stable-kept and field-kept horses with question asking learners to match appropriate grooming techniques with different scenarios. * **Individual practical activity:** ask learners to carry out a range of different grooming techniques to reinforce their understanding. | Unit 5: LAB1  Unit 8: LAA1 | Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Preparing for work – application of knowledge and understanding in sector-related contexts |
| C3: Hoof care | | Suggested teaching time: 2 hours | |
| Hoof care | * **Tutor-led discussion:** on why hooves are picked-out, the correct technique and frequency and the advantages and disadvantages of hoof care. * **Small-group activity:** ask learners to research and produce a poster about the various factors that impact the hoof condition, including the effect that this can have on the husbandry plan and maintenance of horses. * **Guest speaker:** arrange for a guest speaker from a farrier to come into the centre and talk about hoof care and maintenance. | Unit 5: LAB1  Unit 8: LAA1 | Managing information – collecting and using information from different sources  Carrying out research  Employer involvement/guest speaker |
| C4: Care after exercise | | Suggested teaching time: 2 hours | |
| Care after exercise | * **Tutor presentation:** recap information regarding the variation in welfare needs and discuss how work level can affect husbandry and care. * **Individual practical activity:** ask learners to care for different horses after they have worked. Observe and ensure that they carry out the required changes to feeding, watering and clothing after exercise. * **Small group activity:** allocate case studies of different horses that have completed various work-based scenarios to learners. In groups, learners are to consider the horse’s needs, including different feeding, watering, husbandry, clothing and equipment needs. They are to feed back their thoughts to the rest of the group. | Unit 5: LAA1  Unit 8: LAA1 | Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Demonstrate thinking skills and show adaptability – show ability to think independently about issues/problems in the workplace |
| Topic A: Practical health and welfare  Topic B: Welfare needs  Topic C: Maintaining welfare | | Suggested teaching time: 8 hours | |
| All topics | * **Formative assessment activity:** give learners the opportunities to work on SAMs and other quizzes on the virtual learning environment (VLE).   Include formative feedback from the assessor to best prepare the learners for the external, onscreen assessment. | Unit 2: LAB1–B2, LAC1, LAC3  Unit 3: LAA1, LAB3  Unit 5: LAA1, LAB1  Unit 6: LAC1–C2  Unit 7: LAA1–A2  Unit 8: LAC1–C2 | Managing information – collecting and using information from different sources  Demonstrate thinking skills and show adaptability – show ability to think independently about issues/problems in the workplace |

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

Search the internet for the following useful website for the anatomy and physiology side of this unit:

* *British Horse Society* *(BHS)* – This is a useful resource for information about welfare, biology and health of horses (for all topics).

Textbooks

* Auty I and Batty Smith J, *BHS Manual of Horse and Stable Management*, Kenilworth Press, 2008, ISBN 9781905693184 – It is an extremely useful book by a credible source in the equine industry and links working with horse and their and health and wellbeing together into practical management.
* Hastie PS and Ivens P, *BHS Complete Veterinary Manual* (2nd Edition), Kenilworth Press, 2012, ISBN 9781905693627 – It is an extremely useful book by a credible source in the equine industry about welfare, husbandry and veterinary care.