Scheme of learning

Unit 6: Practical Equine Behaviour

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 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, 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 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 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](#ABC1).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Unit title | Unit 6: Practical Equine Behaviour |  | Links to other units | |
| GLH | 60 |  | Unit no | Unit content |
|  |  |  | 1 | Equine Tack and Equipment   * A2: Preparation prior to approaching horse |
|  |  |  | 2 | Introduction to Equine Biology and Health   * A1: Equine anatomical features |
|  |  |  | 3 | Equine Work Placement   * B3: Safe working with/around horses |
|  |  |  | 4 | Principles of Working with Horses   * B3: Variation in welfare needs * B4: Welfare needs of stable-kept horses |
|  |  |  | 8 | Practical Yard Duties   * B1: Safe horse handling |

|  |  |  |  |
| --- | --- | --- | --- |
| Unit content | Teaching and learning activities | Links to other units | Skills development opportunities |
| Learning aim A: Explore horse evolution and domestication  A1: Horse adaptations through evolution | | Suggested teaching time: 10 hours | |
| Horse adaptations through evolution | * **Tutor presentation:** about the evolution and adaptations of the horse, including the links between evolution and adaptations, and physiology and psychology. * **Small group activity:** ask learners are to research and produce posters of the historical stages of physical development of the horses. They must ensure that they outline the impact that this has had on the lifestyle and type of work requirements of the horse. * **Small group activity:** ask learners to form into small groups and allocate each one a different breed (as per the unit specification), e.g. Anglo-Arab, Connemara, Dales, Exmoor and New Forest. They are to research the specific adaptations for each breed and prepare a presentation. * **Class discussion:** each group must deliver their presentations on specific adaptations of breeds to the rest of the class. Learners are to take notes and be provided with a copy of the presentation as a point of reference. * **Tutor-led discussion:** prompt learners to share their experiences of different breeds and identify the breed characteristics, their uses in society and their advantages and disadvantages. * **Summative assessment activity:** ask learners to collect evidence from their practical and independent work for their portfolio of evidence. | Unit 2: LAA1  Unit 3: LAB3  Unit 4: LAB3, LAB4  Unit 8: LAB1 | Communication – write, speak and listen to others; use communication for different purposes  Working with others –listening to others in the team; being open-minded  Managing information – collecting and using information from different sources; organising information  Researching and recording information; presentation skills |
| A2: Evolutionary impacts from horse domestication | | Suggested teaching time: 10 hours | |
| Evolutionary impacts from horse domestication | * **Tutor presentation:** on ‘the horse through the ages’. Outline the historical uses of horses, the purposes of horses and how this has progressed throughout history. * **Small group activity:** ask learners to form into small groups and allocate each one a different use of horses (as per the unit specification), e.g. hunting, produce, riding, transport, agriculture and sport. Learners are to produce factsheets that can be copied and distributed to the whole class, ensuring that all learners have a comprehensive set of notes for future reference. * **Tutor-led discussion:** highlight the main points from the factsheets and ask learners questions about them to reinforce understanding. * **Individual activity:** ask learners to jot down on sticky notes how we have influenced different breed developments to make breeds better suited for various purposes. They should then approach the board and stick them up. * **Class discussion:** using the sticky notes as a discussion prompt, class to discuss the influences on breeding stock and ultimately changes to breed characteristics. * **Tutor-led discussion:** facilitate a discussion about changes in the role of horse breeds in society and the trend from working to sport, leisure and recreation purposes. * **Summative assessment activity:** ask learners to collect evidence from their practical and independent work for their portfolio of evidence. | Unit 2: LAA1 | Communication – write, speak and listen to others  Working with others – listening to others in the team; being open-minded  Managing information – collecting and using information from different sources; organising information |
| Learning aim B: Investigate and interpret equine behaviour  B1: Horse behaviours | | Suggested teaching time: 6 hours | |
| Horse behaviours | * **Tutor presentation:** on typical common horse behaviour considerations, including feeding, natural behaviour, body language, group or herd living, hierarchy, health status etc. * **Independent learning activity:** allocate different aspects of equine behaviours to learners (as per the unit specification), e.g. trickle feeder, nomadic, dominance, fear, alarm, hierarchy, herd, and breeding behaviour. Learners are to research and produce a leaflet on how this natural or evolved behaviour should influence the husbandry care and welfare of horses. You should copy and distribute the leaflets to all learners so that they have a comprehensive set of notes for reference. * **Class discussion:** facilitate a discussion about the importance of equine husbandry and welfare. Ensure that learners understand the link between evolution and equine behaviour by asking questions. Along with their independent research, ask learners to share their own personal experiences. * **Summative assessment activity:** ask learners to collect evidence from their practical and independent work for their portfolio of evidence. | Unit 1:LAA2  Unit 3:LAB3  Unit 4:LAB3, LAB4  Unit 8: LAB1 | Communication – write, speak and listen to others  Working with others –listening to others in the team; being open-minded  Managing information – collecting and using information from different sources; organising information |
| B2: Influence of horse domestication on horse behaviours | | Suggested teaching time: 7 hours | |
| Influence of horse domestication on horse behaviours | * **Tutor-led discussion:** lead a discussion about selective breeding. Ask learners, ‘What is it? How is it used? How does it impact on horses’ characteristics? Why might this influence temperament and behaviour?’ * **Paired activity:** issue the pairs with examples of specific breeds of horse or pony. Ask them to research the changes seen in the breed, including temperament, performance, husbandry and vices. * **Independent learning activity:** ask learners to produce a table comparing the behaviour of domesticated and undomesticated horses. This will enable them to make connections between natural instinctive behaviour and horses’ reactions. * **Individual practical activity:** in the yard, ask the learners to look at the husbandry practices in place. They are to consider how these practices impact the horse's behaviour, including stereotypic behaviour. Learners should also observe horses being handled in a range of situations, including in their boxes, in hand and ridden, and see how the horses accept voice and control commands, as well as natural and artificial aids. * **Class discussion:** learners should feed back their findings to the rest of the class and discuss each other’s opinions. * **Summative assessment activity:** ask learners to collect evidence from their practical and independent work for their portfolio of evidence. | Unit 1: LAA2  Unit 3: LAB3  Unit4: LAB3, LAB4  Unit 8: LAB1 | Communication – write, speak and listen to others  Working with others – listening to others in the team; being open-minded  Managing information – collecting and using information from different sources; organising information  Preparing for work – application of knowledge and understanding in sector-related contexts |
| B3: Horse communication | | Suggested teaching time: 7 hours | |
| Horse communication | * **Individual activity:** give learners a worksheet with images of horses’: * ears in different positions * eyes depicting different expression * facial expressions (including mouth and nostrils) * posture * legs.   Ask learners to match the different signs with a range of different behaviour types.   * **Class discussion:** ask learners to discuss their worksheet answers with the class. Check for their accuracy and that knowledge is secured. * **Tutor-led discussion:** ask learners, ‘Why is it important to be able to interpret body language when working with horses?’ * **Guest speaker:** arrange for a horse psychologist, equine behaviourist or natural horsemanship specialist to visit the centre to talk to learners about the links between natural and instinctive behaviour and husbandry, as well as about handling and training. * **Paired activity:** ask pairs to create a behaviour and husbandry plan (either for given horses or for horse scenarios) either to overcome stereotypic behaviour; to plan and develop training; or to improve temperament. * **Class discussion:** learners to feed back their plans to the class, while other learners write notes that can be added to the interactive whiteboard and/or be printed as handouts, or placed on the Virtual Learning Environment (VLE) for future reference. * **Summative assessment activity:** ask learners to collect evidence from their practical and independent work for their portfolio of evidence. | Unit 3: LAB3  Unit 4: LAB3, LAB4  Unit 8: LAB1 | Communication – write, speak and listen to others  Working with others –listening to others in the team; being open-minded  Managing information – collecting and using information from different sources; organising information  Employer engagement |
| B4: Observation of domesticated and non-domesticated behaviours | | Suggested teaching time: 8 hours | |
| Observe domesticated and non-domesticated behaviours | * **Tutor-led discussion:** ask learners ‘How does domesticated horse behaviour differ from non-domesticated horse behaviour?’ Learners to then watch video footage of non-domesticated horse behaviour and consider how this is utilised for training purposes. * **Visit:** arrange a visit to watch a lecture demonstration of natural horsemanship, or invite a guest speaker from a natural horsemanship practitioner. * **Tutor presentation:** on health and safety considerations and procedures when carrying out behavioural observations. Cover the correct ways of carrying out behavioural observation and how to record them. * **Visit:** tutor to arrange a visit to a local zoo to observe non-domesticated horses, e.g. Przewalski’s horses, in order for learners to carry out behavioural observation of non-domesticated horses. * **Individual practical activity:** ask learners to carry out observations and collect data for domesticated horses with a range of different husbandry protocols, e.g. stabled, field-kept, in exercise, at rest. * **Class discussion:** on how to interpret, evaluate and draw conclusions and make connections with behavioural observations. * **Summative assessment activity:** learners to collect evidence from their practical and independent work for their portfolio of evidence. | Unit 1:LAA2  Unit 3:LAB3  Unit 4:LAB3, LAB4  Unit 8: LAB1 | Communication – write, speak and listen to others  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  Employer engagement/visit |
| Learning aim C: Assist in the management of horse behaviours  C1: Reporting of horse behaviours | | Suggested teaching time: 4 hours | |
| Reporting of horse behaviours | * **Tutor-led discussion:** ask learners ‘What is a behavioural observation? Why do we carry it out? How can it help us?’ * **Tutor-led demonstration:** tutor to outline the correct way to carry out an observation and record findings effectively. * **Individual activity:** learners to carry out a short behavioural observation and record their findings. Tutor can check that learners have a secure knowledge and understanding by questioning their methodology and providing guidance where appropriate. * **Small group activity:** learners to explore the different ways of presenting their data and findings (e.g. echograms, raw data, bar chart, pie chart) and consider their effectiveness. | Unit 1:LAA2  Unit 3:LAB3  Unit 4:LAB3, LAB4  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 |
| C2: Causes and signs of common vices/stereotypic behaviour | | Suggested teaching time: 8 hours | |
| Causes and signs of common vices/stereotypic behaviour | * **Guest speaker:** tutor to invite a local equine behaviourist or equine psychologist to talk to learners about stereotypic horse behaviour, e.g. weaving, crib biting. They should outline the impact of this behaviour on horses’ health, and suggest ways to alleviate it. * **Tutor presentation:** on the common vices seen in horses and the impact of these on health; husbandry plans; training; performance; and behaviour. * **Tutor-led discussion:** ask learners ‘How do we identify normal and abnormal behaviour in horses?’ * **Individual activity:** learners to research products on the market and methods of eliminating or reducing stereotypic behaviour and/or vices in horses. * **Tutor presentation:** on the different ways of recording horses’ behaviour and its usefulness when planning their husbandry and training. * **Practical activity:** tutor to allocate different horses on the yard to learners in pairs. Learners are to then create both husbandry and training plans for their given horses. * **Class discussion:** learners to discuss their plans with the class, justifying their decisions and suggesting improvements where appropriate. * **Summative assessment activity:** learners to collect evidence from their practical and independent work for their portfolio of evidence. | Unit 3: LAB3  Unit 4: LAB3, LAB4 | Employer engagement  Communication – write, speak and listen to others  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 |

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 the publication) that offers advice on welfare, education and training (for all learning aims).
* *The Horse* – search for the article ‘Stereotypic Behaviours’ (1997) – This is a useful article about stereotypic behaviour and vices seen in domesticated horses (for learning aims C1 and C2).
* *Natural Horsemanship* – search for the article ‘What is Natural Horsemanship?’ – This is a useful website for researching and finding out information on natural horsemanship, especially about non-domesticated horses (for all learning aims).
* *Society of Equine Behaviour Consultants* – This is a useful website as it lists all the approved behaviour consultants (for learning aim C2).

Textbooks

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

* Hogg A, *Horse Behaviour Exposed*, David and Charles, 2009, ISBN 9780715332948
* Hogg A, *The Horse Behaviour Handbook*, David and Charles, 2003, ISBN 978075314678
* Williams M, *Horse Psychology*, JA. Allen & Co Ltd, 1998, ISBN 9780851312385