Scheme of learning

Unit 5: Equine Preparation and Plaiting

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, 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 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](#ABC).

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| --- | --- | --- | --- | --- |
| Unit title | Unit 5: Equine Preparation and Plaiting |  | Links to other units | |
| GLH | 30 |  | Unit no | Unit content |
|  |  |  | 1 | Equine Tack and Equipment   * A2: Preparation prior to approaching horse |
|  |  |  | 3 | Equine Work Placement   * B3: Safe working with/around horses |
|  |  |  | 4 | Principles of Working with Horses   * A1: Working in equine industries * B3: Variation in welfare needs * C2: Grooming * C3: Hoof care * C4: Care after exercise |
|  |  |  | 8 | Practical Yard Duties   * B1: Safe horse handling * B2: Grooming |

|  |  |  |  |
| --- | --- | --- | --- |
| Unit content | Teaching and learning activities | Links to other units | Skills development opportunities |
| Learning aim A: Explore safe methods of equine preparation to support different working situations  A1: Preparation types | | Suggested teaching time: 5 hours | |
| Preparation types | * **Class discussion:** facilitate a discussion about the different methods of equine preparation and handling and restraint methods, including the range of reasons we need to handle horses to prepare them for different working situations. * **Small group activity:** ask learners to work in small groups to produce spider diagrams which they will share with the rest of the class on the interactive whiteboard. These should cover a range of handling and restraint methods, their purpose as well as the advantages and disadvantages of using them. The spider diagrams can then be uploaded onto the virtual learning environment (VLE) so that learners can refer to them for future use. * **Small group activity:** allocate groups a different ‘group of preparation’ as per the specification, e.g. medical, farrier, hacking, clipping and travel. Learners are to list all the different methods and equipment that may be used and outline their advantages and disadvantages. Each group is to then feed back their findings to the rest of the class. * **Guest speaker:** arrange for a farrier to visit the centre and talk to the learners about the various techniques for competition, including the use of different show types and the use of studs for grip. * **Tutor-led practical demonstration:** take learners out into the yard and demonstrate the correct handling, restraining and use of equipment for a range of purposes. * **Individual practical activity:** in small groups, learners should go into the yard. Supervise the learners as they carry out the various methods of handling and restraining horses for a range of purposes that have previously been researched and discussed. You need to ensure that there are a range of horses available for this activity and that equine welfare standards are maintained throughout. This can be part of the summative assessment activity. | Unit 1: LAA2  Unit 3: LAB3  Unit 8: LAB1 | Communication – write, speak and listen to others  Working with others – listen to others in team, being open-minded  Preparing for work – application of knowledge and understanding in sector-related contexts  Managing information – find and use information from a variety of different sources; organising information  Employer interaction  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Researching and recording information |
| A2: Discipline types and purposes | | Suggested teaching time: 5 hours | |
| Discipline types and purposes | * **Tutor-led discussion:** facilitate a discussion about the different disciplines within the equine sector, how they influence equine preparation and, conversely, how they can potentially impact the husbandry of these equines. * **Small group activity:** ask each group to produce a poster on investigating the rules, paperwork and equipment required for both horse and rider/handler. They are to consider the full range of equine disciplines as per the specification (e.g. showing, dressage, showjumping, eventing and polo), including legal paperwork such as passports. * **Class discussion:** facilitate a group discussion where learners all share their findings from the previous activity. They are to produce and add to a comprehensive set of notes for future reference. * **Tutor-led practical demonstration:** go to the tack room and show learners the tack and equipment that would be used for the different disciplines. Discuss the rider equipment that would be used. * **Individual practical activity:** ask learners to tack up and prepare horses as if they were a groom for the range of different purposes and disciplines. Ensure that adequate supervision and a suitable for range of horses are available for this activity to ensure that equine welfare standards are not compromised. This can be the part of a summative assessment activity. | Unit 1: LAA2  Unit 3: LAB3  Unit 4: LAA1, LAB3  Unit 8: LAB1 | Preparing for work – application of knowledge and understanding in sector-related contexts  Managing information – find and use information from a variety of different sources; organising information  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately |
| Learning aim B: Carry out safe grooming and bathing techniques for horses  B1: Grooming | | Suggested teaching time: 7 hours | |
| Grooming | * **Tutor presentation:** on the grooming preparation and handling techniques; the reasons for grooming; and the frequency of grooming. * **Class discussion:** about the health and safety and welfare considerations for a range of different grooming techniques. * **Small group activity:** ask groups to research the different considerations of grooming as per the specification, i.e. preparation, handling techniques grooming, trimming, pulling and competition grooming. Each group should produce factsheets about all the considerations and aspects that need to be made when grooming horses for different purposes. * **Individual practical activity:** ask learners to groom horses in the yard for a range of purposes and disciplines. They are to ensure that they wear appropriate personal protective equipment (PPE), use the correct equipment, adhere to health and safety considerations and maintaining equine welfare throughout.   Circulate the yard offering advice and guidance and remind learners that technique needs to be secured first and industrial speed is achieved through practice. This can be part of the summative assessment activity. | Unit 1: LAA2  Unit 3: LAB3  Unit 4: LAA1, LAB3, LAC2–C4  Unit 8: LAB1–B2 | Communication – write, speak and listen to others  Working with others – setting common goals; listen to others in team, being open-minded  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Calculate timings accurately  Writing skills, e.g. punctuation, spelling and grammar |
| B2: Bathing | | Suggested teaching time: 7 hours | |
| Bathing | * **Tutor presentation:** on the bathing preparation, bathing procedures and techniques, the reasons for bathing and the frequency of bathing. * **Class discussion:** discuss the considerations when bathing horses, including the facilities available, season, weather, health status of the horse, current grooming condition of horse, e.g. clipped and pulled, and timing of competition. * **Small group activity:** ask groups to research the different bathing equipment and techniques required, outlining their advantages and disadvantages. Ask learners to feed back in a class discussion. Produce spider diagrams of the findings on the board so that learners can write notes. * **Individual practical activity:** ask learners to go out into the yard and bath horses. Due to the time-consuming nature of this activity, it can be spread out over the practical sessions. You need to ensure that there are a range of horses available for this activity and that equine welfare standards are maintained throughout. This can be part of the summative assessment activity, as you can evidence learners through observation records and witness statements. | Unit 1: LAA2  Unit 3: LAB3  Unit 4: LAA1, LAB3, LAC2–C4  Unit 8: LAB1–B2 | Communication – write, speak and listen to others  Working with others – setting common goals; listen to others in team, being open-minded  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Developing practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Calculate timings accurately |
| Learning aim C: Carry out plaiting skills for horses  C1: Plaiting a horse’s mane and tail | | Suggested teaching time: 6 hours | |
| Plaiting | * **Tutor presentation:** on the preparation and reasons for plaiting, timing of plaiting prior to an event and techniques when plaiting horses. * **Class discussion:** discuss the considerations to be made when plaiting horses, including the time available, the weather, the behaviour and health of the horse its current grooming condition, e.g. trimmed or pulled and timing of competition. * **Small group activity:** ask groups to research the different plaiting equipment and techniques required, outlining their advantages and disadvantages. Ask learners to feed back in a class discussion. Produce spider diagrams of the findings on the board so that learners can write notes. * **Individual practical activity:** ask learners to go out into the yard and plait the horse's mains and tails. Due to the time-consuming nature of this activity, it can be spread out over the practical sessions. You need to ensure that there are a range of horses available for this activity and that equine welfare standards are maintained throughout. This can also be a part of a formative assessment activity. * **Summative assessment activity:** ask learners to complete their portfolio or logbook demonstrating their practical skills for grooming, bathing and plaiting. | Unit 1: LAA2  Unit 3: LAB3  Unit 4: LAA1, LAB3, LAC2–C4  Unit 8: LAB1–B2 | Communication – write, speak and listen to others  Calculate timings accurately  Working with others – setting common goals; listen to others in team, being open-minded  Problem solving – identifying issues by being able to examine information; decision making to find solutions  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

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

* *British Dressage Association* – This is a useful website as it highlights the rules, regulations, and preparation and turnout requirements for the discipline (for learning aims A1 and A2).
* *British Eventing Association* – Thisis a useful website as it highlights the rules, regulations, and preparation and turnout requirements for the discipline (for learning aims A1 and A2).
* *British Horse Society* – This is a useful resource for information about welfare, grooming and health of horses (for learning aims B1 and B2).
* *British Show Horse Association* – This is a useful website as it highlights the rules, regulations, and preparation and turnout requirements for the discipline (for learning aims A1 and A2).
* *British Showjumping Association –* This is a useful website as it highlights the rules, regulations, and preparation and turnout requirements for the discipline (for learning aims A1 and A2).

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 grooming, preparation and welfare together into practical management.
* Hastie SP 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 equine welfare and care.