Scheme of learning

Unit 3: Equine Work Placement

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:
* *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](#AC3).

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| --- | --- | --- | --- | --- |
| Unit title | Unit 3: Equine Work Placement |  | Links to other units | |
| GLH | 60 |  | Unit no | Unit content |
|  |  |  | 1 | Equine Tack and Equipment   * A2: Preparation prior to approaching horse |
|  |  |  | 4 | Principles of Working with Horses   * A1: Working in equine industries * B1: Legislation |
|  |  |  | 6 | Practical Equine Behaviour   * B1: Horse behaviours |
|  |  |  | 7 | Riding Horses on the Flat   * A1: Health and safety * A2: Environmental factors |
|  |  |  | 8 | Practical Yard Duties   * A1: Daily duties * A2: Feeding and watering * B1: Safe horse handling * B2: Grooming * D1: Safety and first aid |

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| --- | --- | --- | --- |
| Unit content | Teaching and learning activities | Links to other units | Skills development opportunities |
| Learning aim A: Investigate and apply for an equine work placement  A1: Investigating a work placement | | Suggested teaching time: 6 hours | |
| Investigating a work placement | * **Class discussion:** facilitate a discussion on the different jobs within the equine sector, how many employment opportunities there are, and how learners can make themselves more employable within the sector. * **Small group activity:** ask learners to use a range of job search tools that include industry-specific websites, industry magazines/publications, newspapers, and internet to research different jobs within the equine sector. Ask learners to identify the skills required for these jobs. More able learners could be asked to research less common job roles, e.g. equine physiotherapist, saddle fitter, equine dentist.   Once learners have a list of jobs, ask them to consider the skills required in the job adverts that they previously identified, and rank the skills in order of importance for each role.   * **Independent learning activity:** ask learners to list their strongest and weakest skills. They can then identify the skills that they need to improve in order to embark on their career path. * **Formative assessment activity:** based on the previous activity, tutor to have a one-to-one discussion with each learner to discuss the role they have selected and how well-matched their skills are to it. The discussions should also cover a plan to improve their skill set. During one-to-one discussions with individual learners, the other learners could research methods of improving their skill set. For useful information on jobs in the equine sector, visit: * the *National Careers Service* website * the *BHS* website * the *Balance* website. | Unit 4: LAA1, LAB1 | Preparing for work – self-review and assessment; awareness of qualities and attributes required for work in the sector  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Problem solving – decision making to find solutions  Self-management and development – setting goals and planning ahead; monitoring performance and devising strategies for improvement  Researching and recording information |
| Learning aim A: Investigate and apply for an equine work placement  A2: Applying for a work placement | | Suggested teaching time: 12 hours | |
| Applying for a work placement | * **Class discussion:** on where to find application information; how to apply for a job; and how to prepare a C.V. The discussion should also include: * what forms learners may need to fill out, and whether they will be paper-based or online * what documents they will need to have available * the logistics of applying for a job, e.g. already having a bank account, identification documents or order copies. * **Tutor presentation:** explore and discuss what information is needed when completing a job application and the level of detail required. Ask learners to approach the interactive whiteboard and annotate a copy of an application form, stating what information they would put in each section and how they would articulate it. End the activity with a tutor-led discussion to ensure accuracy. * **Formative assessment activity:** provide a selection of job advertisements. Ask learners to choose a role that interests them and ‘apply’ for it by completing the digital job application form and a copy of their C.V. using the digital pro forma. * **Small group activity:** distribute or ask learners to exchange the completed applications (without names) from the previous activity, together with the job advert that each one is responding to. Ask learners to review the applications, checking if they meet the criteria specified in the advert. Learners should annotate the application forms, highlighting skills and identifying weaknesses/areas for improvement, and shortlist candidates for interview. End the activity by leading a class discussion to summarise key points. * **Tutor-led discussion:** about what learners are required to take with them to an interview, how they should present themselves and what planning they should do before an interview, e.g. look at bus/train timetables, plan journey. Go on to discuss what will be expected of them at interview, different types of interview including individual, panel interviews, competency, presentations, practical tasks, second interviews and trial days. * **Formative assessment activity:** asklearners to attend individual mock interviews. They should attend the interview with all the paperwork they think is necessary, and be prepared to answer and ask relevant questions.   After the interview, give each learner feedback on their performance. While individuals are being interviewed, other learners could be preparing for their interview and researching places to be considered for their work placement. |  | Communication – write, speak and listen to others  Preparing for work – self-review and assessment; awareness of qualities and attributes required for work in the sector  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Self-management and development – setting goals and planning ahead; self-presentation; monitoring performance and devising strategies for improvement  Literacy and fluency of applications |
| Learning aim B: Demonstrate work skills relevant to an equine work placement  B1: Professional behaviours | | Suggested teaching time: 7 hours | |
| Professional behaviours | * **Tutor presentation:** a short presentation on how to be a good work placement student, e.g. offering employability skills to make themselves stand out, making a good impression, making themselves employable etc. * **Guest speaker:** invite a speaker from a local equine business to talk about what they would expect to see from a work experience student. Brief them in advance to discuss how many learners approach them for these placements, and therefore the need to emphasise how to make applications stand out. * **Independent learning activity:** give each learner a worksheet that includes a full list of a yard’s daily routine. Tutor could give more able learners an equine setting with more complex tasks, e.g. an equine therapy centre or a stud yard. Ask learners to estimate how long each activity would take and plan the working hours for the yard and staff levels required. * **Paired activity:** ask learners to go out in pairs and complete each task from the previous activity. Learners should re-evaluate their original estimates, considering the quality of work and ways of maximising staff. * **Class discussion:** about the importance of getting equine care plans correct. The discussion should include the importance of prioritising husbandry tasks, and understanding the implication of time management and routines, and the impact this can have on horses, staff and owners. * **Formative assessment activity:** send learners out into the yard to fix a problem, e.g. a damaged stable door. Ask learners to find a short-term solution, as well as a permanent solution. As part of the permanent solution, learners should identify the tools and equipment required, as well as costs and labour. * **Small group activity:** ask learners to produce equine care plans for a range of different settings. The plans should include realistic timeframes and an appreciation of different individuals’ opinions and skills. Then ask learners to exchange plans with another group to evaluate them for clear instructions and logic. * **Independent assessment activity:** give learners a scenario of a learner’s actions and/or performance while on their work placement, and ask learners to evaluate it highlighting what was good and what could be improved. | Unit 8: LAA1–A2, LAB1–B2, LAD1 | Develop practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Employer engagement/Guest speaker  Working with others – showing respect for others in the team and valuing their contributions  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Demonstrate thinking skills and show adaptability – be prepared to use own initiative appropriately  Time management skills |
| Learning aim B: Demonstrate work skills relevant to an equine work placement  B2: Communication skills | | Suggested teaching time: 7 hours | |
| Communication skills | * **Tutor-led discussion:** about what types of communication are used in the equine industry, e.g. interpersonal skills, professional language, ability to receive and follow instructions, and why communication is so essential. * **Independent learning activity:** ask learners to produce a short presentation to deliver to the rest of the group about the importance of good communication when dealing with horses. More able learners could suggest methods that may improve record-keeping communication on yards. * **Small group activity:** ask learners to role play the following situations: * dealing with visitors when working with horses * passing on messages when working with horses * dealing with difficult and/or abusive visitors when working with horses * dealing with an emergency equine situation * maintaining good customer care within the equine sector.   At the end of the role play, discuss their performances in terms of what was successful and what was not.   * **Summative assessment activity:** ask learners to routinely complete horse records, e.g. diaries or day books, stable record cards, feed charts, weight charts, while carrying out yard duties in order to best prepare them for the sector.   Ask learners to obtain information from horse records, e.g. weights, date of last farrier visit, date of worming, date of vaccination while carrying routine yard duties. More able learners could use this activity to identify where communication could have been improved (if appropriate) and discuss what impact this may have had. | Unit 8: LAA1–A2, LAB1–B2, LAD1 | Communication – write, speak and listen to others; use body language to help communication; use communication for different purposes  Working with others – listen to others in team, being open-minded; taking on roles and responsibilities  Problem solving – identifying issues by being able to examine information; decision making to find solutions  Demonstrate thinking skills and show adaptability – be prepared to use own initiative |
| Learning aim B: Demonstrate work skills relevant to an equine work placement  B3: Safe working with/around horses | | Suggested teaching time: 10 hours | |
| Safe working with/around horses | * **Tutor presentation:** on health and safety when working with horses. This should include: * appropriate personal protective equipment (PPE) * working with legal/good practice frameworks, e.g. Control of Substances Hazardous to Health (COSHH) Regulations 2002 * handling procedures and safe practices when working with tools and equipment.   What kinds of accident are found within the sector? How many of these accidents are avoidable?   * **Paired practical activity:** go out for a walk around different areas of the yard. Ask learners to identify and outline the risks and hazards and who/what is the risk. They should then complete the appropriate risk-assessment paperwork. More able learners could produce a dynamic risk assessment of a specific activity, to be carried out in the workplace provided on their worksheet. * **Class discussion:** ask learners to discuss occasions where they may have seen or heard about ‘unsafe practices when working with horses’. Ask them to discuss problems about safety with horses, e.g. traditional clothing versus safety clothing, labour-saving mechanisms. * **Paired activity:** ask learners to create signs indicating areas of potential hazards when working with horses and promoting safe working with horses. * **Summative assessment activity:** observe learners carrying out routine yard duties, handling horses safely and working safely with horses. Offer feedback as necessary. * **Formative assessment activity:** working in groups, ask learners to do a risk assessment of the yard, the tack room, the arena etc. to feed back into a group discussion. | Unit 1: LAA2  Unit 6: LAB1  Unit 7: LAA1–A2  Unit 8: LAA1–A2, LAB1–B2, LAD1 | Develop practical and technical skills – demonstrate techniques/skills/processes; use equipment/resources safely and appropriately  Working with others – listening to others in team, being open-minded  Demonstrate thinking skills and show adaptability – be prepared to use own initiative  Problem solving – identifying issues by being able to examine information; decision making to find solutions |
| Learning aim C: Appraise own equine work placement  C1: Appraisal of equine industry work placement | | Suggested teaching time: 9 hours | |
| Appraisal of equine industry work placement | * **Independent learning activity:** when on their work placement, learners will have kept a diary of their activities. Ask them to: * use their diary to assess how their knowledge and skills have improved while on their placement * choose specific examples of particular non-routine tasks that they have undertaken and evaluate their performance identifying strengths; weakness; opportunities where they can improve; and threats to their career (SWOT analysis) * assess the tasks carried out in terms of how well the horses welfare needs were met and identify how doing things differently may have raised welfare standards * use feedback from supervisors to compare and contrast the evaluation they have carried out. * **Formative assessment activity:** ask learners to observe other learners carrying out routine practical work. They are to assess their performances and give feedback on how they might improve. | Unit 8: LAA1–A2, LAB1–B2, LAD1 | Communication – write, speak and listen to others  Self-management and development – setting goals and planning ahead; monitoring performance and devising strategies for improvement |
| Learning aim C: Appraise own equine work placement  C2: Self-development | | Suggested teaching time: 9 hours | |
| Self-development | * **Guest speaker:** invite a local college information and guidance officer to give a talk about different careers with horses and the qualifications required. * **Guest speaker:** invite assortment variety of different employers and workers from different areas of the equine sector. Brief them to outline what is involved in different jobs and what training is required for entry into that role. Past learners could also be invited to talk about how their equine studies qualification allowed them to gain employment. * **Tutor presentation:** on what training and development is and how it can help learners. * **Tutor-led discussion:** ask learners to annotate job application forms on the interactive whiteboard, stating what information they would put in each section and how much detail they would include. Then lead a discussion about accuracy and what other information learners could include. * **Individual activity:** based on the comments provided from the placement provider and their own comments in their diaries, have a one-to-one discussion with each learner to discuss their performance and plan how they can improve for future employment. * **Formative assessment activity:** give learners a digital template for a career development plan, and ask them to complete it, providing advice and guidance where appropriate. | Unit 8: LAA1–A2, LAB1–B2, LAD1 | Employer engagement  Preparing for work – self-review and assessment; awareness of qualities and attributes required for work in the sector  Self-management and development – setting goals and planning ahead; monitoring performance and devising strategies for improvement |

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

* *Animal Jobs Direct* – this website offers a useful job search and helps identify different careers within the animal care sector including working with horse and jobs within the equine sector (for learning aims A1 and A2).
* *The Balance* – this website offers advice on education, training, important job decisions, career changes, and more (for learning aims A1 and A2).
* *British Horse Society (BHS)* – an extremely valuable resource; both website and publications offer advice on education, training and career prospects within the sector (for learning aims A1 and A2).
* *Careersinracing.com* – a useful website that works alongside the British Horseracing Authority and provides advice, guidance and training events for those interested in a career in horseracing (for learning aims A1 and A2).
* *Careersinracing.com* – a useful website that works alongside the British Horseracing Authority and provides advice, guidance and training events for those interested in a career in horseracing (for learning aims A1 and A2).
* *Jobs.ac.uk* – a website for advice on completion of job application forms (for learning aims A1 and A2).
* *National Careers Service* – a useful website for job search and identifying different careers within the equine sector. It is also useful for completion of job applications and interview preparation (for learning aims A1 and A2).
* *Prospects.ac.uk* – a useful resource for interview techniques and preparation (for learning aims A1 and A2).
* *Total Jobs* – get advice on completion of job application forms (for learning aims A1 and A2).

Textbooks

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

* Marsh R, *Skills for Employability* (Part 1, Pre-Employment), Christal Publishing, 2012, ISBN 9781908302168.
* Marsh R, *Skills for Employability* (Part 2, Moving into Employment), Christal Publishing, 2012, ISBN 9781908302205.