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Pearson BTEC Level 2 Technical Diploma in Equine Studies

Assessment Guidance

Introduction

This document is aimed at supporting tutors delivering BTEC L2 Technical qualification. Clear unit planning and understanding of internal and external assessments are essential for successful learner achievement.

Learner Profile

- Level 2 learners in FE have a very wide and varied profile, with many having social, behavioural and learning challenges.
- Many learners at Level 2 have underperformed at GCSE and some are only just above Level 1.
- Some learners may have come from the Level 2 Tech Award or a BTEC Level 1.
- Many learners will need to re-take English and/or maths.
- Large numbers of learners in FE at Level 2 have come straight from GCSE where they have not seen their study as successful and are difficult to motivate.
- Some Level 2 learners may have unclear career aspirations.

Preparing Learners for External Assessment

Learning and retaining knowledge throughout a unit

- Gaining a deep understanding of a unit; and how a particular unit may link to other units within a qualification.
- Revisiting what has been learnt to ensure learning is embedded in advance of the assessment.

Applying knowledge

- Being able to develop and articulate reasoning.
- Understanding the language of an exam paper to ensure that responses meet the requirements of the questions.

Preparing to sit an exam paper

- Understanding how exam papers are structured.



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- Understanding what command verbs mean, and how to respond to them.
- Knowing how to allocate time spent on questions depending upon number of marks
- Encourage learners to read through the entire exam before they attempt any answer. Doing this allows them to gain an overview, and plan their time (how long to spend on each section or question).

Preparing to undertake a task

- Understanding the requirements asked of them: case study or question; timing; what are the parameters of the task; content; plagiarism.

Practice

It is important learners have the opportunity to practice, so making use of the sample assessment material (SAM) is vital. Learners should be given the opportunity to take mock exams so they can practise their exam writing techniques, become familiar with the question types and feel more prepared to undertake the actual live exam.

Understanding question types

Multiple Choice Questions (MCQs)

MCQs questions usually assess recall or understanding. MCQs are made up of a question or a sentence (known as a 'stem') and then four possible options. The right answer is known as the 'key' and the three wrong answers are known as 'distractors'. Generally, the options will be listed in alphabetical or numerical order. Sometimes the question will contain an asset, such as a diagram or an image, which will act as a stimulus for what is being assessed.

It is important learners read the questions carefully, analyse the wording, review all possible answers, and eliminate the wrong answers as best they can.

Multiple Response Questions (MRQs)

These look very similar to MCQs, but here the learner will be presented with a greater number of answer options, for example five or six, and there will be two or more correct answers (keys) within those options. The learner will be directed as to how many (e.g. two) answers they should select within the stem of the question.



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Short Answer Questions

Short answer questions might test a learners' ability to recall information and/or require them to demonstrate their understanding. Short answer questions generally require a response that could be anything from a few words up to a couple of sentences.

Encourage learners to read the question in full and underline key words or command verbs. The definitions of the command verbs can be found within the specification, and these will help your learners understand what the question is asking for. Learners should also take note of the number of marks allocated to the question. Doing this will give them an idea of how much to write and what to emphasise. Encourage learners to focus on the question that's been asked - and try and avoid writing everything they know about the topic.

Medium and Long Answer Questions

Medium and long answer responses test a learners understanding and higher order skills and usually require a structured answer. For longer answer responses learners will need to be able to analyse, make recommendations, and possibly respond to scenario/case study material that will relate back to knowledge and understanding from other units in the qualification. These are known as synoptic questions.

Just like short answer questions, learners should read the question in full, identify key words and command verbs, and take note of the number of marks allocated.

What Support is Available?

Sample Assessment Material

- Sample assessments, complete with mark schemes, to help prepare learners for external assessments. Use these to run 'mock' tests so you can ascertain when learners are ready to be assessed. Teachers can see how the mark scheme structure matches the command verbs.

Sample Delivery Plan

- Delivery plans showing how the BTEC Level 2 Technicals could be delivered over 6 or 12 months, highlighting assessment milestones and indicating where you can teach units holistically.

Sample Marked Learner Work



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- Sample marked learner work replicates the exam or task, based on the sample assessment materials. This includes examples of real learner work, accompanied with examiner tips and comments on performance based on the learner responses.

When to enter

Learners are only allowed **one re-sit**, so it is important to enter them when they're ready and can achieve a successful outcome.

External Assessment for Level 2 Diploma in Equine Studies

In this qualification, there are two external assessments.

Each external assessment is linked to a specific unit.

Unit 2: An Introduction to Equine Biology and Health is an **onscreen test** that includes a variety of MCQ, MRQ, short answer and medium and long response questions the allow learners to apply their knowledge to several work-related contexts. The test is designed to assess the theory of the physical systems and structures of equines, their sensitivity to their environment, how they digest food and gain nutrition, and how they reproduce.

Unit 4: Principles of Working with Horses is an **onscreen test** that includes a variety of MCQ, MRQ, short answer and medium and long response questions the allow learners to apply their knowledge to several work-related contexts. The task is designed to assess the understanding of the welfare needs of equines, links between welfare and routine care & husbandry.

The assessment methods have been selected in order to enable your learners to demonstrate a range of thinking skills, but mostly knowledge and understanding. We believe these methods offer the best opportunity to draw out the evidence to exemplify the expectations of each unit.

Onscreen test

Level 2 Technicals have on-screen tests that are on-demand. The benefit of an on-demand exam is you can enter learners when you and your learner feel they are ready. You're not governed by a window set by us, so don't enter your learners too early, and remember the limit on the number of resits.

It's a good idea to teach external and internal units holistically, this will help learners gain a greater overall understanding of the subject - giving them the ability to link to information that has been learnt previously.



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Internal assessment

Units 1, 3, 5, 8 and 6 or 7 are assessed through internal assessment.

Internal assessment allows learners to apply technical knowledge and demonstrate a range of practical and technical skills through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

Authorised Assignment Briefs (AAB's) have been created for Units 1 and 6. These AAB's have been written and verified by Pearson and can be used straight away. You also have the benefit of being able to adapt and tailor the AAB's to suit any learner, environment or centre needs if required. If you do make any changes to the AAB's you just need to ensure that the assignments are internally verified to ensure all assessment criteria is met still.

Synoptic internal assessment

There is one internal unit that provides the main synoptic assessment for this qualification. This synoptic assessment is designed to take place towards the end of the programme and draws on the learning throughout. The design of this assessment ensures that there is sufficient stretch and challenge, enabling the assessment of sector-related knowledge and technical and practical skills at the end of the learning period.

The synoptic assessment for this qualification is Unit 8 and takes the form of a practical demonstration of yard duties. This will enable learners to apply their knowledge and skills from Units 1, 2, 3, 4, 5 and 6 or 7 in an integrated way to a realistic work situation.

In delivering the unit, you need to encourage learners to draw on their broader learning so that they are prepared for the assessment.

How internal assessments can help external assessments

From the sample delivery plan you will see that units can be delivered holistically, and that knowledge, understanding and skills gained from some of the internally assessed units can help with your learners external assessments. Some examples follow.

Sample Assessment Material Links to Internal Assessment

Unit 2: Introduction to Equine Biology and Health

Question 1: Label the diagram with the correct names of the body parts

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim A. Also, in Unit 4 Principles of Working with Horse learning aim A require learners to cover points of the horse.



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Question 2: Which two are symptoms of Cushing's disease?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 3: What is the name for part A on a diagram of sperm?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 4: What is the primary function of the molars?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim C. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 5: Which two are signs a mare is in oestrus?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 6: What is the average length of gestation of a horse?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 7: What is rectal palpation used for in horses?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 8: What is the most likely cause for the symptoms shown in the photo?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. In Unit 8 Practical Yard Duties learning aim C pasture maintenance is covered, which may include discuss reason why this is important and links to mud fever. Also, in Unit 4 Principles of Working with Horse learning aim A require learners to cover signs of good and poor health.

Question 9: Explain one way villi are adapted to function.

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim C. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 10: Identify the ventricle of the horse's heart

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim A. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 11: Which two are the functions of the frog?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim A. Also, in Unit 4 Principles of Working with Horse learning aim A require learners to cover signs of good and poor health of this body part.



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Question 12: What would be an indication of good health?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. Also, in Unit 4 Principles of Working with Horse learning aim A require learners to cover signs of good and poor health. In Unit 6 Practical Equine Behaviour learning aim B investigates impact of equine behaviour on health.

Question 13: What is the function of B-lymphocyte

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 14: Calculate the heart rate of Tom's horse.

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim A & B. Also, in Unit 4 Principles of Working with Horse learning aim A require learners to cover normal pulse rate as part of signs of health.

Question 15: What type of immunity is this, when foals gain immunity from colostrum?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 16: What is the function of fibre in a horse's diet?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim C. In Unit 4 Principles of Working with Horse learning aim A, learners cover weighing horses and how this links to diet and feeding plans. Also in Unit 8 Practical Yard Duties, learning aim A covering feeding and watering of horses.

Question 17: What is a mutation?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 18: Explain two reasons why a mare would be scanned for pregnancy 21 days after insemination.

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 19: What is the normal rest breathing rate range, in breaths per minute, for a healthy horse?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. Also, in Unit 4 Principles of Working with Horse learning aim A require learners to cover normal TRA as part of signs of health.

Scenario A:



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Question 20: Which two diseases would Ados be vaccinated against in the first vaccination programme?

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. Also, in Unit 4 Principles of Working with Horse learning aim B covers the record keeping of vaccinations.

Question 21: Explain one reason why Jack needs to start the vaccination programme for Ados

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. Also, in Unit 4 Principles of Working with Horse learning aim B covers the record keeping of vaccinations.

Question 22: Explain one possible cause of Ados' dental problem

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim C. Also, in Unit 4 Principles of Working with Horse learning aim A covers equine health.

Question 23: Explain to other consequences Jack is likely to see if he does not treat the dental problem

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim C. Also, in Unit 4 Principles of Working with Horse learning aim A cover equine health along with signs of good and poor health.

Scenario B:

Question 24: State the two most heritable characteristics the riding school in the scenario are comparing.

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 25: Determine the chance that the foal could have been bay

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 26: Explain which stallion is most suitable for the riding school's needs

This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim D. Also, in Unit 4 Principles of Working with Horse learning aim B learner covers variation in characteristics and suitability of horse types. Equine health along with signs of good and poor health.

Scenario C:

Question 27: Evaluate two symptoms the horse may be showing that the care plan will treat



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This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. Also, in Unit 4 Principles of Working with Horse learning aim A cover equine health along with signs of good and poor health.

Question 28: Discuss how Terri can prevent the spread of disease to other horses on the yard
This question relates to Unit 2 Introduction to Equine Biology and Health, learning aim B. Also, in Unit 4 Principles of Working with Horse learning aim A cover equine health along with signs of good and poor health. In Unit 8 Practical Yard Duties, the importance of hygiene to minimise spread of diseases will be covered.

Sample Assessment Material Links to Internal Assessment

Unit 4: Principles of Working with Horses

Question 1: Which two pieces of equipment are suitable for watering horses?

This question relates to Unit 4 Principles of Working with Horse, learning aim C. Also in Unit 8 Practical Yard Duties learning aim A require learners to undertake daily duties at a stables which includes feeding and watering and will be required to use a variety of equipment.

Question 2: What should Rose do while waiting for the vet in relation to the scenario given?

This question relates to Unit 4 Principles of Working with Horse, learning aim A. Also in Unit 8 Practical Yard Duties learning aim C learner's needs to understand emergency procedures in a yard, this will cover various activities that may occur.

Question 3: Which piece of equipment would be used to stop bleeding on a horse?

This question relates to Unit 4 Principles of Working with Horse, learning aim A. Also in Unit 8 Practical Yard Duties learning aim C learner's needs to understand emergency procedures in a yard and first aid, this will cover how to control bleeding.

Question 4: Which two horse feeds are called 'straights'?

This question relates to Unit 4 Principles of Working with Horse learning aim C. Also in Unit 8 Practical Yard Duties learning aim A require learners to undertake daily duties at a stables which includes feeding and watering, where feed identification will be covered.

Question 5: Which two are reasons for grooming horses?

This question relates to Unit 4 Principles of Working with Horse, learning aim C. Also in Unit 8 Practical Yard Duties and Unit 5 Equine Preparation and Plaiting learning aims B require learners to undertake grooming practices.

Question 6: What feed requires soaking before feeding?



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This question relates to Unit 4 Principles of Working with Horse learning aim C. Also in Unit 8 Practical Yard Duties learning aim A require learners to undertake daily duties at a stables which includes feeding and watering and will involve soaking feed.

Question 7: Match the two pieces of equipment with their correct use.

This question relates to Unit 4 Principles of Working with Horse, learning aim C. Also in Unit 8 Practical Yard Duties and Unit 5 Equine Preparation and Plaiting learning aims B require learners to undertake grooming practices, this will include using a variety of grooming equipment.

Question 8: Explain one benefit of using haylage instead of hay

This question relates to Unit 4 Principles of Working with Horse learning aim C. Also in Unit 8 Practical Yard Duties learning aim A require learners to undertake daily duties at a stables which includes feeding and watering and will include haylage.

Question 9: Which two pieces of equipment would be used for a horse that is showing stable vices?

This question relates to Unit 4 Principles of Working with Horse, learning aim B. Also, in Unit 6 Practical Equine Behaviour learning aim C require learners to manage common horse vices and this will include various types of equipment that could be used.

Question 10: Where would you find a risen clench?

This question relates to Unit 4 Principles of Working with Horse, learning aim C. Also, in Unit 2 Introduction to Equine Biology and Health learning aim A require learners to cover points of the horse.

Question 11: What needs monitoring under the Horse Passports Regulations 2009

This question relates to Unit 4 Principles of Working with Horse, learning aim B. No other units cover the learning does not relate to any other internal criteria or assessment.

Question 12: Which to plants are poisonous to horses?

This question relates to Unit 4 Principles of Working with Horse, learning aim B. Also in Unit 8 Practical Yard Duties, in learning aim C they explore pasture maintenance where poisonous plants will be covered.

Question 13: Which two routines are used to care for hooves?

This question relates to Unit 4 Principles of Working with Horse, learning aim C. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 14: Which of his needs is not met under the Animal Welfare Act 2006 with regards to the scenario?

This question relates to Unit 4 Principles of Working with Horse, learning aim B. No other units cover the learning and does not relate to any other internal criteria or assessment.



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Question 15: Explain how the consistency of dropping could indicate the health of a horse
This question relates to Unit 4 Principles of Working with Horse, learning aim A. Also, in Unit 6 Practical Equine Behaviour learning aim B, droppings are discussed in relation to communication and in Unit 6 Practical Yard Duties dropping will be collected and could be discussed.

Question 16: Which two are the correct hoof picking out methods?
This question relates to Unit 4 Principles of Working with Horse, learning aim C. Also, in Unit 8 Practical Yard Duties, in learning aim B, learners are required to carry out hoof picking.

Question 17: Explain two other pieces of information needs to be recorded with regards to the worming treatment recording provided.
This question relates to Unit 4 Principles of Working with Horse, learning aim B. Also, in Unit 2 Introduction to Equine Biology and Health, in learning aim B cover endoparasites and reasons for worming.

Scenario A:

Question 18: What breed is the new horse most likely to be?
This question relates to Unit 4 Principles of Working with Horse, learning aim B. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 19: State the purpose for keeping the new horse out of the paddocks for a week after worming.
This question relates to Unit 4 Principles of Working with Horse, learning aim B. Also, in Unit 2 Introduction to Equine Biology and Health, in learning aim B cover endoparasites and reasons for worming. In Unit 8 Practical Yard Duties in learning aim C, pasture rotation is covered.

Question 20: Explain one way that Robert could improve Harvey's body condition score
This question relates to Unit 4 Principles of Working with Horse, learning aim A. Also, in Unit 8 Practical Yard Duties, in learning aim A the impact of a poor quality diet will be covered.

Question 21: Calculate the worming does in syringes for the new horse
This question relates to Unit 4 Principles of Working with Horse, learning aim B. No other units cover the learning and does not relate to any other internal criteria or assessment.

Question 22: Explain two reasons why paddock 3 is more suitable
This question relates to Unit 4 Principles of Working with Horse, learning aim B. Also, in Unit 8 Practical Yard Duties in learning aim C, pasture rotation, pasture maintenance are covered.



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Scenario B:

Question 23: Give two reasons why the riding school needs to have a whiteboard giving information about each horse

This question relates to Unit 4 Principles of Working with Horse, learning aim B. Also, in Unit 6 Practical Equine Behaviour learning aim C covers reporting of behaviours. In Unit 8 Practical Yard Duties in learning aim A, reporting of any feeding issues will be covered.

Question 24: Explain one reason why Prince's grooming plan may have contributed to his condition

This question relates to Unit 4 Principles of Working with Horse, learning aim C. Also in Unit 8 Practical Yard Duties and Unit 5 Equine Preparation and Plaiting learning aims B require learners to undertake grooming practices.

Question 25: Discuss other changes that should be made

This question relates to Unit 4 Principles of Working with Horse, learning aim B. Also, in Unit 6 Practical Equine Behaviour learning aim C covers reporting of behaviours. In Unit 8 Practical Yard Duties in learning aim A, reporting of any feeding issues will be covered. These could include what should be covered on the whiteboards.

Scenario C:

Question 26: Explain two ways how the low resources may impact on Chester and Laser if not replaced soon

This question relates to Unit 4 Principles of Working with Horse learning aim C. Also, in Unit 8 Practical Yard Duties learning aim A require learners to undertake daily duties at a stables which includes feeding and watering. This will include the reason why these resources are required.

Question 27: Discuss the care needs of Chester and Laser when they are returning to Kelsey

This question relates to Unit 4 Principles of Working with Horse and is covered in many of the learning aims. Also in Unit 8 Practical Yard Duties may of what a horse requires will be covered.

Key Words typically used in Assessment

The following table shows the keywords that will be used consistently by Pearson in our assessments to ensure learners are rewarded for demonstrating the necessary skills. Please note: the list below will not necessarily be used in every paper/session and is provided for guidance only.



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Command or term	Definition
Analyse	Learners present the outcome of methodical and detailed examination of information or data to interpret and study key trends and interrelationships.
Apply	Put knowledge, understanding or skills into action in a particular context.
Assess	Evaluate or estimate the nature, ability or quality of something. For example, 'Assess whether the animal is in good or poor health using the signs given.'
Calculate	Use mathematical skill to produce a numerical answer. For example, 'Calculate the heart rate in beats per minute.'
Compare	Identify the main factors relating to two or more items or situations or aspects of a subject that is extended to explain the similarities, differences, advantages and disadvantages. Answers must relate to both (or all) things mentioned in the question. For example, 'Compare the eating patterns of the two animals.'
Complete	Place a word(s) or number(s) in a sentence, paragraph, table or graph to give the correct answer/sense.
Consider	Think carefully about the information given, in relation to the knowledge already gained. For example, 'Consider the ways that the health of an animal can be assessed.'
Define	Learners state or describe the nature, scope or meaning of a subject as objective facts. For example, 'Define the term obesity.'
Describe	Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject. For example, 'Describe how this vaccination works.'



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Discuss	Learners consider different aspects of a topic, how they interrelate and the extent to which they are important. For example, 'Discuss two factors affecting the health of...'.
Explain	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details. For example, 'Explain one way the digestive system...'.

Evaluate	Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details.
Give	Learners provide one or more piece(s) of information. For example, 'Give the name of one host of the parasite.'
Identify	Usually requires some key information to be selected from a given stimulus/resource. For example, 'Identify where on the horse the pulse reading should be taken.'
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none">• support an opinion and/or decision• prove something right or reasonable.
Label	Learners name or provide key information about a stimulus material. For example, 'Label the diagram.'
Link	Information is matched or a description or explanation is used to give a clearer indication or answer. For example, 'Link the parasite to its normal host.'
Match	Sets of information, categories or examples are linked together. For example, 'Match the animal with its most suitable...'.
Measure	Read information from a piece of equipment to give a numerical value or range.



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Name	Learners provide the correct term for something. For example, 'Name one piece of equipment required to weigh...'
Suggest	Give an example or explain something.
State	Learners express the condition of or facts about something definitely or clearly. For example, 'State the term that describes...'

Links of holistic delivery per unit

Unit 1: Equine Tack and Equipment

Unit Number	Unit Content
Unit 3: Equine Work Placement	B1: Professional behaviours B3: Safe working with/around horses
Unit 4: Principles of Working with Horses	A1: Working with equine industries
Unit 6: Practical Equine Behaviour	B1: Horse behaviours B3: Horse communication
Unit 7: Riding Horses on the Flat	A1: Health and safety
Unit 8: Practical Yard Duties	B1: Safe horse handling B3: Tack and equipment use



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Unit 2: Introduction to Equine Biology and Health (External)

Unit Number	Unit Content
Unit 3: Equine Work placement	B2: Communication skills B3: Safe working with/around horses
Unit 4: Principles of Working with Horses	A2: Recognising signs of good and poor health A3: Equine health B2: Record keeping C1: Feeding and watering horses
Unit 6: Practical Equine Behaviour	B1: Horse behaviours

Unit 3: Equine Work Placement

Unit Number	Unit Content
Unit 1: Equine Tack and Equipment	A2: Preparation prior to approaching horse
Unit 4: Principles of Working with Horses	A1: Working in equine industries B1: Legislation
Unit 6: Practical Equine Behaviour	B1: Horse behaviours
Unit 7: Riding Horses on the Flat	A1: Health and safety A2: Environmental factors
Unit 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 4: Principles of Working with Horses (External)

Unit Number	Unit Content
Unit 2: Introduction to Equine Biology and Health	B1: Diseases, infestations and disorders B2: Immune response C1: Equine digestion C3: Essential nutrition
Unit 3: Equine Work Placement	A1: Investigating a work placement B3: Safe working with/around horses
Unit 5: Equine Preparation and Plaiting	A1: Preparation types B1: Grooming
Unit 6: Practical Equine Behaviour	C1: Observe domesticated and non-domesticated behaviours C2: Causes and signs of vices/stereotypic behaviours
Unit 7: Riding Horses on the Flat	A1: Health and safety A2: Environmental factors
Unit 8: Practical Yard Duties	A1: Daily duties C2: Importance of pasture maintenance

Unit 5: Equine Preparation and Plaiting

Unit Number	Unit Content
Unit 1: Equine Tack and Equipment	A2: Preparation prior to approaching horse
Unit 3: Equine Work Placement	B3: Safe working with/around horses
Unit 4: Principles of Working with Horses	A1: Working in equine industries B3: Variation in welfare needs C2: Grooming



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	C3: Hoof care C4: Care after exercise
Unit 8: Practical Yard Duties	B1: Safe horse handling B2: Grooming

Unit 6: Practical Equine Behaviour

Unit Number	Unit Content
Unit 1: Equine Tack and Equipment	A2: Preparation prior to approaching horse
Unit 2: Introduction to Equine Biology and Health	A1: Equine anatomical features
Unit 3: Equine Work Placement	B3: Safe working with/around horses
Unit 4: Principles of Working with Horses	B3: Variation in welfare needs B4: Welfare needs of stable-kept horses
Unit 8: Practical Yard Duties	B1: Safe horse handling

Unit 7: Riding Horses on the Flat

Unit Number	Unit Content
Unit 1: Equine Tack and Equipment	A1: Ranges and suitability of horse, rider and groom clothing and equipment A2: Preparation prior to approaching horse B1: Assessing tack for wear and tear and suitability for use
Unit 3: Equine Work Placement	B3: Safe working with/around horses



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Unit 4: Principles of Working with Horses	A1: Working in equine industries
Unit 5: Equine Preparation and Plaiting	A1: Preparation types
Unit 6: Practical Equine Behaviour	B1: Horse behaviours
Unit 8: Practical Yard Duties	B1: Safe horse handling B3: Tack and equipment use

Unit 8: Practical Yard Duties (Synoptic)

Unit Number	Unit Content
Unit 1: Equine Tack and Equipment	A1: Ranges and suitability of horse, rider and groom clothing and equipment A2: Preparation prior to approaching horse B1: Assessing tack for wear and tear and suitability for use B2: Fitting tack correctly for purpose
Unit 2: Introduction to Equine Biology and Health	A1: Equine anatomical features B1: Diseases, infestations and disorders C1: Equine digestion C3: Essential nutrition
Unit 3: Equine Work Placement	B1: Professional behaviours B3: Safe working with/around horses
Unit 4: Principles of Working with Horses	A1: Working in equine industries A2: Recognising signs of good and poor health B4: Welfare needs of stable-kept horses B5: Welfare needs of field-kept horses C1: Feeding and watering horses C2: Grooming C3: Hoof care



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Unit 5: Equine Preparation and Plaiting	A1: Preparation types B1: Grooming
Unit 6: Practical Equine Behaviour	B3: Horse communication
Unit 7: Riding Horses on the Flat	A1: Health and safety A2: Environmental factors