

BTEC Level 2 Technical Diploma in  
**EQUINE STUDIES**

**SPECIFICATION**

First teaching: September 2017 | First certification: Summer 2018

ISSUE 4





# **Pearson BTEC Level 2 Technical Diploma in Equine Studies**

## **Specification**

First teaching September 2017

Issue 4



## **Edexcel, BTEC and LCCI qualifications**

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This specification is Issue 4. Key changes are listed in the summary table on the page after next of the document. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](https://qualifications.pearson.com)

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## Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace, either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

### Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In these new BTEC Level 2 Technicals, the focus is on the development of technical, practical and transferable work-related skills, and sector-specific knowledge. The development of these skills is key for learners to progress to work or to an Apprenticeship.

When creating the BTEC Level 2 Technicals, we worked with employers to ensure that the qualifications meet their needs. Employers are looking for recruits with the appropriate technical knowledge, and technical and transferable skills essential for employment.

The BTEC Level 2 Technicals meet these requirements through:

- a range of occupationally-related qualifications, each with a clear purpose, so that there is a qualification to suit each learner's plan for career progression
- up-to-date content that is closely aligned with employers' needs for a skilled future workforce
- assessments and projects chosen to help learners progress to the next stage. This means that some assessments and projects are set by the centre to meet local needs, while others are set and marked by Pearson. This ensures that there is a core of skills and understanding common to all learners. For example, an externally-set test can be used to check that learners are confident in using technical knowledge to carry out a certain job.

We provide a wealth of support, both resources and people, to ensure that learners and their tutors have the best possible experience during their course. See *Section 11 Resources and support* for details of the support we offer.

### A word to learners...

BTEC Level 2 Technicals will demand a lot of practical work from you. You will need to:

- complete a range of units
- be organised
- take some assessments that Pearson will set and mark
- take other assessments that will demonstrate your technical and practical skills
- keep a portfolio of your assignments.

But you can feel proud to achieve a BTEC because, whatever your plans in life – whether you decide to go on to work or to an Apprenticeship – success in your BTEC Level 2 Technical qualification will help you to progress to the next stage in your life.

Good luck, and we hope you enjoy your course.

## Collaborative development

Learners completing their BTEC Level 2 Technicals will be aiming to go on to employment or to an Apprenticeship. It was essential therefore that we developed these qualifications in close collaboration with experts from professional bodies and businesses, and with the providers who will be delivering the qualifications. We are grateful to all the further education lecturers, tutors, employers, professional body representatives and other individuals who have generously shared their time and expertise to help us develop these new qualifications.

Employers, professional bodies and further education providers that have worked with us include:

*Andrew Monnington & Partners, Mapsons Farm Livery Yard*

*Beatrice Boyle – McTimoney Animal Practitioner*

*Kontäkt Dressage*

*The Horse Trust.*

In addition, professional bodies and businesses have provided letters of support confirming that these qualifications meet their recruitment requirements. These letters can be viewed on our website.

### Summary of Pearson BTEC Level 2 Technical Diploma in Equine Studies specification Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
The points table for the external assessment has been updated – the 30 GLH column has been removed.	Page 129

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# Pearson BTEC Level 2 Technicals

## Introduction

BTEC Level 2 Technicals are intermediate qualifications for post-16 learners who want to specialise in a specific occupation, occupational area or technical role. They prepare learners for work or an Apprenticeship by giving them the opportunity to develop sector-specific knowledge, technical and practical skills, and to apply these skills in work-related environments. The qualifications also provide progression to Level 3 Tech Level qualifications.

Developed in close conjunction with leading employers, BTEC Level 2 Technicals also develop transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of these qualifications is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

BTEC Level 2 Technicals are designed to be used flexibly, depending on their size and scope:

- as part of a full-time 16–19 study programme, alongside mathematics and English GCSEs and/or Functional Skills, work placement and enrichment activities
- as the technical qualification within an Apprenticeship or off-the-job training for those already in work
- as a roll-on, roll-off programme for those entering an Apprenticeship or employment.

Pearson has developed the BTEC Level 2 Technicals suite to meet the Department for Education (DfE) requirements for qualifications to be offered as Technical Certificates for 16–19-year-olds.

This specification contains the information you need to deliver the Pearson BTEC Level 2 Technical Diploma in Equine Studies (QN 603/1211/7). The specification signposts you to additional handbooks and policies. It includes all the units for this qualification.

This qualification is a part of the Level 2 Technicals suite for the land-based sectors.

Other BTEC Level 2 Technicals available for this sector include:

- Pearson BTEC Level 2 Technical Diploma in Animal Care (603/0420/0).

# 1 Pearson BTEC Level 2 Technical Diploma in Equine Studies

## Purpose

### Who is the qualification for?

This qualification is for learners who want to start a career working with horses. It is designed for post-16 learners and can be taken as part of a wider study programme. It is an ideal qualification for those intending to progress directly to employment in the equine sector, or to an equine apprenticeship.

### What does the qualification cover?

This qualification has been developed in consultation with employers within the equine sector to ensure it enables learners to develop the skills and behaviours that will give them the best opportunity to be successful when applying for work.

There are **six mandatory units** plus **one from two optional units** that relate directly to the skills, knowledge and behaviours expected by employers in the equine sector. The areas learners cover include:

- equine tack and equipment
- introduction to equine biology and health
- equine work placement
- principles of working with horses
- equine preparation and plaiting
- practical yard duties.

Learners are required to take one of two optional units: *Unit 6: Practical Equine Behaviour* **or** *Unit 7: Riding Horses on the Flat*.

Learners will also enhance their broader skills in literacy and numeracy, which will be invaluable in supporting progression in other areas. In addition, they will develop transferable technical and practical skills in communication (working with colleagues, customers and clients), and research and project work (providing learners with an opportunity to demonstrate their reflective practice by suggesting alternative approaches to a problem).

### What could this qualification lead to?

Achieving this qualification will give learners an advantage when applying for a job in the equine sector. The types of role learners will be ready for are:

- equine yard worker
- equine assistant groom.

When studied as part of a full study programme, this qualification also gives learners a sound basis to progress further in the equine sector to a Level 3 qualification such as a Pearson BTEC Level 3 National Diploma in Equine Management.

### About the equine sector

The equine sector is an exciting and well-respected industry, which is rapidly expanding in the UK, contributing £7 billion a year to the economy. This sector has more than 19,000 businesses, 41,200 employees and many volunteers. The equine industry includes the welfare, husbandry, supervision and riding of horses, which means there are opportunities for employment ranging from livery operations to thoroughbred racehorse training.

## 2 Structure

### Total Qualification Time (TQT)

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT). Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

The Pearson BTEC Level 2 Diploma in Equine Studies is a qualification that has:

- Total Qualification Time: 545 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but should also use their professional judgement to determine the provision of guided learning and study time across the units.

### Qualification structure

Learners are required to complete and achieve all mandatory units and one optional unit in the qualification.

Pearson BTEC Level 2 Technical Diploma in Equine Studies				
Unit number	Unit title	GLH	Type	How assessed
1	Equine Tack and Equipment	30	Mandatory	Internal
2	Introduction to Equine Biology and Health	60	Mandatory	External
3	Equine Work Placement	60	Mandatory	Internal
4	Principles of Working with Horses	60	Mandatory	External
5	Equine Preparation and Plaiting	30	Mandatory	Internal
6	Practical Equine Behaviour	60	Optional	Internal
7	Riding Horses on the Flat	60	Optional	Internal
8	Practical Yard Duties	60	Mandatory	Internal Synoptic

This qualification has 83.3% mandatory content and 33.3% external assessment.

## Qualification and unit content

Pearson has developed the content of this qualification in collaboration with employers and representatives from relevant professional bodies and further education providers. In this way, we have ensured that content is up to date and that it includes the knowledge, technical and practical skills and behaviours required to work in the sector and occupational area.

83.3% of the content in this qualification is mandatory, which provides a balance of breadth and depth, ensuring that all learners develop the technical and practical skills required in the occupational area. Learners are then offered the opportunity to develop a range of transferable skills and attributes expected by employers. It is expected that learners will apply their learning to relevant employment and sector contexts during delivery and that they will have opportunities to engage meaningfully with employers.

BTECs have always required applied learning that brings together knowledge and understanding (the cognitive domain) with practical and technical skills (the psychomotor domain). This is achieved through learners performing practical, work-related tasks that encourage the development of appropriate work-related behaviours (the affective domain) and transferable skills. Transferable skills are those such as communication, teamwork, and planning and completing tasks to high standards, all of which are valued in the workplace.

Our approach provides rigour and balance and promotes the ability to apply learning immediately in new contexts.

Some of the units within the specification may contain references to legislation, policies, regulations and organisations, which may not be applicable in the country you deliver this qualification in (if teaching outside of England), or which may have gone out-of-date during the lifespan of the specification. In these instances, it is possible to substitute such references with ones that are current and applicable in the country you deliver subject to confirmation by your Standards Verifier.

## Assessment

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to skills and occupationally-based qualifications at this level.

### External assessment

In this qualification, there are two external assessments, which assess units that contribute one-third of the total qualification GLH. The external assessments for this qualification take the form of onscreen tests, which include a variety of onscreen item types and allow learners to apply their knowledge to several work-related contexts. Each external assessment is linked to a specific unit as indicated in the qualification structure on the previous page.

This method has been used to externally assess the identified units because it is best suited to draw out the evidence to exemplify the expectations of the unit. The tests are suitable for assessing the theory of working with horses and the physical systems and structures of horses, their sensitivity to their environment, how they digest food and gain nutrition, and how they reproduce. These methods allow learners to demonstrate their knowledge and understanding of these areas against the full grade range.

Each external assessment is taken under specified conditions, then marked by Pearson and a grade awarded. Learners must achieve both external units at Pass grade or above to achieve the qualification. Learners are permitted to resit the external assessments once during their programme by taking a new assessment.

For further information on external assessment see *Section 7 External assessment*.

### Internal assessment

*Units 1, 3, 5, 6, 7 and 8* are assessed through internal assessment. Internal assessment allows learners to apply technical knowledge and demonstrate mastery 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.

Internal assessment is through assignments that are subject to external standards verification. We provide suggestions in each unit for setting assignments. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final assessment for each unit.

You will make grading decisions based on the requirements and supporting guidance given in the units. Learners must achieve all the internal units at Pass grade or above to achieve the qualification. For further information on internal assessment, including resubmissions, see *Section 6 Internal assessment*.

### 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 based on *Unit 8: Practical Yard Duties* and takes the form of a practical demonstration of a yard duties project that requires learners to consider and select content that will enable them to apply their knowledge and skills from *Units 1, 2, 3, 4, 5, 6 and 7* in an integrated way to a realistic work situation. For *Unit 8*, learners undertake a practical yard duties project to carry out daily care and husbandry of horses in and around an equine yard. This draws together underpinning knowledge of physical equine needs and characteristics, along with practical skills of working with horses in different situations.

Learners approach their yard duties project having completed study of the physical, behavioural, health and welfare needs of horses in *Unit 2: Introduction to Equine Biology and Health* and *Unit 4: Principles of Working with Horses*. They will utilise the skills of organising resources around the yard as developed in *Unit 1: Equine Tack and Equipment* as well as the practical skills needed to prepare horses in the yard for competition and other events through their learning from *Unit 5: Equine Preparation and Plaiting*. Where learners have practical horse riding confidence, as developed in *Unit 7: Riding Horses on the Flat*, this will be an invaluable ability when working on and around a yard. Learners will use skills in the interpretation of, and responses to, horse behaviour around the yard as developed in *Unit 6: Practical Equine Behaviour*. Learners will gain experience of real-life working in *Unit 3: Equine Work Placement*, which will give them the skills and understanding required to work with horses in a yard environment.

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

### Language of assessment

Assessment of the internal and external units for this qualification will be available in English. All learner work must be in English. A learner taking the qualification may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 8 Administrative arrangements*.



## Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to DD. Please see *Section 10 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualification.

## Employer involvement

Employer involvement in the delivery and/or assessment of technical qualifications provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You need to ensure that all learners have the opportunity to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- project(s), exercise(s) and/or assessments/examination(s) set with input from industry practitioner(s)
- units delivered or co-delivered by an industry practitioner(s); this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work of practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or all assessments for a qualification.

Meaningful employer involvement, as defined above, must be with employers from the equine sector and must contribute significantly to at least one unit, in addition to work placement requirements.

For this qualification, *Unit 3: Equine Work Placement* has specified mandatory requirements for employer involvement in delivery and assessment. This unit requires learners to spend 75 hours in a real working environment. Learners must have a work placement to facilitate this: please see the unit for information on the requirements for work placement. Suggested evidence records for the work placement can be found on the Pearson website.

We have also provided suggestions, within the units, on how employers could become involved in the delivery and/or assessment of this qualification.

These are suggestions only and there will be other possibilities at local level. Centres may choose to use other approaches but must ensure that these meet the requirement for meaningful employer involvement as defined above. Centres must have an employer involvement plan in place at the start of the programme. It must detail their approach to employer involvement and how it will add value to the delivery and assessment of the qualification.

Each centre's approach to employer involvement will be monitored in two ways. It will be monitored at centre level in the first term of each year as part of the annual quality management review process that addresses centre strategy for delivery, assessment and quality assurance, when we will ask you to show evidence of how employer involvement is provided for all learners. You will need to show evidence in order to gain reporting clearance for certification. It will also be monitored at programme level as part of the standards verification process to confirm that plans for employer involvement meet the requirements of the specification. These approaches are designed to ensure that additional activities can be scheduled where necessary so that learners are not disadvantaged (see *Section 9 Quality assurance*).

## 3 Units

### Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. There are two types of unit format:

- internal units
- external units.

This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

### Internal units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the unit and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units may have a GLH value of 30 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Learning aims</b>	These help to define the scope, style and depth of learning of the unit. You can see where learners should be developing and demonstrating their skills or where they should be actively researching or reviewing.
<b>Unit summary</b>	This section helps tutors to see at a glance the main content areas against the learning aims and the structure of the assessment. The forms of evidence given are suitable to fulfil the requirements.
<b>Content</b>	This section sets out the required teaching content of the unit. Content is compulsory except when shown as 'e.g.'. Learners should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.

Section	Explanation
<b>Assessment criteria</b>	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades.
<b>Essential information for assessment decisions</b>	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification. It is important that this is used carefully alongside the assessment criteria.
<b>Assessment activity</b>	This section provides information, suggested scenarios and tasks for summative assessment activities.
<b>Further information for tutors and assessors</b>	The section gives you information to support the delivery and assessment of the unit.
<b>Delivery guidance</b>	This section offers suggestions of ways of delivering the unit. It offers ideas on practical activities in a sector context that can be used to help develop relevant skills and to encourage progress.
<b>Essential resources</b>	Any specific resources that you need to be able to teach and assess are listed in this section. For information on support resources see <i>Section 11 Resources and support</i> .
<b>Links to other units</b>	This section shows you the main relationships of units to other units. This can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.

## External units

Section	Explanation
<b>Unit number</b>	The number is in a sequence for the qualification.
<b>Unit title</b>	This is the formal title of the unit and appears on certificates.
<b>Level</b>	All units are at Level 2 on the national framework.
<b>Unit type</b>	This says if the unit is mandatory or optional for the qualification. See <i>Section 2 Qualification structure</i> for details.
<b>Assessment type</b>	This says how the unit is assessed – i.e. whether it is external, internal or synoptic internal. See <i>Section 2 Qualification structure</i> for details.
<b>GLH</b>	Units may have a GLH value of 30 or 60 GLH. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
<b>Unit in brief</b>	A brief formal statement on the content of the unit.
<b>Unit introduction</b>	This is designed with learners in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
<b>Summary of assessment</b>	This sets out the type of external assessment used and the way in which it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours assessed. For tested units, they include information on how this hierarchy relates to command terms in sample assessment materials (SAMs).
<b>Essential content</b>	For external units all the content is obligatory, the depth of content is indicated in the assessment outcomes and sample assessment materials (SAMs). The content will be sampled through the external assessment over time, using the variety of questions or tasks shown.
<b>Grade descriptors</b>	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.
<b>Key terms typically used in assessment</b>	These definitions will help you to analyse requirements and to prepare learners for assessment.
<b>Links to other units</b>	This section shows the main relationships of units to other units. This section can help you to structure your programme and make the best use of available materials and resources.
<b>Employer involvement</b>	This section gives you information on the units that can be used to give learners involvement with employers. It will help you to identify the kind of involvement that is likely to be successful.



## Units

This section contains all the units developed for this qualification.

Unit 1:	Equine Tack and Equipment	13
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Unit 5:	Equine Preparation and Plaiting	59
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Unit 7:	Riding Horses on the Flat	83
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## Unit 1: Equine Tack and Equipment

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

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### Unit in brief

Learners study and gain the practical knowledge required to correctly fit tack and equipment, and to maintain their tack and associated equipment.

### Unit introduction

Horses have been domesticated for our enjoyment and use in a variety of leisure and industry settings. Through this process, they have become accustomed to a range of equipment and to wearing tack. Damaged and ill-fitting tack and equipment can affect a horse's comfort and can result in serious injuries. When caring for horses, it is your responsibility to have the knowledge required to correctly fit and maintain their tack and associated equipment. Before you consider fitting a horse's tack, equipment and clothing, it is important to have an understanding of the basic fit requirements, the associated maintenance and the safety check requirements.

In this unit, you will learn the practical skills required in fitting tack and associated equipment, as well as for the cleaning and maintenance of tack for the comfort of the horse and the safety of both horse and rider, or the handler. This will include how to maintain rugs, boots and associated equipment.

The equipment covered in this unit is commonly used by many horse owners, and the important skills you will develop in this unit will prepare you to work successfully in a range of yards. This qualification will help you gain employment as a groom or an assistant in a riding school.

### Learning aims

In this unit you will:

- A** Select horse and rider clothing and equipment
- B** Undertake the correct fitting and maintenance of tack
- C** Undertake the correct fitting and maintenance of horse clothing.

## UNIT 1: EQUINE TACK AND EQUIPMENT

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Select horse and rider clothing and equipment	<b>A1</b> Ranges and suitability of horse, rider and groom clothing and equipment <b>A2</b> Preparation prior to approaching horse	A portfolio of practical-based evidence, possibly including images, a video diary, storyboards, posters and practical witness statements.
<b>B</b> Undertake the correct fitting and maintenance of tack	<b>B1</b> Assessing tack for wear and tear and suitability for use <b>B2</b> Fitting tack correctly for purpose	
<b>C</b> Undertake the correct fitting and maintenance of horse clothing	<b>C1</b> Importance of cleaning and maintenance <b>C2</b> Cleaning and storage <b>C3</b> Fitting rugs safely and correctly	
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"><li>• Maintaining equipment</li><li>• Assessing equipment for wear and tear</li><li>• Fitting tack and equipment</li></ul>	<ul style="list-style-type: none"><li>• Knowledge of tack, equipment, rugs and boots used in horse establishments</li><li>• The work that is carried out by an assistant in horse establishments</li></ul>	<ul style="list-style-type: none"><li>• Preparing for work</li><li>• Developing practical and technical skills</li><li>• Managing information</li></ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Select horse and rider clothing and equipment

##### A1 Ranges and suitability of horse, rider and groom clothing and equipment

- Equine equipment identification:
  - saddles, stirrups, bridles, halters, reins, bits, harnesses, martingales, breastplates
  - rugs (warm, cold weather, waterproof).
- Ranges and suitability of rider and groom clothing and equipment:
  - trousers/jodhpurs/breeches, body protector, riding boots, headgear, gloves
  - long-sleeved shirts, suitable shoes/boots, accessories.
- Environmental settings:
  - indoor, outdoor
  - stable/yard, field, woodland, rough terrain, public highway
  - prevailing weather and climate.
- Scenarios:
  - novice rider, experienced rider
  - horse loose, tied.

##### A2 Preparation prior to approaching horse

- Personal protective equipment (PPE) worn, to include steel toecap boots and correctly-fitted British Standard riding hat.
- Assessment of animal temperament for health and safety – quiet, interested, nervous, stubborn.
- Safe approaches to animals and safe lifting:
  - check that horse is secured safely using a head collar and lead rope, and tied up with a quick-release knot
  - check whether there is a blind side on the approach to the horse
  - use safe lifting techniques for equipment.

#### Learning aim B: Undertake the correct fitting and maintenance of tack

##### B1 Assessing tack for wear and tear and suitability for use

- Fitting and removing – taking apart a snaffle bridle and saddle for cleaning.
- Assessing equipment – leathers for signs of wear and tear, stitching for signs of fraying, stirrups, thread and snaffle bit for signs of corrosion and damage, suitability (fit for purpose).
- Equipment cleaning:
  - leather – remove dirt and apply saddle soap; soap removal, including buckle holes
  - metalwork – clean all buckles, wash and dry bit and stirrups.
- Reassembling and storing – bridle and saddle, including straps; stored correctly (saddle rack, bridle hook etc.).



## UNIT 1: EQUINE TACK AND EQUIPMENT

**B2 Fitting tack correctly for purpose**

Safe and correct fitting of tack:

- fit a saddle correctly – checking saddle level, height above withers, bridging of the main saddle panel
- fit a bridle correctly – fitting from nearside, gentle introduction of bit, noseband and throatlash fastened and tightness checked
- fit a running martingale – ensuring rings reach throat, neck strap in front of withers (four-finger rule), girth strap alignment between forelegs
- reasons for using a running martingale, e.g. to prevent horse placing head above the height of control
- fit a hunting breastplate correctly, including fitting to D-rings on the saddle, positioned centrally on the girth between forelegs
- reasons for using a breastplate, such as it helps to prevent the saddle from slipping.

**Learning aim C: Undertake the correct fitting and maintenance of horse clothing****C1 Importance of cleaning and maintenance**

- Importance of regular cleaning and issues that arise when equipment is not maintained.
- Rugs and boots – identifying repairs required, reproofing waterproof rugs.
- Preventing injury – potential damage to horse caused by dirt, equipment rubbing, skin infections.

**C2 Cleaning and storage**

- Methods of rug cleaning – rug washers, industrial washing machine, brushing and hosing.
- Methods of boot cleaning – water and sponge, washing machine.
- Rug preparation for storage – dry and clean, folded correctly, tie up, bag up, use of rug racks.
- Boots storage – dry and clean, including fastening, keeping in pairs.

**C3 Fitting rugs safely and correctly**

- Fitting indoor and outdoor rugs to a horse.
- PPE and horse preparation.
- Applying, fitting and removing an outdoor rug correctly.
- Visual checking of rug impact – injury, rubbing.
- Suitability of rug – for a clipped horse, weather, cleanliness, fly protection, cooling mechanism post exercise.
- Effects of ill-fitting rug – impact on horse behaviour (rug avoidance, bites, kicks), sores, rubbing, itching.
- Overreach boots – usage, purpose, when and where they are used.

### Transferable skills

#### Preparing for work

- Undertaking the fitting and assessing of tack, rugs, boots and associated equipment for horse and rider.

#### Developing practical and technical skills

- Demonstrating methods of assessing equipment for cleanliness and evidence of damage, using equipment safely and hygienically.

#### Managing information

- Using information from practical sessions and applying to workplace scenarios and settings.

## Assessment criteria

Pass	Merit	Distinction
Learning aim A: Select horse and rider clothing and equipment		
A.P1 Select and prepare correct equipment and clothing for the environmental setting.	A.M1 Demonstrate the correct preparation and selection of equipment required to approach horses in different environmental settings, commenting on observed horse temperament.	A.D1 Justify the decisions made in clothing, equipment choice and animal approach in different environmental settings.
A.P2 Demonstrate safe approach techniques used in the stable environment.		
Learning aim B: Undertake the correct fitting and maintenance of tack		
B.P3 Assess tack and equipment for safe use and suitability for purpose.	B.M2 Demonstrate skills of fitting tack effectively, commenting on some impacts of ill-fitting tack and lack of suitability.	B.D2 Demonstrate, with confidence, skills of fitting tack, commenting on most impacts of ill-fitting tack and lack of suitability.
B.P4 Demonstrate skills of fitting and maintaining tack correctly.		
Learning aim C: Undertake the correct fitting and maintenance of horse clothing		
C.P5 Demonstrate skills to fit brushing and overreach boots correctly, and indoor and outdoor rugs to a horse.	C.M3 Demonstrate use of skills when fitting horse clothing effectively, describing some of the impacts of poor cleanliness and maintenance.	C.D3 Demonstrate, with confidence, use of skills when fitting horse clothing, describing in detail most impacts of poor cleanliness and maintenance.
C.P6 Demonstrate the correct preparation, cleaning and storage of rugs and boots.		
C.P7 Perform some checks on rugs and boots for cleanliness and maintenance requirements.		

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- give reasons and an explanation for the approach made to two horses in contrasting environmental settings
- give reasons and an explanation for the choice of clothing and equipment related to two horses in contrasting environmental settings
- give articulate explanations of the impacts and dangers associated with poorly selected clothing and equipment for horse and rider
- show initiative in all practical aspects of the task.

**For merit standard**, learners will:

- give some information on horse temperament related to two horses in two contrasting environmental settings
- give some information on the selection of clothing and equipment related to two horses in contrasting settings
- follow the correct process for taking apart and reassembling saddle/bridle, providing an explanation of the process involved with two horses in contrasting settings
- store equipment in a safe and accessible location competently.

**For pass standard**, learners will:

- approach two horses correctly in two contrasting environmental settings
- demonstrate appropriate selection of equipment and clothing for both horse and rider in two contrasting environmental settings
- follow the correct process for taking apart and reassembling saddle/bridle on two horses in contrasting settings.

### Learning aim B

**For distinction standard**, learners will:

- demonstrate taking apart and reassembling tack and equipment safely, justifying each step on two occasions and any adaptations made to ensure safety
- demonstrate appropriate fitting of equipment independently, justifying each step on two occasions and any adaptations made to ensure safety, with no assistance
- give articulate explanations of the impacts and dangers associated with ill-fitting equipment.

**For merit standard**, learners will:

- follow the correct process for taking apart and reassembling a saddle and bridle safely, explaining each step on two occasions
- follow the correct process of fitting equipment safely, explaining the process on two occasions with minimal assistance
- give some information on the impacts and dangers associated with ill-fitting equipment.

**For pass standard**, learners will:

- follow the correct process for taking apart and reassembling a saddle and bridle safely in two different scenarios/environmental settings
- follow the correct process to fit equipment safely in two different scenarios/environmental settings, possibly requiring some assistance
- give reasonable judgement as to the safety and suitability of tack and equipment in two contrasting scenarios/environmental settings
- demonstrate routine maintenance of tack and equipment.

## UNIT 1: EQUINE TACK AND EQUIPMENT

### Learning aim C

**For distinction standard**, learners will:

- carry out routine suitability checks on a full range of equipment in the time allocated, ensuring the equipment is ready for use when required
- carry out comprehensive fitting checks on indoor/outdoor rugs and boots
- articulate clear health and safety recommendations
- give clear suggestions for future improvements and any maintenance issues that may arise
- make an attempt to solve any problems that arise when assessing rugs and boots for maintenance.

**For merit standard**, learners will:

- carry out routine checks on the fit and cleanliness of equipment effectively so it is ready for use when required
- follow the correct health and safety requirements when carrying out maintenance activities
- make clear, reasonable judgements on cleanliness and fitting of equipment.

**For pass standard**, learners will:

- carry out routine maintenance assessment and activities on rugs and boots on two separate occasions
- carry out cleaning on selected equipment to a standard acceptable for use
- follow the correct health and safety requirements when carrying out the fitting of indoor and outdoor rugs and boots.



## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

This scenario requires the use of real life tack and equipment and horses.

You have been hired as a yard assistant in an established riding school. The school has had a very busy summer season, with all staff taking riders out on a daily basis. This has resulted in other tack and equipment duties being overlooked. A new manager has been employed and has requested that you undertake a comprehensive assessment of all equipment used, including rider clothing and equipment, horse tack, equipment rugs and boots. Equipment has been incorrectly stored and been placed in non-allocated sections. The manager has asked for this to be rectified. On two occasions during your review, you are asked to assist with preparation and application of tack and clothing, for rider and horse, once in the yard stables and on another occasion during a competition day.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

As above, but with alternative horses and settings.

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

The tutor takes learners on a guided tour of a stables, as seen from the yard assistant/supervisor point of view, including the horse housing, yard and equipment rooms. During the tour, they ask learners to think about/note down certain features, e.g. location and storage of tack, rugs, boots and equipment; position of safety equipment; routines for riders/staff, etc.

In groups, learners share ideas based on a series of questions about the stables they have seen, e.g. how is the use of horses and equipment scheduled and managed, what are the protocols for the cleaning and maintenance of equipment?

The tutor leads a class discussion to summarise the findings of the groups, using visual representation of what was observed and documented during the stable visit, e.g. dividing up the routines of the staff, equipment seen, comments on storage facilities, roles, etc. The tutor summarises the routine of a yard/grooming assistant and encourages learners to think about their role as a yard/groom assistant.

**Suggested time:** about 3–4 hours.

#### Activity: Clothing and equipment

The tutor carries out a practical (stable) or classroom session with access to a range of equine equipment and rider clothing (images can be used if items are unavailable). They go through the range of clothing and equipment explaining the use of each, drawing on learners' current level of knowledge.

In groups, learners play a game where they match an item description to a piece of equipment. They create a label for the equipment with a brief comment on the item use.

The tutor leads a game with a focus on PPE – learners dress up in all the PPE that is accessible. They are given a number and in a 'lotto' style roll call, numbers are called, and learners step forward to select a piece of PPE and explain why it is or is not necessary in the stable setting. The tutor also runs through a safe lifting/manual handling refresher, with learners explaining why the points raised are relevant in the stable setting.

In a practical session, an industry expert is invited to discuss, explain and show (where possible) signs of horse temperament in the stable setting and the safe approach techniques used by staff. Staff go through a variety of scenarios relating to horse approach and behaviour – this can be linked to different settings (yard, stable, field, tied, untied, etc.).

The industry expert also shows how to check that a horse is tied up safely using a head collar, a lead rope and a quick-release knot. In small groups, learners practise quick-release knots.

The tutor follows this with a classroom-based session where they discuss the knowledge gained by learners in the practical session. Video clips on horse temperament can be played.

Learners explain what they have observed and give their recommended approach, commenting on health and safety.

**Suggested time:** about 8–10 hours.

**Activity: Fitting and maintenance**

In a classroom session, the tutor creates a recap game on equipment. They go through the suitability for use and what to look for when assessing for signs of wear and tear, corrosion, damage, poor cleaning, etc.

In groups, learners take a section of the stable equipment storage areas to stock check and assess equipment for any signs of wear and tear/damage. Each group reports/presents their findings.

In a practical session focused on the cleaning of equipment, the tutor/stable staff show the correct cleaning techniques used for selected items. They cover the cleaning products used and the drying and storage of the equipment. The tutor leads a recap session and learners feed back on the importance of acceptable cleaning standards, health and safety, and correct storage.

In a classroom session, the tutor covers equipment and how it is correctly and safely fitted to horses so that learners have the benefit of becoming familiar with equipment and improving their underpinning knowledge before taking part in practical sessions.

In a practical session(s), the tutor/stable staff demonstrate the correct and safe fitting of a saddle, bridle, running martingale and hunting breastplate (this can be over multiple sessions). They will give a detailed, practical explanation and reasoning for each step. They will encourage learners to ask questions and demonstrate again if they are unsure. Learners work in pairs (or small groups) and carry out practical fitting tasks on well-mannered horses.

In a classroom session, the tutor summarises what went well and what did not go well in the practical session, including a focus on what learners feel they need further training in. Competency and understanding levels are assessed and discussed.

**Suggested time:** about 8–10 hours.

**Activity: Fitting and maintaining horse clothing**

The tutor leads a classroom session on equipment (indoor/outdoor rugs, boots) and how it is correctly and safely fitted to horses so that learners have the benefit of becoming familiar with equipment and improving their underpinning knowledge before taking part in practical sessions.

In a number of practical sessions focused on the cleaning and storage of equipment, the tutor/stable staff show and explain to learners the correct cleaning techniques (options available) used for rugs and boots. They cover the cleaning products used and the drying and storage of each. The tutor leads a recap session, using learners' feedback on the importance of acceptable cleaning standards and issues that arise when equipment is not maintained or stored correctly, such as health and safety being compromised. Learners practise the correct folding of rugs followed by their safe storage.

In a classroom session, the tutor leads a recap session on what went well in the practical session(s), asking open questions on the importance of regular cleaning. In groups, learners research potential issues that may arise when equipment is not maintained. They find related images and explain the poorly-kept equipment or damage caused by poorly-maintained/ill-fitting clothing (rubbing, irritating skin) etc.

Learners experience a number of practical sessions in which they practise the fitting and removal of indoor and outdoor rugs and boots, complete visual checks of fitted rugs (if possible fittings on different horses, ill-fitted rugs etc.), and check the suitability of rugs to weather conditions etc.

In a classroom session, the tutor summarises what went well, what did not, and what learners feel they need further training in. Competency and understanding levels are assessed and discussed.

**Suggested time:** about 8–10 hours.

## UNIT 1: EQUINE TACK AND EQUIPMENT

### Essential resources

For this unit, learners will need access to:

- at least two well-handled horses
- a range of tack and equipment (snaffle bridles, general-purpose saddles, brushing boots and overreach boots in a range of sizes, plus a selection of indoor and outdoor rugs in a range of styles and sizes)
- a library and specialised textbooks
- the internet and video-sharing websites.

### Links to other units

This unit has strong links to *Unit 5: Equine Preparation and Plaiting*.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers (stable supervisors, yard staff)
- industry experts
- ideas to contribute to unit assignment/case study
- work experience
- access to a range of horse establishments and a range of well-handled horse breeds
- support from local business staff (stable supervisors) as mentors.

## Unit 2: Introduction to Equine Biology and Health

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

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### Unit in brief

Learners study the principles of equine biology required in practical equine health management.

### Unit introduction

Equine biology and health underpins basic horse management. In order to work at an appropriate level in the equine industries, it is essential that you have a good level of knowledge and understanding of the basic biological systems and health of the horse. This unit will allow you to develop the skills needed to monitor and maintain equine health, which is essential for anyone looking to work in the equine industries.

In this unit, you will gain an understanding of how anatomy and the environment can influence the health of an animal, and the importance of correct disease management and control. You will look at health status, and diseases and disorders that can affect the horse to give you the skills to manage a horse requiring treatment. You will learn about the immune system and how animals protect themselves from disease, and how humans can play a part in the prevention and treatment of various diseases and ailments. You will develop an understanding of the basic digestion process and the nutritional requirements of a horse. You will also look into reproduction and breeding principles. This unit will allow you to gain a well-rounded and practical working knowledge of the horse.

On successful completion of this unit you will have gained essential knowledge and understanding that will help you progress to employment, for example as an assistant groom or yard worker in a breeding, competing, livery or independent yard.

### Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

### Assessment outcomes

**AO1** Demonstrate knowledge of structure, function and biological processes in equines

Command words: complete, define, describe, explain, give, identify, label, name, state

Marks: ranges from 1 to 4 marks

**AO2** Demonstrate understanding of biological processes related to equine health

Command words: analyse, compare, complete, explain

Marks: ranges from 1 to 4 marks

**AO3** Apply knowledge and understanding of biological processes related to equine health

Command words: analyse, calculate, compare, describe, discuss, explain, give, identify, match, name, state

Marks: ranges from 1 to 4 marks

**AO4** Analyse and make connections between equine biology and health in realistic scenarios

Command words: analyse, assess, compare, describe, discuss, evaluate, explain, identify, select, state

Marks: ranges from 1 to 6 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Anatomy of the working horse

#### A1 Equine anatomical features

- Location and functions of external and internal equine anatomical features related to normal function in the working horse.
- Points of the horse:
  - muzzle, nostril, eye, forelock, ears, poll, neck, crest, mane, shoulder, point of shoulder, withers, loin, dock, tail, sheath, udder, hock, point of hock, elbow, chestnut, knee, cannon bone, fetlock joint, ergot, pastern, coronet, heel, wall of hoof, frog, cleft of frog, point of frog, bars, seat of corn, sole, white line.
- Shape and protective role of the axial skeleton:
  - skull, mandible, vertebrae, ribs, sternum.
- Support role of the appendicular skeleton:
  - scapula, humerus, ulna, radius, carpus bones, tarsus bones, cannon bone, splint bone, sesamoid, long pastern, short pastern, pedal bone.
- Major superficial muscles (limited to location and appearance):
  - rhomboideus, splenius, trapezius, latissimus dorsi, longissimus dorsi, gluteal muscles, biceps femoris, semitendinosus, brachiocephalicus, sternocephalicus, deltoideus, pectoral, triceps, external intercostals, external abdominal oblique.

#### A2 Cardiovascular systems

- The importance, structure and functions of the cardiovascular system, status and the impact of trauma on this system, including how measurement of vital signs contributes to an interpretation of health.
- Functions of blood and components, limited to:
  - transport of nutrients, gases, heat and waste
  - action and role of blood clotting.
- Major and minor arteries, veins and capillaries, to include vena cava, pulmonary artery, pulmonary vein, aorta (structure limited to relative thickness of walls, presence of valves).
- Causes and consequences of trauma to the cardiovascular system, to include internal and external bleeding, contusions.
- Heart, to include atria, ventricles, tricuspid and bicuspid valves, normal resting heart rate range.
- Lungs, to include trachea, bronchi, bronchioles and alveoli, normal resting breathing rate range.



## UNIT 2: INTRODUCTION TO EQUINE BIOLOGY AND HEALTH

**B Equine health**

Basic indicators of good and ill health, common diseases, infestations, disorders and the role of the equine immune response in defending against disease.

**B1 Diseases, infestations and disorders**

- Observations that can be used to indicate the health status of the horse, and the causes, symptoms, care, treatments, prevention and control of equine ailments.
- Indicators of health:
  - behaviour, posture, coat condition, body condition score, temperature, pulse, respiration, movement and soundness, eyes, ears, mouth, nose, teeth, mucous membranes, tail, faeces/urine output, vocalisation, eating and drinking, temperature range, scabs and lesions.
- Isolation and care strategies to prevent disease transmission and promote recovery:
  - spread of bacteria, viruses and fungi
  - restricted human and animal interaction
  - appropriate cleansing and disinfection of areas
  - quarantining
  - barrier nursing techniques, to include sterilising items and wearing protective clothing.
- Diseases, illnesses and disorders, to include:
  - atypical myopathy
  - bacterial infections
  - colic
  - Cushing's disease
  - laminitis
  - mud fever
  - rain scald
  - strangles
  - sweet itch.
- Parasite infestations, reasons for worming and the importance of following product instructions, to include:
  - roundworm
  - small strongyles
  - tapeworm.

**B2 Immune response**

- The processes involved in defending against and fighting disease.
- The role of swelling, inflammation, fever and behavioural changes in dealing with disease or injury.
- Roles and functions of lymphocytes and phagocytes in the immune response, to include antigen recognition, production of antibodies and memory cells.
- Natural, artificial, active and passive immunity and how each is established.
- Vaccinations:
  - purpose
  - use of weakened or killed strain of bacteria or viruses
  - initiation and maintenance of vaccination programs, to include necessary vaccinations, recommended intervals and consequences of missing boosters.

## C Equine digestion and nutrition

The nutritional requirements of a horse related to digestive and dental anatomy. The importance of correct feeding.

### C1 Equine digestion

- Primary structure, function and adaptations of the digestive and urinary system and the importance of maintaining good digestive health.
- Structure and primary role of features of digestive and urinary systems:
  - mouth, oesophagus, stomach, liver, duodenum, jejunum, ileum, caecum, large colon, small colon and rectum, kidney, ureter, bladder, urethra.
- Function of saliva.
- Importance of maintaining digestive health:
  - rules of feeding
  - roughage and concentrate balance
  - use of probiotics
  - consequences of poor digestive health.
- Hind-gut fermentation, to include the role of bacteria.

### C2 Dental structure and function

- Basic dental structure and function and the importance of correctly managing dental health at different life stages.
- Tooth structure, to include enamel, dentine, pulp, nerves, crown, neck, root.
- Primary function of different classes, to include incisors, canines, molars.
- Estimating age by teeth.
- Recognition, signs and consequences of dental problems, to include wolf teeth, sharp edges.
- Requirement for dental care:
  - regular check-ups
  - routine and additional treatments dependent on advice from veterinarians and regulated equine dentistry professionals.

### C3 Essential nutrition

- The effects on health and performance of providing suitable equine diets in relation to age, health status, sex, temperament and workload.
- Dietary requirements, sources and functions of:
  - water
  - carbohydrates
  - lipids (fats and oils)
  - protein
  - fibre
  - vitamins and minerals, to include vitamins C, D and A and calcium, iron.
- Importance of feed quality.

## D Reproduction in horses

Equine reproduction processes, management of breeding cycles, principles of inheritance and breed development.

### D1 Reproductive system structure and function

- The structure and function of the internal and external reproductive systems.
- Basic anatomy and roles of features of reproductive systems in normal function:
  - female – ovaries, uterus, vagina, vulva
  - male – testes, scrotum, epididymis, vas deferens, urethra, penis, sheath
  - gametes (sperm and ova), to include process and location of fertilisation
  - foetus – foetal membranes, amniotic fluid.

### D2 Genetics and heritability

- Principles of genetic inheritance and selection of desirable traits as appropriate to intended use.
- Desirable and undesirable traits for breeding and relative heritability of characteristics, to include movement, conformation, legs/feet, temperament, colour, markings, health status.
- Causes and results of mutations.
- Inheritance of characteristics via alleles:
  - use of Punnett squares for monohybrid inheritance to predict genotypes, phenotypic ratios and percentages
  - pedigree analysis for dominant and recessive traits
  - sex determination.
- Awareness of potential for transmission of recessive genetic disorders, which may be seen in offspring even if parents are not sufferers, to include characteristics and symptoms of:
  - severe combined immunodeficiency (SCID) in Arabian horses
  - Equine Hyperkalemic Periodic Paralysis Disease (HYPP) in Quarter horses.

### D3 Basic breeding

- Normal patterns in the equine breeding cycle, along with the equipment, procedures, purposes, advantages and disadvantages of commonly used methods and techniques for breeding horses, consideration of breeding history for responsible breeding.
- Use of breeding history records – successes and problems of mares and stallions:
  - previous matings/insemination
  - health and behaviour
  - foals and foaling
  - parental care.
- Normal age of sexual maturity and first breeding.
- Heat detection and timing of service, to include:
  - use of teaser animals
  - signs of oestrus.
- Natural service and artificial insemination.
- Methods of pregnancy diagnosis, to include:
  - rectal ultrasound
  - abdominal ultrasound
  - rectal palpation
  - blood sampling.
- Length of gestation, weaning age and breeding frequency.

## Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 2 Pass

Learners will demonstrate knowledge of internal and external biological structures, features and processes in equines. They will demonstrate sound understanding of essential principles of health and hygiene practices to promote good equine health. They will be able to describe the factors affecting responsible equine breeding. They will be able to perform simple analysis and evaluation of information from work-related scenarios to assess the health and disease status of equines, in familiar and unfamiliar situations. They will be able to recall causes, symptoms and treatments of common equine diseases, disorders and infestations.

### Level 2 Distinction

Learners will demonstrate thorough knowledge and understanding of internal and external biological structures, features and processes in equines, relating them to the healthy functioning of the working horse. They will be able to make effective links between the inheritance of characteristics and the use of biological and genetic data in responsible equine breeding principles and practices. They will be able to analyse and interpret information from realistic scenarios in a considered way to make reasoned judgements about the health status of horses. They will be able to make links between the causes and symptoms of common equine diseases, disorders and infestations, applying their knowledge and understanding in order to consider and justify appropriate methods used to prevent, treat and control these diseases in familiar and unfamiliar situations.

## Key words typically used in assessment

The following table shows the key words 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.

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, 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.'

Command or term	Definition
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"> <li>• support an opinion and/or decision</li> <li>• prove something right or reasonable.</li> </ul>
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.

## UNIT 2: INTRODUCTION TO EQUINE BIOLOGY AND HEALTH

Command or term	Definition
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 to other units

This unit assesses the underpinning knowledge in:

- Unit 3: Equine Work Placement
- Unit 4: Principles of Working with Horses
- Unit 6: Practical Equine Behaviour.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- ideas to contribute to unit materials
- work experience
- an organisation's own business materials as exemplars
- support from local business staff as mentors.

## Unit 3: Equine Work Placement

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners develop the skills and behaviours required for successful working in the equine sector.

### Unit introduction

Do you think you could work well with horses? In this unit you can learn new skills and experience hands-on equine care. Work placement gives a unique insight into working life and can help you to work out what you might want to do as an equine worker. In addition, you will be able to add to your CV some new skills in communication and teamwork.

In this unit, you will develop and apply the important skills needed to function confidently and to a high standard in a working environment. You will look for and take part in a work placement, ideally in an equine industry that appeals to you. Talking to, listening to and watching those in the industry is the best way of learning about the work involved and what is required of an employee.

This unit will give you the fundamental work skills needed to apply for and gain employment as an equine worker. The unit includes 75 hours of real-life working with and around horses.

### Learning aims

In this unit you will:

- A** Investigate and apply for an equine work placement
- B** Demonstrate work skills relevant to an equine work placement
- C** Appraise own equine work placement.



## UNIT 3: EQUINE WORK PLACEMENT

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Investigate and apply for an equine work placement	<b>A1</b> Investigating a work placement <b>A2</b> Applying for a work placement	A portfolio of work-related research and completed application documents evidenced by observation records or video evidence.
<b>B</b> Demonstrate work skills relevant to an equine work placement	<b>B1</b> Professional behaviours <b>B2</b> Communication skills <b>B3</b> Safe working with/around horses	A work placement report supported by: <ul style="list-style-type: none"> <li>• observation records/witness statements</li> <li>• video and/or photographic evidence of all practical activities</li> <li>• reported evidence of appropriate work skills and hours.</li> </ul>
<b>C</b> Appraise own equine work placement	<b>C1</b> Appraisal of equine work placement <b>C2</b> Self-development	Written evidence of review and appraisal.
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/ behaviours
<ul style="list-style-type: none"> <li>• Job searching</li> <li>• Work research/application processes</li> <li>• Workplace behaviour/techniques</li> <li>• Work skills with horses</li> </ul>	<ul style="list-style-type: none"> <li>• Effective teamwork</li> <li>• Effective communication</li> <li>• Self-development</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving</li> <li>• Self-management and development</li> <li>• Thinking skills/adaptability</li> <li>• Working with others</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Investigate and apply for an equine work placement

##### A1 Investigating a work placement

- Work search resources, e.g. industry magazines, newspapers, internet job sites, social media, local advertisements.
- Documents:
  - job advertisement
  - job/role description
  - essential and desirable personal requirements
  - using these documents in an appropriate way.
- Identifying skills required to work in the sector, e.g. interpersonal skills, communication, technical knowledge, practical skills.

##### A2 Applying for a work placement

- Different methods of applying, e.g. application forms, CVs, covering letters, online applications, telephone enquiries, applying in person.
- How and where to find work application information, e.g. from human resources (HR) departments, company/organisation websites, job websites, local and national information sources, media, employment agencies.
- Job research – paying attention to all details of the job application so that nothing relevant is left out; ordering different types of information in a logical manner in the application document; checking whether or not to include supporting documents, e.g. work permits, certificates, personal identification; using personal statements to create a positive impression of skills and interests.

#### Learning aim B: Demonstrate work skills relevant to an equine work placement

##### B1 Professional behaviours

- Working environment skills – appropriate attendance, appropriate personal presentation, positive attitude (appropriate demeanour, use of own initiative).
- Time management, including arriving at work on time, completing tasks in allocated time, e.g. mucking out, health checking or serving customers.
- Administrative skills, e.g. maintaining records, using email/phone, using workplace documents, using electronic equipment.
- Problem solving, e.g. finding alternative solutions to problems, using technology to work more efficiently.
- Working with others, e.g. team briefing, completing feeding and cleaning tasks, handling, communicating and implementing changes.
- Appreciation of others' needs and points of view, respecting equality laws/social diversity in the workplace.

## UNIT 3: EQUINE WORK PLACEMENT

**B2 Communication skills**

- Interpersonal skills, including appropriate speaking and listening skills.
- Using appropriate and professional language.
- Using initiative/asking for advice if unsure.
- Ability to receive and follow instructions.
- Interacting with visitors and staff appropriately.
- Communicating tasks completed, e.g. horse intake forms, completing feed charts, horse and staff activity logs.

**B3 Safe working with/around horses**

- Safe working following protocols that ensure horse welfare, following other work placement policies and procedures.
- Working with legal/good practice frameworks, e.g. Health and Safety at Work etc. Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002.
- Using personal protective equipment (PPE).
- Safe horse-handling procedures.
- Safe working with tools and equipment.
- Risk assessment.

**Learning aim C: Appraise own equine work placement****C1 Appraisal of equine work placement**

- SWOT (strengths, weaknesses, opportunities, threats) relating to work placement.
- Identifying what went well and what did not go so well, including time taken to complete tasks, interaction with supervisors/managers, how well tasks were completed, factors taken into account to maintain horse welfare.
- Using feedback from employers when evaluating performance.

**C2 Self-development**

- Planning self-development – methods of appraising own training and development needs, including skills audit.
- Appraising self-development – methods, e.g. meeting/discussion with supervisor, self-review.
- Suggesting areas for improvement – based on own assessment (and feedback from others, if appropriate), e.g. getting feedback and suggestions from all team members before deciding on solution to problem in the team task.

## Transferable skills

### Communication

- Verbal, written and face-to-face communication with colleagues and tutors.
- Applying for placements in appropriate formats.
- Appraising own performance.
- Reading feedback from employers.
- Speaking to customers/clients.

### Problem solving

- Solving customers' problems.
- Carrying out practical tasks.
- Identifying and choosing the right equipment.

### Self-management and development

- Appraising own performance after a placement.
- Identifying areas for improvement.
- Creating personal action plans for development.

### Thinking skills/adaptability

- How to tackle job advertisements.
- Using information and relating own skills.
- Identifying own skills and areas for improvement.

### Working with others

- Working with individuals or teams while on work placement.

## Assessment criteria

Pass	Merit	Distinction
Learning aim A: Investigate and apply for an equine work placement		
A.P1 Demonstrate appropriate work placement investigation.	A.M1 Demonstrate effective use of work search and work application documents.	A.D1 Justify own work application activities carried out and recommend improvements.
A.P2 Use appropriate work application skills.		
Learning aim B: Demonstrate work skills relevant to an equine work placement		
B.P3 Demonstrate work skills adequately during an equine work placement.	B.M2 Demonstrate work skills competently, working effectively with others during an equine work placement.	B.D2 Show initiative while demonstrating work skills confidently and flexibly, working consistently and effectively with others.
B.P4 Work with others during an equine work placement.		
Learning aim C: Appraise own equine work placement		
C.P5 Describe tasks and activities carried out during own work placement.	C.M3 Review own performance during tasks and activities carried out using feedback from others.	C.D3 Recommend own appropriate training and development opportunities based on feedback from others.
C.P6 Identify own strengths and weaknesses during a work placement.		

## Essential information for assessment decisions

In order to give evidence for assessment and to achieve this unit, learners complete 75 hours of work placement. The work placement must be with an employer, i.e. in an external setting. Work placement must be in working environments with horses and could be with more than one provider if necessary.

### Learning aim A

**For distinction standard**, learners will:

- show understanding of their own limitations during a work application process and how their work application skills could be improved going forward
- give evidence of their suitability for the work placement in question.

**For merit standard**, learners will:

- use skills to provide an appropriate and developed CV and letter of application for a suitable work placement.

**For pass standard**, learners will:

- use work-searching skills to locate two appropriate work advertisements and job descriptions
- use work-searching skills to find one potential work placement in the equine sector
- use skills to apply for a suitable equine work placement
- provide a CV and completed application form for a work placement
- demonstrate acceptable use of spelling and grammar and their written work will make sense.

Note: application for, as opposed to securing, a work placement is the focus of assessment for pass.

### Learning aims B and C

It is a requirement that all learners complete 75 hours of valid work placement in an external setting. This must be in addition to the 60 guided learning hours required for delivery of this unit. Work placement need not be limited to one provider, however work placement in working environments run by, and/or on the site of, the centre are not appropriate. Suggested evidence records for the work placement can be found on the Pearson website.

**For distinction standard**, learners will:

- give evidence of consistently appropriate personal presentation and positive attitude during work placement
- give evidence of excellent time management and problem-solving skills
- require little, if any, intervention by supervisor(s)
- work effectively with others in the work placement and demonstrate some appreciation of others and other points of view
- demonstrate consistent and effective safe working with/around horses
- show an understanding of self-development routes and how feedback from others can shape them constructively.

## UNIT 3: EQUINE WORK PLACEMENT

**For merit standard,** learners will:

- give evidence of appropriate personal presentation and positive attitude during work placement
- give evidence of effective time management and problem-solving skills
- require some intervention by supervisor(s)
- work effectively with others in the work placement and demonstrate some appreciation of others and other points of view
- demonstrate effective and safe working with/around horses
- give reflective information on how they could benefit from training and development, justifying this in relation to their own career aspirations and using feedback from others.

**For pass standard,** learners will:

- give evidence of adequate use of professional behaviours, communication skills and safe working with/around horse skills, as listed in the unit content
- require much intervention from supervisor(s)
- give information on the tasks and work activities they carried out, their strengths and weaknesses, and how they worked in respect of legal rights and responsibilities, as detailed in the unit content
- include evidence of interpersonal and communication skills, time management and teamwork.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

Learners will look for a work placement in an equine working environment and investigate the steps involved in applying for a placement, and how these could be improved for their own future applications. Once on a work placement, each learner will show that they have the appropriate skills and behaviours that an employer would expect. When the placement is completed, learners will review their experience and consider the appropriate training and development they could take advantage of. Learners need to take account of feedback received from others, for example workplace supervisors and tutors. In planning the timing of the assessment, consideration should be given to opportunities for retaking learning aim B.



## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

**Introduction to unit**

Learners make posters that focus on the work skills and behaviours for employment in equine industries.

**Suggested time:** about 4 hours.

**Activity: Work placement investigation**

Learners work in small groups or teams on scenario-based projects, searching for, and applying for jobs of interest in the equine sector.

**Suggested time:** about 8 hours.

**Activity: Work skills**

The tutor organises learners into groups to hold meetings (based on scenarios such as recruitment within a horse collection or other horse business) in order to develop communication and teamwork skills.

**Suggested time:** about 4 hours.

**Activity: Demonstration skills**

Learners use role play to develop other working skills and behaviours in varying scenarios.

**Suggested time:** about 3 hours.

**Activity: Work review**

Learners appraise their own performance following a work placement.

**Suggested time:** about 4 hours.

## Essential resources

For this unit, learners must have access to:

- a suitable site(s) for work placement
- appropriate transport to suitable sites (centres may need to organise)
- first-aid facilities and appropriately trained staff (wherever practical activities are carried out).

## Links to other units

This unit has strong links to:

- Unit 1: Equine Tack and Equipment
- Unit 5: Equine Preparation and Plaiting
- Unit 8: Practical Yard Duties.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- fit-for-purpose work placements
- guest speakers, e.g. a livery yard supervisor who could talk about the skills needed when dealing with customers and their horses
- business materials as exemplars, e.g. use of workplace literature and information sources.



## Unit 4: Principles of Working with Horses

Level: **2**

Unit type: **Mandatory**

Assessment type: **External**

Guided learning hours: **60**

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### Unit in brief

Learners study the fundamentals of equine welfare, including welfare needs, differences in needs, grooming, husbandry and legislation.

### Unit introduction

In this unit, you will explore the welfare needs of equines and the link between welfare and routine care and husbandry. You will find out the differences in the care and husbandry depending on the purpose for which the horse is kept.

You will learn about the variation in routine for the day-to-day care of stabled horses, field-kept horses and horses stabled with turnout. You will study the vast differences in husbandry depending on the purpose for which horses are being kept, and across different disciplines. Horses are protected under general animal welfare law and, in addition to this, they have to be legally registered. Across different disciplines and aspects of the equine sector there are specific laws that apply and you will explore these laws and your responsibility under them.

By the end of this unit you will have gained essential knowledge and understanding that will help you to gain employment as, for example, an assistant groom or yard worker in a breeding, competing, livery or independent yard.

### Summary of assessment

This unit is assessed using an onscreen test, set and marked by Pearson. The test contains different types of question and is worth 60 marks. The test duration is 75 minutes. The assessment is available on demand. The first assessment is available in March 2018.

Sample assessment materials will be available to help centres prepare learners for assessment.

**UNIT 4: PRINCIPLES OF WORKING WITH HORSES****Assessment outcomes**

**AO1** Demonstrate knowledge of key principles and practices of maintaining equine welfare when working with horses

Command words: complete, define, describe, explain, give, identify, label, name, select, state

Marks: ranges from 1 to 4 marks

**AO2** Demonstrate understanding of principles and practices of maintaining equine welfare when working with horses

Command words: analyse, compare, complete, explain, select

Marks: ranges from 1 to 4 marks

**AO3** Apply knowledge and understanding of principles and practices of equine welfare when working with horses in different contexts

Command words: describe, give, identify, name, state

Marks: ranges from 1 to 4 marks

**AO4** Analyse and make connections between principles and practices when working with horses in a range of different contexts

Command words: describe, give, identify, name, state

Marks: ranges from 1 to 6 marks

## Essential content

The essential content is set out under content areas. Learners must cover all specified content before the assessment.

### A Practical health and welfare

#### A1 Working in equine industries

Different roles and responsibilities in husbandry routines.

- Equine yard worker/stable hand/groom – addressing given husbandry routines, reporting problems to manager.
- Stable manager – planning, ordering, managing budgets and resources.
- Husbandry routines in full livery and part livery:
  - mucking out
  - bedding down
  - cleaning of water buckets/drinkers
  - safe handling of horses
  - tying up horse correctly
  - grooming
  - hoof picking
  - care (rugs, bedding, frequency of health check)
  - turning out
  - feeding (frequency, amount, type)
  - tacking up
  - exercise (amount, type, frequency).
- Appropriate use of personal protective equipment (PPE):
  - hat conforming to current British safety standards related to riding and handling
  - riding gloves/grip gloves for riding and handling
  - riding boots/yard boots, sturdy footwear for safe working around horses
  - body protectors for jump work.

#### A2 Recognising signs of good and poor health

- Understanding of advantages and disadvantages of, and opportunities for, checking health at different times of the day and during different routine activities as appropriate, using health indicators.
- Purpose, meanings, advantages, disadvantages and opportunities for health checks using standard indicators of equine health.
- Behavioural, physical and visual health indicators:
  - initial impression on approaching the horse, obvious signs of stress or discomfort
  - eyes, nose, ears, mouth, movement
  - presence or absence of lumps, bumps, swelling in limbs, cuts, skin conditions, rug rubs, girth galls
  - signs of endoparasites and ectoparasites
  - feet – cleanliness, growth, looseness, presence and security of shoes, including risen clenches
  - food and water intake
  - waste output, to include amount, colour and consistency.

## UNIT 4: PRINCIPLES OF WORKING WITH HORSES

- Normal resting temperature, pulse and respiration rates (TPR) in beats per minute (BPM) and the correct methods of taking them.
- Health checks, to include purpose and frequency:
  - morning, evening
  - while carrying out other routine duties, to include grooming, tacking up, rugging up, mucking out, turning out and exercising
  - differences for stable-kept and grass-kept horses.

**A3 Equine health**

- Understanding of how to recognise and respond appropriately to equine health and emergency situations.
- Recognition of, and appropriate first responses to, equine health and emergency situations.
- Health and safety when dealing with injured horses.
- Basic recognition and assessment of emergency situations and potential consequences if untreated:
  - burns
  - choke
  - colic
  - damage to frog
  - eye injuries
  - inflammation
  - lameness
  - laminitis
  - swellings and cuts
  - wounds, to include laceration, incision, abrasion and puncture.
- Main aims of first aid:
  - preserving life
  - preventing condition from worsening
  - promoting recovery
  - protecting yourself.
- Equipment and appropriate initial actions while waiting for the vet to arrive:
  - stopping bleeding (nitrile gloves, Gamgee, bandages, sterile dressings and use of cotton wool)
  - applying a bandage (Gamgee, bandages)
  - hosing a leg (hosepipe, water source)
  - walking in hand (head collar and lead rope).

**A4 Body condition scoring**

- Understanding the health implications and effects on planning for husbandry routines of horses with different body conditions.
- Recognition of key features of each body condition score in terms of pelvis, backbone, ribs, neck, crest, skin:
  - 0 – emaciated
  - 1 – poor
  - 2 – moderate
  - 3 – good
  - 4 – fat
  - 5 – obese.

**A5 Weighing horses**

- The advantages and disadvantages of methods and equipment used to weigh horses and understanding the importance of monitoring horses' weight.
- Methods of weighing horses, to include manual weight calculation, recognised weightapes or a weighbridge.
- Impact of monitoring horse weight on:
  - feeding plans (frequency, amount, type)
  - healthcare routines
  - exercise plans (frequency, amount, type)
  - supplements and wormers (dosage).

**B Welfare needs**

How the five welfare needs (environment, diet, behaviour, housing, protection) are applied to horse welfare.

**B1 Legislation**

- Main features of relevant UK legislation and regulations and how they apply to different job roles when working with horses.
- Health and Safety at Work etc. Act 1974.
- Riding Establishments Act 1970:
  - all riding schools should be licensed and inspected by the local authority.
- Animal Welfare Act 2006:
  - encompasses the five animal needs
  - individuals may be prosecuted for negligence.
- Welfare of Animals Act (Northern Ireland) 2011.
- Horse Passports Regulations 2009:
  - horses cannot be bought, sold or receive veterinary treatment without a passport
  - Control of Substances Hazardous to Health (COSHH) Regulations 2002; hazardous materials (Hazmat); Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995
  - The Horse Identification (Scotland) Regulations 2009
  - The Horse Passport Regulations (Northern Ireland) 2010.
- Code of practice for the welfare of horses, ponies, donkeys and their hybrids.
- Awareness that there are other rules and regulations relating to different disciplines set by equine associations/charity welfare schemes.

**B2 Record keeping**

- Purpose, key features and importance of records that are routinely kept on a yard.
- The use of feed board and feed charts.
- Worming (type, date, dosage, batch number, responsible person, potential reactions, faecal worm egg counts (FWECE)).
- Vaccination records.
- Dentistry (work carried out, professional involved, any potential teeth problems, date of dental checks).
- Shoeing records (hoof condition, dates of farrier visits, any remedial shoeing).
- Health records and use of yard board/day book.



## UNIT 4: PRINCIPLES OF WORKING WITH HORSES

**B3 Variation in welfare needs**

- Main characteristics and suitability of horse types and breeds to common uses and variations to husbandry routines depending on use and living conditions.
- Riding school:
  - native breeds, to include Welsh, Highland, New Forest, Connemara, Fell, Dales, cob type, cross-breed.
- Competition:
  - Sports horses, Warmbloods, Hanoverian.
- Racing:
  - Thoroughbreds, Quarter horse, Arabian.
- Trekking:
  - Highland, Haflingers, Fjords, Welsh, Cobs.
- Service animals:
  - Irish Draught, Shire, hunter type.
- Variations to husbandry routines according to use and work, to include:
  - feeding (type, amount, frequency)
  - watering (amount, temperature)
  - cleaning systems (methods, frequency, bedding types)
  - exercise (type, frequency, amount, rest, care after exercise)
  - horse clothing (rugs, boots, bandages, tack)
  - time of year and weather (type, frequency, barriers, routines).

**B4 Welfare needs of stable-kept horses**

- Purpose, appropriate uses, methods, frequencies of application, advantages and disadvantages of cleaning, maintenance and enrichment systems.
- Bedding types (straw, shavings, paper, rubber matting, hemp, wood fibre).
- Stable maintenance and routine box checks for the safety and maintenance of the horse, to include structure, fixtures, fittings, doors and bolts.
- Cleaning systems:
  - full muck out
  - skipping out
  - deep litter
  - semi-deep litter.
- Vices/stereotypic (a stereotypic behaviour is repeated but has no apparent purpose or function) behaviours in stabled horses (wind sucking, box walking, crib biting, weaving).
- Environmental enrichment and equipment to reduce vices and prevent boredom (feeding, toys, wind sucking collar, weaving bars).

**B5 Welfare needs of field-kept horses**

- Purposes and impact of regular thorough field checks and maintenance to ensure the safety, security, and health and welfare of field-kept horses.
- Routine checks:
  - fencing and gate maintenance (fit for purpose, ease of use)
  - recognising when grazing is exhausted or grass is excessive
  - maintenance of watering systems, including cleaning, refilling and checking automated systems.
- Recognition of poisonous plants and signs/symptoms of horses that have ingested them:
  - ragwort, oak, yew, privet, bracken, sycamore, deadly nightshade, foxglove, buttercups.
- Pasture rotation/resting requirements.
- Methods of limiting grass intake.
- Methods of reducing worm burden, utilising grass and preventing horse-sick pastures, to include poo picking.
- Suitability of turnout for different horses, to include amount of grazing available, size of paddock and mix of horses.

**C Maintaining welfare****C1 Feeding and watering horses**

- Reasons for, and implications of not, following a feeding plan. Preparation, safe use, advantages and disadvantages of different types of feedstuffs and equipment.
- Forage:
  - hay, haylage.
- Grass:
  - over seasons.
- Concentrates:
  - straights, to include oats, barley and sugar beet, complete mixes, to include pony nuts and coarse mixes, succulents and feeds that require soaking/cooking.
- Watering systems:
  - troughs
  - buckets
  - automatic.
- Feeding equipment:
  - hay nets
  - hay stations/hay rack
  - ball feeders.
- Feeding considerations (frequency, timing, quality, clean utensils, succulent, exercise, ad libitum, restricted, correct storage methods to maintain quality of feeds).
- Watering considerations, including altering temperature of water and limiting water after exercise.

**UNIT 4: PRINCIPLES OF WORKING WITH HORSES****C2 Grooming**

- Purpose of equipment, advantages and disadvantages of different grooming techniques, and implications of incorrect grooming.
- Reasons for grooming (circulatory system, health checking, aesthetic, improve muscle tone, forming a bond).
- Grooming techniques (clipping, full groom, quartering, strapping, bathing, pulling, trimming and plaiting).
- Grooming equipment (body brush, dandy brush, hoof pick, curry comb (plastic, rubber, metal), mane and tail comb, water brush, stable rubber, wisp, sweat scraper).
- Different techniques to grooming field-kept and stable-kept horses, and differences to routines based on weather conditions and use of horses.

**C3 Hoof care**

- Purpose, equipment, techniques, advantages and disadvantages of hoof care.
- Routine hoof care, including safe way to lift up hooves, correct way to pick out hooves, frequency of picking out hooves.
- Impact of weather and conditions on hoof condition and care (mud, frost, drought).
- Reasons for hoof care, different maintenance methods and the prevention of hoof conditions, including:
  - thrush management, including scrubbing out, use of antifungals and sprays, hygiene, bedding types and changes in turnout
  - brittle hooves management, including tubbing, use of oils and ointments and changes in turnout.
- Different types of hoof care (method and frequency, health and safety considerations, use of oils, scrubbing hooves out, use of antifungal agents).
- Routine hoof maintenance:
  - purpose and frequency of shoeing
  - different methods of maintaining shoes such as use of boots for turnout.

**C4 Care after exercise**

- Caring for horses after exercise (riding school, competition, racing and trekking).
- Changes to feeding and watering after exercise (riding school, competition, racing and trekking).
- Changes to use of horse clothing after exercise (riding school, competition, racing and trekking).

## Grade descriptors

To achieve a grade learners are expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### Level 2 Pass

Learners will demonstrate knowledge and understanding of equine husbandry and welfare needs and how these vary between different breeds of horse and the purpose for which the horse is being kept. They will be able to apply their understanding of the importance of the variation in husbandry routines and how these relate to the purpose of horses in different contexts. Learners will be able to make simple interpretations from relevant information, demonstrating how to work safely with horses in a range of situations. They will understand the different job roles within the industry and understand how legal responsibilities should be met.

### Level 2 Distinction

Learners will demonstrate extensive knowledge and understanding of equine husbandry and welfare needs and how these vary between different breeds of horse and the purpose for which the horse is being kept. They will show a thorough understanding of the importance of the variation in husbandry routines and how these relate to the purpose of horses, and they will be able to apply this in different contexts. Learners will be able to interpret information, drawing on their understanding of key principles and practices of maintaining equine welfare to justify conclusions made. They will have a comprehensive understanding of the different job roles within the industry and how legal responsibilities should be met, and they will be able to apply this in different contexts.

## Key words typically used in assessment

The following table shows the key words 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.

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.'

Command or term	Definition
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"> <li>• support an opinion and/or decision</li> <li>• prove something right or reasonable.</li> </ul>
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.

## UNIT 4: PRINCIPLES OF WORKING WITH HORSES

Command or term	Definition
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 to other units

This unit assesses the underpinning knowledge in:

- Unit 2: Introduction to Equine Biology and Health
- Unit 3: Equine Work Placement
- Unit 6: Practical Equine Behaviour.

## Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers
- ideas to contribute to unit materials
- work experience
- an organisation's own business materials as exemplars
- support from local business staff as mentors.

## Unit 5: Equine Preparation and Plaiting

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal**

Guided learning hours: **30**

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### Unit in brief

Learners develop practical skills to prepare horses for different purposes and situations, including grooming, bathing, plaiting and competition.

### Unit introduction

Understanding equine preparation is essential to correctly manage horses in different environments and situations, whether that's preparing for a veterinary visit, farrier check, going for a leisurely hack, travelling or taking part in a competition. An initial preparation method for most situations is the need for grooming, which is important for both health and appearance. When horses are prepared for different disciplines such as showing, dressage or eventing, grooming becomes more complex, involving bathing, plaiting and even clipping, depending on the climate.

In this unit, you will explore different equine preparation techniques by learning which are most appropriate for a variety of situations and why. You will carry out a range of grooming methods and develop the skills to correctly bath horses. You will carry out plaiting techniques to prepare horses for a competition.

This unit will prepare you for a range of employment or apprenticeship opportunities in the equine sector, including as a riding school or competition groom. This unit will also help you to progress to further study in equine husbandry or management.

### Learning aims

In this unit you will:

- A** Explore safe methods of equine preparation to support different working situations
- B** Carry out safe grooming and bathing techniques for horses
- C** Carry out plaiting skills for horses.



## UNIT 5: EQUINE PREPARATION AND PLAITING

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore safe methods of equine preparation to support different working situations	<b>A1</b> Working situations <b>A2</b> Equine disciplines and purposes	A scenario-based task for preparing a horse for a given working situation, evidenced through observation records/witness statements.
<b>B</b> Carry out safe grooming and bathing techniques for horses	<b>B1</b> Grooming <b>B2</b> Bathing	
<b>C</b> Carry out plaiting skills for horses	<b>C1</b> Plaiting a horse's mane and tail	A portfolio or logbook demonstrating the practical skills for grooming, bathing and plaiting carried out, including authenticated audio/visual and written evidence.
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>Preparation assessment</li> <li>Horse health assessment</li> <li>Preventative measures</li> <li>Health and safety procedures when handling horses</li> </ul>	<ul style="list-style-type: none"> <li>Signs of equine health</li> <li>Preventative methods</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Working with others</li> <li>Thinking skills/adaptability</li> <li>Problem solving</li> <li>Managing information</li> <li>Self-management and development</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore safe methods of equine preparation to support different working situations

##### A1 Working situations

- Medical:
  - safe preparation of horse for the working situation, to include handling techniques, methods of restraint, personal protective equipment (PPE) and other equipment
  - assessment of horse, e.g. health check, first aid
  - veterinary check (description of changes to horse's normal behaviour/health issues/recent changes in environment or medicine)
  - bandaging techniques.
- Farrier visit:
  - safe preparation of horse for the working situation, to include handling techniques, methods of restraint, PPE and other equipment
  - requirements, e.g. trimming, shoeing, stud fitting
  - awareness of current foot condition, e.g. overgrown feet, loose shoe, risen clenches
  - suitable environment to minimise stress and ensure safety during the procedure.
- Hacking:
  - safe preparation of horse for the working situation, to include handling techniques, PPE and other equipment
  - grooming horse and picking out feet
  - selecting correct tack and fit, e.g. saddle, bridle
  - selecting correct equipment for rider, e.g. hat, body protector.
- Clipping:
  - safe preparation of horse for the working situation, to include handling techniques, methods of restraint, PPE and other equipment
  - reasons for clipping, e.g. health, turn out, climate
  - preparation techniques, e.g. tail bandage, extension lead, plug socket
  - types of clips, e.g. full, hunter, blanket, trace
  - safety requirements, e.g. PPE, suitable environment, additional help.
- Travel:
  - safe preparation of horse for the working situation, to include handling techniques, methods of restraint, PPE and other equipment
  - type of transport, including preparation of vehicle
  - horse preparation, e.g. loading techniques, travel boots/bandages, rugs
  - food and water
  - awareness of rules and regulations, e.g. frequency of rest periods on long journeys.

##### A2 Equine disciplines and purposes

- Recognising types of equine disciplines, such as show jumping, dressage, eventing, polo, showing.
- Recognising rules and regulations, e.g. passport, vaccinations, etiquette and tack requirements, permitted tack.
- Equipment needed for the horse, e.g. bridle, saddle, brushing boots, studs.
- Equipment needed for the rider, e.g. riding hat, back protector, medical armband, permitted dress for discipline.

## UNIT 5: EQUINE PREPARATION AND PLAITING

**Learning aim B: Carry out safe grooming and bathing techniques for horses****B1 Grooming**

- Preparation:
  - PPE
  - health and safety considerations
  - selecting equipment, e.g. body brush, curry comb, dandy brush.
- Handling techniques:
  - use of head collar and lead rope
  - assessing horse's behaviour
  - tying up in a suitable environment, minimising stress
  - consideration and awareness of handler position, e.g. where to stand when brushing the horse's tail.
- Grooming a horse:
  - using a range of grooming brushes and associated grooming techniques
  - picking out horse's feet
  - combing mane and tail.
- Trimming:
  - recognising reasons for trimming
  - equipment and techniques used
  - safety aspects, with consideration of horse's welfare and handler safety
  - parts of the body to trim, e.g. bridle path, tail, feathers
  - variations according to breed standards.
- Mane pulling:
  - reasons for pulling a horse's mane
  - different techniques and equipment, e.g. metal comb, solo comb
  - preparing a horse's mane, e.g. grooming, laying over, thinning
  - welfare considerations to minimise pain and stress.
- Competition grooming:
  - thorough all-body groom
  - use of conditioning sprays to aid coat shine
  - trimming or pulling techniques dependent on horse breed, e.g. mane, tail, feathers, whiskers
  - oil hooves.

**B2 Bathing**

- Preparation:
  - PPE, e.g. steel toecap boots
  - health and safety considerations
  - selecting equipment, e.g. head collar, lead rope, shampoo, sweat scraper, hose, towels
  - tying up horse in suitable area.
- Logical order of work for bathing procedures:
  - pre-grooming to remove any mud
  - washing techniques, e.g. full body, mane and tail
  - aftercare methods, e.g. drying off, climate consideration, rugs, solarium.

**Learning aim C: Carry out plaiting skills for horses****C1 Plaiting a horse's mane and tail**

- Reasons for plaiting, e.g. competition, etiquette.
- Preparation techniques, e.g. laying over mane, thinning out.
- Plaiting mane techniques:
  - type, e.g. band, thread
  - number of plaits.
- Tail plaiting techniques, e.g. starting and finishing point.
- Techniques to maximise equine welfare and reduce stress.

**Transferable skills****Communication**

- Communicating with peers or tutors.

**Working with others**

- Bathing a horse.
- Plaiting a horse's mane.

**Thinking skills/adaptability**

- Developing the skills to plait a horse's mane.
- Following instructions and putting it into practice.

**Problem solving**

- Carrying out practical tasks.
- Selecting the correct equipment.
- Putting equipment on a horse correctly.

**Managing information**

- Following instructions and techniques.

**Self-management and development**

- Developing skills to prepare horses for different situations.

## UNIT 5: EQUINE PREPARATION AND PLAITING

## Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore safe methods of equine preparation to support different working situations		
A.P1 Identify a working situation and its purpose.	A.M1 Demonstrate effective horse preparation techniques safely, commenting on their appropriateness for a selected working situation.	A.D1 Justify use of horse preparation techniques to support a selected working situation, with reference to safe working and horse welfare.
A.P2 Demonstrate correct horse preparation techniques safely for a selected working situation.		
Learning aim B: Carry out safe grooming and bathing techniques for horses		
B.P3 Demonstrate correct selection of equipment and use of horse bathing techniques.	B.M2 Demonstrate correct selection of equipment and effective use of horse bathing and grooming techniques, commenting on safety and horse welfare some of the time.	B.D2 Demonstrate correct selection of equipment and use of horse bathing and grooming techniques confidently, commenting on safety and horse welfare most of the time.
B.P4 Demonstrate correct selection of equipment and use of grooming techniques.		
Learning aim C: Carry out plaiting skills for horses		
C.P5 Demonstrate competent skills in preparation and plaiting of a horse’s mane and tail.	C.M3 Demonstrate appropriate use of skills to prepare and plait horse manes and tails.	C.D3 Demonstrate appropriate use of skills with confidence to prepare and plait horse manes and tails.

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- carry out a full horse body health assessment confidently, identifying any signs of ill health without any assistance from supervisors
- give reasons and explanation for all techniques carried out for a selected working situation
- give reasons and explanation for the selection of at least two pieces of equipment and/or resources needed for the selected working situation.

**For merit standard**, learners will:

- carry out a full horse body health assessment confidently, identifying any signs of ill health with minimal assistance
- give some information on most procedures that should be followed for a selected working situation
- select at least two pieces of equipment and/or resources needed for the selected working situation confidently.

**For pass standard**, learners will:

- carry out a partial horse body health assessment, identifying any signs of ill health with some assistance from supervisors
- give brief information on some procedures that need to be carried out for the selected working situation
- select at least two pieces of equipment and/or resources suitable for the selected working situation.

### Learning aim B

**For distinction standard**, learners will:

- demonstrate grooming and bathing skills confidently, with no assistance
- handle at least two ponies and/or horses with varying behaviours confidently, with minimal assistance
- show evidence of excellent equine welfare and safety throughout.

**For merit standard**, learners will:

- demonstrate effective grooming and bathing skills with minimal assistance
- handle at least two ponies and/or horses with minimal assistance
- show evidence of good equine welfare and safety throughout.

**For pass standard**, learners will:

- demonstrate satisfactory grooming and bathing skills, usually with assistance
- handle at least two ponies or horses with assistance
- show evidence of good equine welfare and safety throughout.

## UNIT 5: EQUINE PREPARATION AND PLAITING

**Learning aim C**

**For distinction standard**, learners will:

- carry out assessments of at least three horses' manes and tails confidently and accurately, giving analytical judgements as to what is required according to each horse's breed and current mane and tail condition
- prepare and present a horse's mane and tail for plaiting confidently and correctly, combing them through, removing any knots and mud, and layering the mane over to one side of the neck. The mane and tail will then be plaited neatly and tightly, and be presented to a high standard
- select and use a range of equipment needed for plaiting confidently and correctly, using an effective method either with plaiting bands or a thread and needle
- plait a horse's mane and tail within two hours with no assistance
- show excellent consideration of horse welfare and safety throughout.

**For merit standard**, learners will:

- carry out an assessment of at least three horses' manes and tails, giving reasons as to what is required according to each horse's breed and current mane and tail condition
- prepare and present a horse's mane and tail for plaiting confidently and correctly, combing them through, removing any knots and mud, and layering the mane over to one side of the neck. The mane and tail will then be plaited to a good standard, but may be slightly loose and lack neatness
- select and use the correct plaiting equipment, using an effective method either with plaiting bands or a thread and needle
- plait a horse's mane and tail within two hours with minimal assistance
- show good evidence of equine welfare and safety.

**For pass standard**, learners will:

- demonstrate recognition of at least three horses' mane and tail types
- prepare a horse's mane and tail for plaiting by grooming through, removing any knots and mud, and laying the mane over to one side of the neck. The mane and tail will be plaited, but there may be some difficulty and the plaits will not be neat and secure
- select and use some of the equipment available for plaiting a horse's mane and tail
- plait a horse's mane and tail within two hours, usually with assistance
- show evidence of equine welfare and safety.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

This scenario requires the use of real-life horses in preparation and plaiting activities.

You have been asked by your manager to assist with the preparation and plaiting of a horse stabled at your working yard, as the horse will attend a qualifying show jumping competition that afternoon. Your manager has asked you to have the horse fully prepared and ready to load on to the horsebox by 1.00 p.m. that afternoon.

You are expected to groom and bath the horse and plait its mane and tail using appropriate equipment and techniques, all while considering the handling, restraint, safety and welfare issues. You are also expected to prepare the horse to travel, so awareness and planning of equipment and techniques is essential.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

You are a groom at a show and the rider has decided to enter an additional competition at the last minute. This class requires the horse to be plaited and thoroughly groomed. It is your role to make sure the horse is fully prepared to meet these new requirements for participation.



## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

Learners should participate in a range of activities that involve preparing horses for different working situations such as veterinary checks, farrier appointments, grooming, bathing and plaiting. By doing this, learners will develop their skills and confidence to prepare and present horses for various purposes, with particular emphasis on safety, health and welfare.

Learners should spend time grooming and bathing horses to develop their skills and confidence. They should also focus on plaiting a horse's mane and tail.

Learners should be given ample time to practise preparing horses for different real-life scenarios, which they may encounter on a day-to-day basis. They should be encouraged to think about the horse's behaviour and how to prepare for those changes, with consideration of safety and horse welfare.

**Suggested time:** about 3 hours.

#### Activity: Working situations

The tutor leads an introduction on a variety of working scenarios, practically demonstrating how horses should be prepared correctly and safely using appropriate techniques and equipment.

In pairs, learners carry out a range of activities that involve preparing horses for different working situations with the tutor/stable staff, ensuring that they use the correct equipment and techniques safely.

**Suggested time:** about 6 hours.

#### Activity: Grooming

Learners groom a range of horses with different coat types, with consideration of techniques, equipment, and handling and restraint methods. The tutor/stable staff encourage learners to think about the importance and benefits of grooming horses, and the maintenance of the grooming equipment. Consideration of horse welfare, behaviour and safety is also important.

**Suggested time:** about 6 hours.

#### Activity: Plaiting

In a practical activity, the tutor demonstrates the equipment, methods and techniques used to correctly plait a horse's mane and tail.

Working in small groups, learners practise and develop their plaiting skills. The tutor/stable staff ensure that learners consider handling, restraint and other factors, such as environment.

**Suggested time:** about 6 hours.

### Essential resources

For this unit, learners will need access to:

- at least three horses
- grooming equipment, including that required for plaiting
- bathing equipment and washing facilities, including a hosepipe.

### Links to other units

This unit draws on the knowledge and skills taught in:

- Unit 3: Equine Work Placement
- Unit 4: Principles of Working with Horses
- Unit 8: Practical Yard Duties.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers, such as those that currently work in the equine industry
- work experience
- own equine materials as exemplars
- support from local business staff as mentors.



## Unit 6: Practical Equine Behaviour

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners study the evolution of horse breeds through domestication and the influence of this on horse behaviour.

### Unit introduction

The survival of horse species has been dependent on adaptive behaviour patterns that have led to its use of a diverse range of habitats. If you are considering employment in an equine industry, learning to observe and understand horse behaviour is an important step in providing for their needs. Horses have been close human companions and an integral part of human culture for thousands of years, and they have had various purposes and uses throughout that history, including use in war, for work and travel, and as leisure animals.

In this unit, you will learn how horse breeds have developed and explore the adaptive changes associated with this, including the suitability of some breeds for different sectors. Horses use a range of behaviours and body language to communicate with each other, therefore understanding and recognising normal and abnormal horse behaviours and domesticated behaviours is essential for your health and safety in equine working environments.

This qualification will help you gain employment as a stable hand, assistant groom and yard assistant.

### Learning aims

In this unit you will:

- A** Explore horse evolution and domestication
- B** Investigate and interpret equine behaviour
- C** Assist in the management of horse behaviours.

## UNIT 6: PRACTICAL EQUINE BEHAVIOUR

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore horse evolution and domestication	<b>A1</b> Horse adaptations through evolution <b>A2</b> Evolutionary impacts from horse domestication	A portfolio of evidence such as breed maps or flow charts, diagrams, images and reports from investigative work. A portfolio would include observational documents showing behaviour data collected. This can include witness statements, behaviour log sheets, video diaries and explanations of observed horse behaviour and communication.
<b>B</b> Investigate and interpret equine behaviour	<b>B1</b> Horse behaviours <b>B2</b> Influence of horse domestication on horse behaviours <b>B3</b> Horse communication <b>B4</b> Observation of domesticated and non-domesticated behaviours	
<b>C</b> Assist in the management of horse behaviours	<b>C1</b> Reporting of horse behaviours <b>C2</b> Management of common horse vices/stereotypic behaviours	
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"><li>• Logging horse behavioural data</li><li>• Horse behaviour analysis</li><li>• Horse behaviour management</li><li>• Health and safety – dangerous horse behaviours</li></ul>	<ul style="list-style-type: none"><li>• Underpinning knowledge on horse adaptations and the link to domestication</li><li>• Understanding horse behaviour and communication</li><li>• Knowledge of normal and abnormal horse behaviours and when appropriate to feed back to a supervisor</li></ul>	<ul style="list-style-type: none"><li>• Preparing for work</li><li>• Developing practical and technical skills</li><li>• Managing information</li></ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore horse evolution and domestication

##### A1 Horse adaptations through evolution

Physical horse adaptations – major stages of evolution:

- historical stages, including physical developments – coat, facial features, bone (leg elongation) and lifestyle (working, wild, domestic)
- horse adaptations and physiology, e.g. skeletal indicators and muscle adaptations for at least three different breeds, e.g. Clydesdale, Anglo-Arab, Connemara, Dales, Exmoor, New Forest
- use of horse breeds in society.

##### A2 Evolutionary impacts from horse domestication

Impacts of specialist breeding on horse development:

- early interaction with man and domestication (hunting, produce (meat/milk), riding, transport – horse and chariot, horse and carts and wagons, agricultural equipment, war)
- development of specific breeds to suit industry purposes – agricultural work, riding, racing
- changes in the role of horse breeds in society.

#### Learning aim B: Investigate and interpret equine behaviour

##### B1 Horse behaviours

Identifying horse behaviours and group composition:

- feeding habits such as herbivorous, trickle feeder, need to roam/nomadic
- natural behaviours such as dominance, submission, aggression, fear, play
- body language, including dominant and submissive facial and body expressions, alarm posture
- composition of harem and bachelor groups
- function of group hierarchy
- why horses live in herds, e.g. prey animal, safety in numbers/more eyes on the lookout, ease of reproduction if travelling with mate because of seasonal breeding
- impact of illness/poor health on behaviour
- identification and observation of vices/stereotypic behaviours.

##### B2 Influence of horse domestication on horse behaviours

Behaviour change through domestication (impact of selected breeding):

- behaviours in non-domesticated horse breed
- human and horse relationship – human dominance, cooperative based on an understanding of behaviour
- maintenance behaviours in stabled environments (eating, resting, defecating, cleaning, grooming)
- how horses accept and interact with us and understand our instructions.

## UNIT 6: PRACTICAL EQUINE BEHAVIOUR

**B3 Horse communication**

Horse communication in different settings:

- eyes, ears, facial expressions, legs, posture
- vocalisations and their interpretations within a herd and in a domestic setting
- the use of sense of touch within a group, e.g. integral part of dominance hierarchy, used in mutual grooming and in actual physical contact such as biting and kicking to ascertain rank
- smell, e.g. to recognise individuals (particularly mare and foal), stallion's scent marking in droppings, stallion recognising when mare is in season
- how and why knowledge of how horses communicate is beneficial when handling horses, e.g. improved handler safety, improved welfare for horse if handler can recognise difference between a calm horse and a frightened horse, using horse body language to anticipate what might happen next.

**B4 Observation of domesticated and non-domesticated behaviours**

- Undomesticated horse behaviours – grazing, drinking, sleeping, grooming, rolling, mating, playing (see video footage, wildlife documentaries etc.).
- Domesticated horse behaviour – grazing, drinking, sleeping, grooming, rolling, mating, playing.
- Health and safety when carrying out observations.
- Data collection and logging of horse behaviours.
- Reasons behind the observed behavioural differences among wild, undomesticated and domesticated horse behaviours, and time spent demonstrating these behaviours, e.g. stabled, social interaction, small grazing areas, rider-led exercise, grooming, changes in diet and feeding patterns.

**Learning aim C: Assist in the management of horse behaviours****C1 Reporting of horse behaviours**

- Behaviour observations: grazing, drinking, sleeping, grooming, rolling, mating, playing.
- Data collection and logging of horse behaviours.
- Reporting upwards of behaviour observed.
- Use of behavioural log sheet.
- Health and safety when carrying out observations.

**C2 Management of common horse vices/stereotypic behaviour**

- Common vices/stereotypic behaviours (behaviour which is repeated but has no apparent purpose or function), to include weaving, crib biting, wind sucking, box walking.
- Typical prevention and treatment of stereotypic behaviours.
- Different ways of recording findings and observing behaviours, including the use of a behavioural data log sheet.

### Transferable skills

#### Preparing for work

- Understanding horse evolution and horse breeds as underpinning knowledge of the equine industry.
- Undertaking horse observations to assess behaviour that is linked to good husbandry and health.

#### Developing practical and technical skills

- Demonstrating safe practical horse behaviour observations and horse handling, collecting data and logging behaviours observed, including horse communication with other horses and in a stable environment.
- Practical identification of equine stereotypic behaviour, its prevention and treatments.

#### Managing information

- Using information from observations to make judgements on animal health and behaviours, and identification of information that should be passed to a supervisor.



## Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore horse evolution and domestication		
A.P1 Describe the characteristics of adaptation when investigating horse breeds.	A.M1 Explain in detail horse adaptations, incorporating selected breeds for industry uses.	A.D1 Analyse the domestication of horse breeds, their adaptive changes and the use of selected breeds in different industries.
A.P2 Describe the reasons for, and uses of, domestication linked to specific breeds.		
Learning aim B: Investigate and interpret equine behaviour		
B.P3 Interpret horse behaviours and horse communication.	B.M2 Interpret horse behaviour and communication with reference to examples of non-domesticated and domesticated horses.	B.D2 Interpret horse behaviour and communication, describing the methods used for handling domesticated horses in contrasting settings.
B.P4 Describe the influence of domestication on equine behaviours.		
Learning aim C: Assist in the management of horse behaviours		
C.P5 Report on horse behaviours observed in contrasting environmental settings.	C.M3 Report on observations effectively, commenting on normal and abnormal behaviours and their management.	C.D3 Report on observations confidently, making justified links between stereotypic behaviours and their management.
C.P6 Describe management responses applied to stereotypic behaviour.		

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- show depth and breadth of understanding and a high level of accurate researched information on horse breeds, the history of horse domestication and adaptive changes
- produce articulate comments on the use of two breeds used in different industries
- demonstrate robust understanding of the topic and make use of appropriate evidence and accurate terminology.

**For merit standard**, learners will:

- give correct information on horse adaptations and physiology
- show clear understanding of three selected breeds and their suitability for industry use
- give detailed evidence supported by mostly relevant examples
- make use of appropriate terminology.

**For pass standard**, learners will:

- give a realistic description of the reasons for the domestication of three breeds and their uses
- give a detailed description of adaptation characteristics, including some relevant examples for at least two horse breeds.

### Learning aim B

**For distinction standard**, learners will:

- give articulate and well-thought-out recommendations on the handling of horses based on their behaviour
- produce comments on how horses can be handled based on their behaviour and communication.

**For merit standard**, learners will:

- produce articulate comments on six different behaviours associated with domestic and non-domestic horse species
- produce a clear comparison of domesticated and non-domesticated species in association with the behaviours observed.

**For pass standard**, learners will:

- give information on six horse behaviours and how this has been interpreted through horse communication observations
- give information on domestication and its impact on the horse behaviours listed.

## UNIT 6: PRACTICAL EQUINE BEHAVIOUR

### Learning aim C

**For distinction standard**, learners will:

- report on the full range of behaviours that have been observed in two contrasting environmental settings
- justify detailed response to the management of three stereotypic behaviours.

**For merit standard**, learners will:

- carry out observations and present the horse behaviours observed, reporting on them and giving explanations in two contrasting environmental settings
- give detailed information about how three stereotypic behaviours observed could be managed appropriately.

**For pass standard**, learners will:

- carry out observations and report any essential behavioural information in two different environmental settings
- give information about how three stereotypic behaviours observed could be managed appropriately.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

This scenario requires the interpretation of real-life domesticated horse behaviour.

Over the next few weeks there will be multiple novice horse riders visiting the stables. You have been tasked with giving the novices essential basic information as an introduction to horse behaviour. Your supervisor has asked you to design an information booklet with corresponding video footage suitable for first-time horse riders.

Your video/booklet needs to include an introductory overview of:

- horse evolution and major adaptations
- historical and current uses of domesticated horse breeds
- horse domestication
- different types of breeds of horses and their uses in industry (racing, riding, agriculture).

To keep the novices engaged it has been suggested that the use of images and/or video clips or a video diary would be beneficial in giving information about horse behaviours, including:

- normal horse behaviour and communication in a stable setting
- horse responses in stable settings, including composition, feeding, natural behaviours, e.g. dominance, fear, body language, vocalisations
- how horses' natural instincts and behaviours are used in a domesticated setting
- stereotypic behaviours and their subsequent management.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Your supervisor has asked you to design an information booklet to focus on the distinguishing features of different horse breeds to be used in the showing arena. This will incorporate information on how the chosen breeds have evolved, adapted and been used alongside humans, noting any particular behavioural traits.

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

The tutor takes learners on a guided tour of a stabled horse environment (can be virtual) and introduces them to the different horse breeds housed. The tutor elicits from learners the basic differences between the horses, including size, coat and the potential use of each horse (riding, jumping, dressage). In a practical session within a stable environment, learners are introduced to different horse breeds and discuss their current knowledge of horse breeds.

In groups, learners discuss their understanding of horse evolution and domestication, with the tutor guiding them with questions. Using video games, film and animation films as sources of recollection, learners identify how horses have been used in each. If possible, the tutor introduces breeds as cold or warm blooded (for future links to breeds and use).

In groups, learners share ideas based on a series of questions about the horse behaviours they have seen, e.g. riding, biting, pacing, grazing etc., and further discuss any of these behaviours that they have observed in the stable setting. They feed back to the class, with the tutor leading the session to discuss these findings and to summarise them into some type of visual representation, focusing on horse breed and behavioural knowledge.

The tutor uses these findings to help to summarise the role of a yard hand, linking to horse evolution and behavioural knowledge and encouraging learners to think about their role as a yard-hand assistant.

**Suggested time:** about 3–4 hours.

#### Activity: Breeds, adaptations and domestication

The tutor presents learners with video clips of horses in use over the past hundreds of years. Film clips and video-sharing site clips should include horses used in different settings, such as agricultural, racing, working.

Learners discuss and list a range of uses for horses, recalling horses used in a film setting (industry use).

In small groups, learners work with flashcards showing different types of horse breeds and their main characteristics, and discuss each breed's suitability for use.

The tutor arranges learners into groups, with each group focused on three different horse breeds to research. Learners investigate horse origin, their domestication and their use over the centuries. In a class discussion, learners present and compare their findings.

The tutor arranges a follow-up session, using industry expertise to explain an overview of the evolution of the horse from *Eohippus* through to *Equus caballus*, outlining the changes in physical characteristics, and including descriptions of the different types and breeds of horses that have been developed through domestication, e.g. hot, warm and cold bloods such as Thoroughbred, Hanoverian and Clydesdale.

Learners investigate the complexities of horse adaptations using horses in films as examples.

The tutor gives learners guidance on what to look for, e.g. size, coat, speed, and leads a session on horse adaptations.

In groups, learners are allocated one case study from which to identify breed, use, domestication, and physical adaptations. They present their findings to the class.

**Suggested time:** about 10 hours.

**Activity: Equine behaviour**

The tutor introduces the topic of horse behaviour using a range of media, clips and images.

If possible, an industry expert from a stable or horse rehabilitation yard explains why horses exhibit certain behaviours, highlighting commonly observed natural behaviours and behaviours observed in the stable setting, focusing on how they have been influenced through domestication.

In small groups, learners observe horses and list the behaviours they observe. In the classroom, learners discuss and compare findings.

The tutor introduces horse communication using a range of video clips or through a practical session. They include the differences in body language, e.g. horses trying to threaten another horse or a human and the health and safety implications of each, and the vocalisation of a calm horse compared to a frightened horse. Learners work with media, clips and images (or within a practical session) to identify the behaviour being displayed.

In groups, learners research and explain horse communication and selected behaviours.

This can be through observed and filmed behaviours or video clips. Groups present their findings.

The tutor arranges visits for learners to other types of horse establishments, supported by an industry expert (if possible), so that they can identify and explain behaviours linked to domestication as well as natural behaviours in a group setting. Learners note any information and guidance given, as well as behaviours observed.

In a follow-up session, the tutor leads a discussion on learners' findings and introduces the topic of animal observations as individuals and in groups.

**Suggested time:** about 10–14 hours.

**Activity: Behavioural observations**

The tutor arranges visits, if possible, for learners to attend a variety of horse establishments. Such visits could include observational sessions with an industry expert and cover wild, domesticated and non-domesticated horse behaviour. This can also be covered in a classroom session using a range of media tools, with learners carrying out and logging behavioural observations.

The tutor describes a range of commonly observed stereotypic behaviours in horse establishments. In small groups, learners watch clips of various behaviours, including stable behaviours (domesticated), natural behaviours in a group setting and stereotypic behaviours, before identifying each one and justifying their reasoning.

In a class-based or visit-based session, an industry expert goes through commonly observed stereotypic behaviours and explains the techniques used to manage the range of behaviours observed.

The tutor demonstrates different behavioural logging techniques that could potentially be used during horse behavioural observations.

Learners carry out behaviour observations on multiple occasions and preferably in a variety of industry settings using different breeds for different purposes.

**Suggested time:** about 10 hours.

**UNIT 6: PRACTICAL EQUINE BEHAVIOUR****Essential resources**

For this unit, learners will need access to:

- a minimum of two contrasting horse establishments and situations such as a rehabilitation centre, racing stables, dressage events, or riding stables (if possible)
- video footage of horse behaviour in the wild
- library and textbook information sources
- the internet, including video-sharing websites and other media sources.

**Links to other units**

This unit has strong links to:

- Unit 2: Introduction to Equine Biology and Health
- Unit 3: Equine Work Placement
- Unit 4: Principles of Working with Horses
- Unit 8: Practical Yard Duties.

**Employer involvement**

This unit would benefit from employer involvement in the form of:

- guest speakers from the equine industry
- visits to equine establishments
- case studies on domestication and equine stereotypic behaviour management
- work experience
- support from local business staff mentors (stables, animal centres).

## Unit 7: Riding Horses on the Flat

Level: **2**

Unit type: **Optional**

Assessment type: **Internal**

Guided learning hours: **60**

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### Unit in brief

Learners develop a range of practical skills in relation to how to ride a horse, including mounting, dismounting, walking, trotting and cantering in a safe and suitable environment.

### Unit introduction

Developing riding skills is important for anyone wanting to work with horses, particularly when the role involves exercising within their routine care.

In this unit, you will learn about the importance of health and safety when riding horses and the suitability of your riding surroundings. You will develop the correct techniques when mounting and dismounting a horse, and when learning how to walk, trot and canter safely.

This unit will give you the skills and knowledge needed to ride a horse safely, and this will help you to be successful in a role that involves riding horses.

### Learning aims

In this unit you will:

- A** Explore safe riding techniques and suitability of surroundings
- B** Carry out correct mount, dismount and use of reins techniques
- C** Demonstrate walk, trot and canter and school movements.



## UNIT 7: RIDING HORSES ON THE FLAT

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Explore safe riding techniques and suitability of surroundings	<b>A1</b> Health and safety <b>A2</b> Environmental factors <b>A3</b> Arena etiquette and safe horse riding	A portfolio of practical evidence based on riding horses on the flat, to include: <ul style="list-style-type: none"><li>• health and safety</li><li>• environmental factors that could affect riding</li><li>• how to correctly mount and dismount a horse, including safety factors</li><li>• riding in walk, trot and canter.</li></ul>
<b>B</b> Carry out correct mount, dismount and use of reins techniques	<b>B1</b> Safety checks before mounting and dismounting a horse <b>B2</b> Correct mount and dismount techniques <b>B3</b> Safe use of reins and riding without stirrups	
<b>C</b> Demonstrate walk, trot and canter and school movements	<b>C1</b> Walk <b>C2</b> Trot <b>C3</b> Canter <b>C4</b> School movements	
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"><li>• Health and safety</li><li>• Horse behaviour</li><li>• Handling and restraining horses</li><li>• Riding on the flat</li></ul>	<ul style="list-style-type: none"><li>• Safety when being around horses</li><li>• Recognising signs of stress</li><li>• Meeting horse needs and optimising welfare</li><li>• Controlling a horse in walk, trot and canter</li></ul>	<ul style="list-style-type: none"><li>• Communication</li><li>• Developing practical and technical skills</li><li>• Problem solving</li><li>• Thinking skills/adaptability</li><li>• Working with others</li></ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Explore safe riding techniques and suitability of surroundings

##### A1 Health and safety

- Personal protective equipment (PPE) for riding, e.g. jodhpurs, riding hat/helmet, gloves, body protector.
- Pre-planning of riding exercise or route, e.g. hack, schooling.
- Tack adjustments, e.g. final check of tack fitting and keepers.
- Equipment and clothing for riding, e.g. high visibility for horse and rider, knee boots for roadworks.
- Potential hazards, e.g. traffic, noise.

##### A2 Environmental factors

- Weather precautions at different times of the day, e.g. fog, ice.
- Hacking on the road, e.g. highway code, potential hazards.
- Risk assessments.
- Time of day, e.g. more cars on the road at certain times.

##### A3 Arena etiquette and safe horse riding

- Rider position (core muscles engaged, torso vertical, shoulder blades turned down, upper arms vertical, elbows bent).
- Courtesy, distance between riders.
- Informing other riders what you plan to do/announce your intentions, including movements and positioning.
- Environment awareness, avoid collisions.
- Correct places for mounting and dismounting.
- Safe distances when riding in groups.
- International rule for passing:
  - left shoulder to left shoulder when passing head on (in opposite directions) and look where you are going.
- Positioning:
  - slower gaits take the inside track
  - walk on the inside track
  - outside track is always given to horses working the faster gait.
- Keeping at least one horse length between horses (arena and outdoor riding).

## UNIT 7: RIDING HORSES ON THE FLAT

**Learning aim B: Carry out correct mount, dismount and use of reins techniques****B1 Safety checks before mounting and dismounting a horse**

- Mounting block, e.g. height, location.
- Assessing horse's behaviour.
- Importance of safety checks before mounting, e.g. girth slipping.
- Checking girth and rechecking when mounted before riding away.
- Checking stirrup length before riding away.
- Suitable and safe environment in which to mount and dismount.

**B2 Correct mount and dismount techniques**

- How to mount a horse correctly, e.g. use of a mounting block.
- Different techniques, including how to mount from the ground.
- Hazards and risks if not carried out correctly, e.g. injury to horse, rider, bystanders.
- Suitability for horse and rider, e.g. height, temperament.
- Assistance if needed, e.g. to hold the horse.

**B3 Safe use of reins and riding without stirrups**

- Use of reins:
  - plough and direct reining
  - use of direct reining to turn horse
  - rebalancing and adjusting rider position
  - lengthen, shorten reins
  - changing of reins, including while carrying a whip.
- Riding without stirrups:
  - start position – walk
  - proper posture
  - leg and toe position – around horse's barrel, knees deep and bent, thighs on saddle
  - deep seat, proper alignment.

**Learning aim C: Demonstrate walk, trot and canter and school movements**

Learners should demonstrate safe riding in walk, trot and canter, making use of appropriate PPE. However, they should not progress to the next gait until they can competently and safely achieve the previous step.

**C1 Walk**

- Health and safety.
- Position of rider, e.g. body, hands, balance, control of horse in walk.
- Effectiveness of aids in walk.
- Changing direction.

**C2 Trot**

- Health and safety.
- Position of rider, e.g. body, hands, balance, control of horse at trot.
- Rising trot.
- Sitting trot.
- Recognition of the correct diagonal changes.

**C3 Canter**

- Health and safety.
- Position of rider, e.g. body, hands, balance, control of horse in canter.
- Canter aids.
- Position of rider.
- Recognition of the correct leading leg of horse.

**C4 School movements**

- Arena lines.
- Corners, corner lines.
- Circles:
  - change rein on circles.
- Decrease/increase circles.
- Figure of eight.
- Loops.
- Turn across arena.
- Half circle return.
- Reverse half circles.
- Voltes.

**Transferable skills****Communication**

- Communicating with others during practical tasks.

**Developing practical and technical skills**

- Using equipment safely, tacking up horses, learning to ride a horse.

**Problem solving**

- Mounting and dismounting horses in different scenarios.

**Thinking skills/adaptability**

- Learning how to ride a horse safely in walk, trot and canter or to develop rider ability and confidence.

**Working with others**

- Tacking up a horse, helping to mount and dismount safely.

## UNIT 7: RIDING HORSES ON THE FLAT

## Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore safe riding techniques and suitability of surroundings		
A.P1 Demonstrate safety checks before riding a horse.	A.M1 Demonstrate correct techniques for safety checks and good awareness of surroundings before and during riding, adapting techniques for different situations.	A.D1 Prepare a horse and rider for a given riding scenario confidently, checking safety consistently and excellent awareness of surroundings, adapting techniques effectively for different situations.
A.P2 Demonstrate awareness and suitability of riding surroundings.		
Learning aim B: Carry out correct mount, dismount and use of reins techniques		
B.P3 Develop safe techniques for preparing a horse and rider for mounting.	B.M2 Demonstrate competent use of techniques when preparing, mounting and dismounting a horse with adequate use of reins.	B.D2 Demonstrate confident use of techniques when preparing, mounting and dismounting a horse with effective use of reins.
B.P4 Demonstrate safe techniques to correctly mount and dismount a horse with appropriate use of reins.		
Learning aim C: Demonstrate walk, trot and canter and school movements		
C.P5 Safely develop horse riding skills in walk, trot and canter.	C.M3 Demonstrate effectively how to ride a horse safely in walk, trot and canter.	C.D3 Demonstrate confidently how to ride a horse safely in walk, trot and canter.
C.P6 Safely demonstrate correct seating position and use of basic riding aids.		

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- demonstrate awareness and understanding of the importance of health and safety and possible associated risks when preparing horses for riding, with consideration of legislation and horse welfare
- analyse carefully the suitability of their riding surroundings by making valid judgements with regard to risks and limitations.

**For merit standard**, learners will:

- demonstrate awareness and knowledge of the importance of health and safety and some associated risks when preparing horses for riding, with consideration of horse welfare
- analyse carefully the suitability of their riding surroundings by recognising possible risks and limitations.

**For pass standard**, learners will:

- show some understanding of the importance of health and safety before riding a horse
- show awareness of factors and checks to make before choosing their riding surroundings.

### Learning aim B

**For distinction standard**, learners will:

- handle and walk a horse to a mounting block safely and efficiently, without any assistance, and correctly set up the horse to mount, using appropriate techniques to get astride
- line up a horse with a mounting block safely and efficiently, without any assistance, and correctly set up the horse to dismount, using appropriate techniques to get off safely
- demonstrate competent use of reins in two different riding scenarios (e.g. direct, turn, change) safely and efficiently, without any assistance, and explain reason to lengthen or shorten reins
- show awareness of and compliance to health and safety measures as outlined in appropriate legislation, including those related to equine welfare
- modify mount and dismount techniques in response to a particular situation such as a problematic location or behaviour of the horse.

**For merit standard**, learners will:

- handle and walk a horse to a mounting block safely, with minimal assistance, and correctly set up the horse to mount, using appropriate techniques to get astride
- line up a horse with a mounting block safely, with minimal assistance, and correctly set up the horse to dismount, using appropriate techniques to get off safely
- demonstrate use of reins in two different riding scenarios (e.g. direct, turn, change) safely and efficiently, without any assistance,
- show awareness of and compliance to health and safety measures as outlined in appropriate legislation, including those related to equine welfare.

**For pass standard**, learners will:

- handle and walk a horse to a mounting block safely, with some assistance, and correctly set up the horse to mount, using appropriate techniques to get astride
- line up a horse with a mounting block safely, with some assistance, and correctly set up the horse to dismount, using appropriate techniques to get off safely
- demonstrate use of reins in two different riding scenarios (e.g. direct, turn, change) safely, with minimal assistance,
- comply with health and safety measures as outlined in appropriate legislation.

## UNIT 7: RIDING HORSES ON THE FLAT

**Learning aim C**

**For distinction standard**, learners will:

- demonstrate proficient riding techniques in walk, trot and canter, using a professional and confident approach
- show control, rhythm and balance all of the time when riding a horse in all three gaits – walk, trot and canter
- demonstrate an ability to ride different horses effectively, with consideration of individual requirements and horse welfare.

**For merit standard**, learners will:

- demonstrate confident riding techniques in walk, trot and canter
- show control, rhythm and balance most of the time when riding a horse in all three gaits – walk, trot and canter
- demonstrate correctly three school movements without assistance
- show willingness and confidence to ride different horses effectively, with consideration of individual requirements and horse welfare.

**For pass standard**, learners will:

- ride a horse in walk and trot confidently
- demonstrate three school movements correctly
- attempt to canter a horse using a safe and correct approach
- show control and balance when riding a horse in walk and trot
- demonstrate correctly three school movements with minimal assistance.

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

This scenario requires the use of real-life horses.

You work on a training yard and you have been asked to exercise one of the new horses that has recently been brought in for training. You are expected to ride the horse in an open space around the gallops in all three gaits – walk, trot and canter.

You must demonstrate:

- awareness of health and safety measures as well as the current conditions and surroundings while preparing to ride
- mount and dismount techniques
- riding in walk, trot and canter.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Repeat the same activity, riding a different horse.



## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

The tutor leads a discussion in which learners share their understanding of the concept of riding horses on the flat, and share their current experiences. The tutor asks open questions to develop a practical awareness of health and safety and the principles of riding. Learners should be encouraged to think about the environmental surroundings and what factors to take into account before they ride. Once learners are comfortable with handling horses on the ground, they will develop their skills for correct mount and dismount techniques. This can then lead to learning how to ride a horse in walk, trot and canter.

**Suggested time:** about 3 hours.

#### Activity: Equine safety checks

In a practical activity, learners discuss and identify possible health and safety risks and factors that should be considered before riding. They prepare a horse for riding by putting on all of its tack and additional equipment, such as boots, and then check all areas for safety before mounting.

**Suggested time:** about 3 hours.

#### Activity: Awareness of riding surroundings

In a practical activity, learners explore and visit different riding locations and surroundings, assessing the factors that should be considered before riding and the reasons behind them.

**Suggested time:** about 3 hours.

#### Activity: Mount and dismount

The tutor leads a demonstration of mounting and dismounting using, if possible, a mechanical horse.

In pairs and under supervision, learners firstly practise moving and lining a horse up correctly to a mounting block. This can then develop to mount and dismount techniques. As confidence and techniques develop, learners should start to do this with no assistance. The activity could then develop by using a more challenging horse in a different environment, where a mounting block may not be accessible.

**Suggested time:** about 5 hours.

#### Activity: Riding in walk, trot and canter

The tutor leads a demonstration, using a mechanical horse if available, which focuses on rider position, balance and rhythm (while not needing to also concentrate on horse welfare).

Once confidence has developed, learners can move from the mechanical horse to a real horse.

The tutor demonstrates the correct seating and hand position while mounted on a horse and learners practise this, with assistance if required. They transition to walk, demonstrating control and safety on both reins. As confidence develops, this can lead to trot and, when walk and trot are well established, to canter at a later stage.

**Suggested time:** about 15 hours.

### Essential resources

For this unit, learners will need access to:

- at least two horses
- a suitable riding surface such as a manège
- horse tack and equipment.

### Links to other units

This unit has strong links to:

- Unit 4: Principles of Working with Horses
- Unit 6: Practical Equine Behaviour.

### Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from equine industries
- work experience
- own business materials as exemplars
- support from local business staff as mentors.



## Unit 8: Practical Yard Duties

Level: **2**

Unit type: **Mandatory**

Assessment type: **Internal Synoptic**

Guided learning hours: **60**

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### Unit in brief

Learners study and gain the practical knowledge required to correctly maintain the stable environment and take effective care of horses' health and welfare.

### Unit introduction

The equine industry is diverse and rapidly expanding, with many different jobs available. The industry needs people who have the essential knowledge, understanding and skills to care for horses effectively.

In this unit, you will develop the practical knowledge and skills required to work in the stable environment, and you will learn how to care for horses safely, efficiently and effectively. The horse's living environment is essential to maintaining its wellbeing, and practical care of enclosure and pasture is a necessary part of a stable's daily routines. You will learn to consider safety and accident procedures, how to proceed in the event of an accident, and basic first aid. You will build on the knowledge and skills developed in units relating to equine behaviour, as well as tack and equipment, by applying your understanding of health and safety, horse behaviour and safe approach techniques.

This qualification will help you gain employment as a stable hand, assistant groom and yard assistant.

### Learning aims

In this unit you will:

- A** Undertake stable daily duties
- B** Undertake horse handling and grooming practices
- C** Explore pasture maintenance
- D** Understand health and safety and emergency procedures in the yard.

## UNIT 8: PRACTICAL YARD DUTIES

## Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
<b>A</b> Undertake stable daily duties	<b>A1</b> Daily duties <b>A2</b> Feeding and watering	A yard duties project based on the accommodation and husbandry of horses evidenced by authenticated photographs, video diary, storyboards, posters, written documents and observation records/witness statements.
<b>B</b> Undertake horse handling and grooming practices	<b>B1</b> Safe horse handling <b>B2</b> Grooming	
<b>C</b> Explore pasture maintenance	<b>C1</b> Paddock maintenance <b>C2</b> Importance of pasture maintenance	
<b>D</b> Understand health and safety and emergency procedures in the yard	<b>D1</b> Safety and first aid	Practical health and safety witness statements/observation records and risk assessments.
<b>Key teaching areas in this unit include:</b>		
Sector skills	Knowledge	Transferable skills/behaviours
<ul style="list-style-type: none"> <li>• Practical stable yard maintenance skills</li> <li>• Practical accident and emergency response procedures</li> <li>• Practical pasture maintenance skills</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety in the stable setting</li> <li>• Stable clean and feed routines</li> <li>• Pasture maintenance</li> <li>• Work that is carried out by a stable yard assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing for work</li> <li>• Developing practical and technical skills</li> <li>• Managing information</li> </ul>

## Unit content

### Knowledge and sector skills

#### Learning aim A: Undertake stable daily duties

##### A1 Daily duties

Basic stable duties, daily tasks and checks required, including:

- mucking out, skipping out and bedding down with a range of bedding types, e.g. straw, shavings, paper, wood pellets and rubber matting
- using appropriate equipment, e.g. fork, shovel, shaving fork, broom, wheelbarrow or skip
- disposing of waste, e.g. muck-heap, general waste, farm waste (haylage wrap)
- hygiene, e.g. cleaning water and feed containers, disinfection under rubber matting, cleaning of personal protective equipment (PPE), e.g. ensuring boots are cleaned between different stable yards to minimise spread of disease
- link between high cleaning standards and disease prevention.

##### A2 Feeding and watering

Feeding and watering horses, including:

- forage types available, e.g. hay, haylage, fibre replacement feed, straw
- feed types available, e.g. fibre, coarse mixes, pellets, nuts, straights, youngstock mix, competition mix, 'good-doer'
- supplements/medication, if relevant
- feeding techniques, e.g. frequency of feeds, quantity of feed, position of feed in the environment, treat balls
- watering techniques, e.g. buckets, automatic water trough, natural stream
- poor-quality feed, e.g. mouldy, sell-by date passed, damp, rodent-infested
- impact of giving poor-quality feed, e.g. lower immune system, nutrient value low resulting in an unthrifty horse and weight loss
- rules of feeding, e.g. feed little and often, not exercising immediately after feeding
- daily health checks to be considered during feeding and watering, e.g. 'Has the horse eaten?' and 'Has the horse drunk water?', reporting concerns to supervisor.

#### Learning aim B: Undertake horse handling and grooming practices

##### B1 Safe horse handling

- Preparation before approaching the horse:
  - PPE required, health and safety issues surrounding horse handling
  - background knowledge about horse – breed, age, temperament
  - local environment assessed for danger – risk assessment completed
  - assessing behaviour and body language of horse.
- Approaching the horse:
  - appropriate body language and voice commands
  - communicating effectively, e.g. approaching horse quietly and confidently, safety, using voice, handling equipment
  - influence on the horse – position of handler on approach.
- Positioning the horse:
  - handler position for correctly leading horse
  - positioning horse correctly, e.g. for vet, clipping or bathing.

## UNIT 8: PRACTICAL YARD DUTIES

**B2 Grooming**

Care required for grooming both stabled horses and those at grass:

- reasons for grooming, e.g. to maintain condition, prevent disease, promote health, ensure cleanliness, improve appearance
- use and purpose of the main items within the grooming kit, to include hoof pick, dandy brush, body brush, metal curry comb, rubber curry comb, plastic curry comb, mane and tail comb, sponges/wipes, stable rubber
- reasons for hoof picking – hoof cleaning, hoof picks, importance of keeping frog clean relating to physiology/horse health
- care of the grooming equipment, e.g. methods and frequency of cleaning and storage
- grooming techniques, e.g. full groom, quartering and strapping
- differences between grooming a stabled horse and grooming a grass-kept horse – equipment used and reasons, e.g. protective oils in coat, thinner coat if clipped and rugged – sensitivity.

**B3 Tack and equipment use**

- Selection and fitting of tack and equipment to horses and riders around the yard as needed, to include running martingale, breastplate, snaffle bridle, saddle, rugs and boots.
- Safety checking, cleaning and storage of tack and equipment.

**Learning aim C: Explore pasture maintenance****C1 Paddock maintenance**

Care required for maintaining the paddock environment and the daily tasks and checks required, including:

- daily inspections and grassland checks:
  - removal of droppings – equipment to use, where they are placed
  - fencing, gates, security and access
  - shelter, e.g. natural and artificial
  - identification of poisonous plants, e.g. ragwort, sycamore, oak, yew, bracken, privet, foxglove, deadly nightshade
  - weed control, including poisonous plants and weeds, e.g. ragwort, thistles, docks
  - identification of good and bad grasses for horses.

**C2 Importance of pasture maintenance**

Reasons for pasture maintenance:

- grazing requirements, including quality and quantity of grazing available (excess and deficient)
- fertilisation of grasses
- pasture rotation
- potential causes of injury, e.g. rubbish, rabbit holes, companions
- water supply, e.g. quantity, freshness, hygiene, ease of access
- maintenance of grassland.

**Learning aim D: Understand health and safety and emergency procedures in the yard****D1 Safety and first aid**

- PPE, suitable clothing for safe work.
- Potential hazards (assessing, who to report to).
- Accident prevention.
- Manual handling and lifting techniques.
- Health and safety in the stable environment.
- Fire risk and prevention, e.g. procedures in the event of fire, firefighting equipment (fire extinguishers).
- Procedures in the event of an incident (priorities of first aid, accident reporting, nominated first aider).

**Transferable skills****Preparing for work**

- Undertaking practical yard assistant duties, including daily clean and feed routines, horse visual checks, grooming, and health and safety protocols.

**Developing practical and technical skills**

- Demonstrating methods of practical stable-working duties, basic horse care and grooming, pasture maintenance, and stable health and safety protocols.

**Managing information**

- Using information from practical sessions and applying to workplace scenarios and settings.



## UNIT 8: PRACTICAL YARD DUTIES

## Assessment criteria

Pass	Merit	Distinction
Learning aim A: Undertake stable daily duties		
<b>A.P1</b> Perform daily/weekly stable duties, selecting appropriate equipment.	<b>A.M1</b> Perform stable duties effectively, including feeding and watering safely to meet given objectives.	<b>A.D1</b> Confidently perform stable duties effectively, commenting on standards for feeding and disease prevention.
<b>A.P2</b> Perform feeding and watering duties, selecting suitable horse feeds.		
Learning aim B: Undertake horse handling and grooming practices		
<b>B.P3</b> Perform safe horse approach and handling techniques.	<b>B.M2</b> Perform safe handling and grooming of two different horse breeds, making links between horse temperament and safe approach.	<b>B.D2</b> Justify horse approach and grooming techniques performed for two different horse breeds.
<b>B.P4</b> Perform safe grooming techniques using the correct equipment.		
Learning aim C: Explore pasture maintenance		
<b>C.P5</b> Perform effective routine checks for paddock maintenance.	<b>C.M3</b> Assess selected paddock environments for use, making links to weed control and grass quality.	<b>C.D3</b> Comprehensively assess selected paddock and pasture for suitability, suggesting improvements and rotation timing.
<b>C.P6</b> Explain reasons for paddock and pasture maintenance.		
Learning aim D: Understand health and safety and emergency procedures in the yard		
<b>D.P7</b> Describe essential health and safety and emergency procedures in an equine environment.	<b>D.M4</b> Explain accident, first aid and fire responses in the stable environment.	<b>D.D4</b> Demonstrate appropriate responses to two health and safety scenarios.
<b>D.P8</b> Identify potential hazards and an individual to report to within a selected area.		

## Essential information for assessment decisions

### Learning aim A

**For distinction standard**, learners will:

- give suitable guidelines for clean and feed duties, incorporating feeding techniques and feeding frequencies for two selected horses
- give a comprehensive explanation on the link between high cleaning standards and disease prevention
- show clear understanding of the forage and food types available and why selected feeds are used in the setting.

**For merit standard**, learners will:

- carry out cleaning duties for two stables safely, including the removal of dirty bedding and selecting and replacing fresh bedding while using correctly selected equipment
- prepare, select and measure out the correct amount of feed for two selected horses competently
- comment on hygiene in relation to cleaning and cleaning equipment
- comment on the rules of feeding and feed types available.

**For pass standard**, learners will:

- carry out the mucking out of two stables using the correct selected equipment
- carry out morning or afternoon/evening feeding and water sessions for two horses, selecting the correct feed and supplements (if applicable).

### Learning aim B

**For distinction standard**, learners will:

- demonstrate and explain proficiently the safe approach technique used when approaching two different horse breeds
- give a clear explanation of handler location on approach
- give articulate reasons for grooming and hoof picking in relation to overall horse health and welfare
- give three differences between grooming a stabled horse and a grass-kept horse
- demonstrate two grooming techniques competently.

**For merit standard**, learners will:

- demonstrate safe handling of two different horse breeds
- demonstrate two different grooming techniques on two different horse breeds
- give an explanation of horse temperament and chosen safe approach.

**For pass standard**, learners will:

- select the correct equipment for grooming two different horses
- give a clear explanation for the purpose and care of a grooming kit (minimum four pieces)
- demonstrate safe horse approach for two different horse breeds.

## UNIT 8: PRACTICAL YARD DUTIES

**Learning aim C****For distinction standard**, learners will:

- give detailed information that justifies the suitability of two selected paddock/pasture habitats for horses
- recommend appropriate improvements to the grass quality and weed control of a given paddock/pasture habitat
- identify three poisonous plants confidently, giving in-depth guidance for their removal/management
- give three detailed scenarios for pasture and paddock/pasture improvements to prevent horse injury and ensure good water supply and pasture rotation.

**For merit standard**, learners will:

- use a pasture and grassland checklist to give information on the suitability for horses of two selected paddock/pasture habitats
- comment on grass quality and current weed control of a given paddock/pasture habitat
- identify three poisonous plants, giving some guidance on their management
- give two suggestions for future paddock/pasture maintenance.

**For pass standard**, learners will:

- give three reasons for pasture maintenance
- comment on daily pasture checks – create daily pasture and grassland checklist.

**Learning aim D****For distinction standard**, learners will:

- demonstrate the response required to two health and safety scenarios competently, which may include fire drill, poor manual handling of staff, dangerous hazard identification and reporting
- give clear and articulate instructions of the response required and management of individuals on site.

**For merit standard**, learners will:

- give a brief explanation/guidelines on stable health and safety protocols – using the ones in place for guidance
- give a brief explanation/demonstrate response on a given accident, case study or scenario (fall, cut, bite, etc.) and response required
- give information on stable first-aider
- give information on stable fire drill and gather locations.

**For pass standard**, learners will:

- carry out and give information about basic health and safety assessment in a selected stable area
- give the name of an individual to whom health and safety issues are reported
- identify three potential hazards in a selected stable area (can be created hazards for assessment scenario).

## Assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity. *Section 6* gives information on setting assignments and there is further information on our website.

A suggested structure for summative assessment is shown in the *Unit summary* section, along with suitable forms of evidence. This is for illustrative purposes only and can therefore be adapted to meet local needs or to assess across units where suitable opportunities exist. The information in the *Links to other units* section will be helpful in identifying opportunities for assessment across units.

The following scenario could be used to produce the required evidence for this unit. Centres are free to use comparable scenarios or other forms of evidence, provided that they meet the assessment requirements of the unit.

### Suggested scenario

This scenario requires the use of real-life horses.

You have been working as a stable yard assistant in an established riding school. You have been working hard to progress from assistant to stable yard hand. You have been asked by your supervisor to train up a volunteer who has shown the potential to become a stable yard assistant. Your supervisor has asked you to personally train up the volunteer on daily duties, horse care and grooming, pasture maintenance and important health and safety protocols within the stable environment. This opportunity enables you to pass on your comprehensive stable knowledge and show your supervisor that you are ready to progress within your employment.

You have decided to create some practical demonstration videos, posters and information leaflets to show the volunteer. You have decided that the following should be covered:

- outline of daily clean and feed duties, including mucking out, equipment and hygiene
- signs and symptoms of good/poor health in stable (urine, faeces, food eaten, etc.)
- food and water timetabling, including images of bags and feeds used/amounts, feeding guidelines
- information on horses the volunteer will be dealing with and their safe approach, safe handling, basic grooming techniques and healthcare
- signs of good/poor health that can be assessed when grooming and handling horses
- general paddock maintenance, including importance, reasons and daily checks
- health and safety and first-aid procedures, protocols and reporting system.

**If a retake is necessary, an alternative example must be used. The following is an example of a retake assessment activity.**

Learners should produce posters and video information relating to a different setting, using a different horse within the stable, and a different pasture and health and safety scenario.

## Further information for tutors and assessors

### Delivery guidance

The following are examples of practical activities and workshops that tutors could use when developing sector and transferable skills in the delivery of this unit. Wherever possible, practical activities should be used to help learners develop both personal and sector skills in preparation for the final assessment. These suggestions are not intended as a definitive guide to cover the full GLH of the unit.

#### Introduction to unit

The tutor takes learners on a guided tour of a stables, as seen from the yard assistant/supervisor point of view, including the horse housing, pastures, paddocks and offices, to include fire assembly points, fire extinguisher locations and location of health and safety file.

During the tour, learners note locations for health and safety equipment, daily duties/information locations, e.g. types of feed amounts etc. The tutor leads a recap session on stable yard equipment location, and horse handling and grooming equipment.

If learners have completed units related to this, the tutor could create a recap game/session.

In groups, learners share ideas based on a series of questions about the stables: what they recall, recent duties completed and their relevance to this unit. What information do they feel relevant/valuable? What areas do they feel less confident in?

Learners summarise the daily routine for cleaning and feeding, food storage and feeds used. They discuss how often horses should be handled and groomed, and the tutor encourages learners to think about their role as a yard assistant, and the duties and yard responsibilities involved.

**Suggested time:** about 3–4 hours.

#### Activity: Daily duties

The tutor leads a session on morning and afternoon cleaning and feeding routines, demonstrating how to create a feed chart and plan, and discussing the rules of feeding, feeding frequency and feeds available.

In a classroom or practical session, with an array of feed bags/types (can be printed labels if more convenient), learners work in small groups to carry out research on allocated feeds. They present their findings: suitability, feed types, cost, advantages and disadvantages, etc., and familiarise themselves with the feeds used in their current stable.

In a follow-on session, the tutor leads a discussion on the impact of poor-quality feed, the supplements available and the rules of feeding.

Learners brainstorm potential issues with water and watering before investigating current water techniques and their suitability (the cleanliness of troughs etc.). They feed back to the class and discuss how often water vessels should be checked and/or cleaned.

The tutor leads a classroom session on basic daily cleaning duties, correct equipment to be used, mucking out, safe dirty-bedding removal, bedding available and hygiene. This is followed by a practical cleaning session to demonstrate the knowledge gained from previous sessions.

Learners should experience multiple cleaning and feeding sessions.

**Suggested time:** about 8–12 hours.

**Activity: Grooming and horse handling**

The tutor leads a number of classroom sessions on learners' horse approach, handling and grooming experience to date, and supports learners in discussing and developing knowledge from other completed units. What has been covered, how many practical sessions have been completed?

Learners use role play to create step-by-step safe horse approach techniques and safe horse-handling guidelines.

An industry expert uses a practical session to demonstrate safe approach, including specifics on horse temperament and positioning. Learners practise safe horse approach and handling techniques.

In a classroom session, learners 'match the labels' to the grooming equipment, to include use and purpose as well as name. The tutor supports the game with open questions relating to the reasons for grooming stabled and field-kept horses.

In a practical session, learners practise handling horses and the cleaning and care of grooming and other equipment, such as tack etc.

In a follow-up session, learners feed back on the benefits of grooming in relation to horse health and care, incorporating links to horse health and physiology.

**Suggested time:** about 10–12 hours.

**Activity: Pasture and paddock**

In a practical 'walk-through' session, an industry expert carries out a daily inspection and check of the paddock and grasslands available for use. Learners take notes on what the industry expert is observing and any associated comments.

In a classroom session, the tutor leads on what was learned in the practical session and the checks that were carried out, building on learners' current knowledge and ensuring that fencing, gates, removal of droppings and shelter are covered.

In classroom or practical session(s), an industry expert leads (if possible) on weed control and poisonous plants and weeds. This should include visual identification aids and weed control methods. Identification of good and bad grasses should also be included, as should the importance of pasture maintenance (with learners contributing where possible).

In a follow-up practical session and paddock inspection for poisonous plants and weeds, learners, in small groups, are allocated a paddock (area of) and take photos of plants to aid their presentation of findings. When following up, the tutor leads on the quality and quantity of grazing available, linking in pasture rotation.

Health and safety when in fields or paddocks should be addressed in each practical session.

**Suggested time:** about 10–12 hours.

## UNIT 8: PRACTICAL YARD DUTIES

**Activity: Health and safety**

In a classroom session, the tutor supports learners in exploring their current knowledge and understanding of health and safety processes: what they have become aware of or have observed in a stable setting.

Learners play the game 'hangman', using the PPE that is often used in the stable setting as a focus. The tutor includes prompts such as why it is used/suitability for safe work etc. to build on learners' knowledge, and introduces hazards in the working environment and accident prevention. The tutor provides images/pictures of stables or different areas of an equine establishment and learners circle the hazards that they can see. They feed back their findings and the tutor builds on their observations, discussing and using open questions with the class on accident prevention.

In a manual handling session, learners play an 'army game'/lifting challenge (safe) to build on previous manual handling knowledge. They assess each other's manual handling and lifting techniques.

In a practical session relating to fire risk and prevention, learners carry out the procedures to be used in the event of fire, including the firefighting equipment on site and using the assembly point. This could incorporate timing, with an allocated learner in charge as fire marshal, and an opportunity to locate the health and safety and incident report files on site. The tutor uses a follow-up session to go through health and safety documents and accident reporting.

Using practical sessions, learners have many opportunities to role play accident scenarios.

**Suggested time:** about 6–8 hours.

## Essential resources

For this unit, learners will need access to:

- a stable setting with well-managed horses
- a variety of equine foods
- pasture – a minimum of two fields
- cleaning equipment
- health and safety protocols
- a library and specialised textbooks
- the internet and video-sharing websites.

## Links to other units

The table below illustrates how knowledge, understanding and skills from units across this qualification provide links to *Unit 8: Practical Yard Duties*.

Unit	Synoptic links to Unit 8: Practical Yard Duties
Unit 1: Equine Tack and Equipment	<ul style="list-style-type: none"> <li>• Selecting clothing and equipment for both horse and rider around that yard.</li> <li>• Fitting and maintaining horse tack.</li> <li>• Fitting and maintaining clothing.</li> </ul>
Unit 2: Introduction to Equine Biology and Health	<ul style="list-style-type: none"> <li>• Using understanding of the physical needs and health issues of horses in the yard.</li> <li>• Using understanding of how a yard environment will influence horses' physical and mental health.</li> </ul>
Unit 3: Equine Work Placement	<ul style="list-style-type: none"> <li>• Using the work skills and behaviours developed in a real working environment.</li> <li>• Working safely around horses and ponies.</li> </ul>
Unit 4: Principles of Working with Horses	<ul style="list-style-type: none"> <li>• Using understanding of horse health and welfare needs when working with horses in the yard.</li> <li>• Using understanding of day-to-day care of stabled and field-kept horses.</li> </ul>
Unit 5: Equine Preparation and Plaiting	<ul style="list-style-type: none"> <li>• Using the skills of preparing horses in the yard for handling and grooming purposes.</li> <li>• Using the skills of plaiting horses in and around the yard for grooming purposes.</li> </ul>
Unit 6: Practical Equine Behaviour	<ul style="list-style-type: none"> <li>• Interpreting, assessing and managing horse behaviour in and around a yard.</li> </ul>
Unit 7: Riding Horses on the Flat	<ul style="list-style-type: none"> <li>• Using the skills of facilitating riding localised to the yard.</li> <li>• Walking and trotting horses in and around the yard.</li> </ul>



## UNIT 8: PRACTICAL YARD DUTIES

**Employer involvement**

This unit would benefit from employer involvement in the form of:

- industry experts as guest speakers
- visits to horse establishments
- work experience
- own business materials as exemplars, including health and safety documents
- support from local business staff as mentors.

## 4 Planning your programme

### Is there a learner entry requirement?

As a centre, it is your responsibility to ensure that recruited learners have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 1.

Learners are most likely to succeed if they have:

- three or four GCSEs at intermediate grades and/or
- BTEC qualification(s) at Level 1 or Level 1/2
- Level 1 equivalent achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, learners may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

### What is involved in becoming an approved centre?

All centres must be approved before they can offer this qualification – so that you are ready to assess learners and so that we can provide the support needed. Further information is given in *Section 8 Administrative arrangements*.

### What level of sector knowledge is needed to deliver this qualification?

We do not set any requirements for tutors but expect centres to assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date with current industry practice. This will give learners a rich programme to prepare them for progression.

### What resources are required to deliver this qualification?

As part of your centre approval, you will need to show that the necessary material resources and workspaces are available to deliver the qualification. For some units, specific resources are required.

### What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each unit includes delivery guidance and suggested assessment tasks. Using the delivery guidance and suggested assessment tasks and our additional free delivery guidance and assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This will naturally draw in the kind of broader attributes valued in the sector, for example teamwork when feeding and exercising horses, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork, independent learning.

## What are the requirements for meaningful employer involvement?

This qualification has been designed as a Technical Certificate qualification and as an approved centre you are required to ensure that during their study, every learner has access to meaningful activity involving employers. See *Section 2 Structure* for the requirements for employer involvement.

### Support for employer involvement

It is important that you give learners opportunities that are of a high quality and which are directly relevant to their study. We will support you in this through guidance materials and by giving you examples of best practice. See *Section 11 Resources and support* for details of the support available, including the Work Experience Toolkit.

## What support is available for delivery and assessment?

We provide a wealth of support materials, including schemes of learning, delivery plans, assignment briefs, additional papers for external assessments and examples of marked learner work.

To support you with planning your assessments, you will be allocated a Standards Verifier early in the planning stage. There will be extensive training programmes and support from our Subject Advisor team.

For further details see *Section 11 Resources and support*.

## How will my learners become more employable through this qualification?

This qualification has underpinning links to horse care relevant occupational standards.

Learners will be acquiring the key technical and sector knowledge, and practical and technical skills that employers need. Employability skills, such as teamwork and entrepreneurialism, and completing realistic tasks have also been built into the design of the learning aims and content. This gives tutors the opportunity to use relevant contexts, scenarios and materials to enable learners to develop a portfolio of evidence that demonstrates the breadth of their skills and knowledge in a way that equips them for employment.

## 5 Assessment structure

The Pearson BTEC Level 2 Technical Diploma is assessed using a combination of *internal assessments*, which are set and marked by tutors, and *external assessments*, which are set and marked by Pearson.

We have taken great care to ensure that the assessment method chosen is appropriate to the content of the unit and is in line with requirements from employers.

In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

One internally-assessed unit in the qualification is defined as synoptic (see *Section 2 Structure*). A synoptic assessment is one that a learner should take later in a programme and in which they will be expected to apply learning from a range of units. As such, you must plan the assignments so that learners can demonstrate learning from across their programme.

We have addressed the need to ensure that the time allocated to final assessment of internal and external units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

In administering internal and external assessment, the centre needs to be aware of the specific procedures and policies that apply, for example to registration, entries and results. An overview with signposting to relevant documents is given in *Section 8 Administration arrangements*.

## 6 Internal assessment

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Guide to Quality Assurance* available on our website. All members of the assessment team need to refer to this document.

For this qualification, it is important that you can meet the expectations of stakeholders and the needs of learners by providing a programme that is practical and applied. You can tailor programmes to meet local needs and use links with local employers and the wider vocational sector.

When internal assessment is operated effectively, it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

### Principles of internal assessment

Our approach to internal assessment for this qualification offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, which we explain in *Section 3 Units*, and the requirements for delivering assessment given in *Section 8 Administrative arrangements*.

### Operating internal assessment

#### The assessment team

It is important that there is an effective team for internal assessment so that all assessment is planned and verified. For this qualification it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full information is given in the *Pearson Guide to Quality Assurance*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for the planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

#### Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the internally-assessed units and maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Guide to Quality Assurance*.

### Effective organisation

Internal assessment needs to be well organised so that learners' progress can be tracked and so that we can monitor that assessment is being carried out in line with national standards. We support you through, for example, providing training materials and sample documentation. Our online myBTEC service can help support you in planning and record keeping. Further information on using myBTEC can be found in *Section 11 Resources and support* and on our website.

It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

### Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how learners should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

You are encouraged to employ a range of formative assessment approaches before putting learners through to the assignments to formally assess the units. Formative assessment supports teaching and learning, and should be ongoing throughout the learning process. It enables tutors to enhance learning by giving learners constructive feedback so that they can identify their strengths and weaknesses, and to put measures in place to target areas that need work. Formative assessment approaches that incorporate reflective learning and regular skills assessment are important in encouraging self-development and reflective practice, to ensure that learners progress.

### Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. This assignment will be separate from the practice and exploration activities that have been used during the learning period, and learners must understand that the assignment is being used to judge the learning aims. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria.

When setting your assignments, you need to work with the information given in the *Essential information for assessment decisions* and the *Assessment activity* sections of the units. You can choose to use the suggested scenarios or to adapt them to take account of local circumstances, provided that assignments are verified.

In designing your own assignment briefs you should bear in mind the following points.

- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- Learners should be given clear tasks, activities and structures for evidence; the criteria should not be given as tasks.
- You must ensure that assignments for synoptic assessment are designed to enable learners to draw on the specific units identified and demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge in an integrated way. Assignments for the synoptic unit will be monitored at programme level as part of the standards verification process to ensure that they encourage learners to select and apply their learning from across the qualification in an integrated way.
- Where there is a requirement for assessment to be conducted in the real work environment (mandatory work placement), assignments must be designed to facilitate this. Where there is no mandatory requirement for workplace assessment but learners will be in work placement or work experience settings as a part of the programme, then it would be worthwhile if these assignments were also designed for completion in the real work environment. You must ensure that the work placement or work experience setting gives learners the opportunity to achieve at all grade levels.

As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning objective. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out a practical performance, then they must address all the relevant range of content that applies in that instance.

An assignment brief should have:

- a vocational scenario or context that motivates the learner to apply their learning through the assignment
- an audience or purpose for which the evidence is being provided
- clear instructions to the learner about what they are required to do, normally set out through a series of tasks.

### Forms of evidence

The units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information on suitable forms of evidence and that would give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

The main forms of evidence include:

- observation and recordings of practical tasks or performance in the workplace with supporting evidence
- projects
- recordings of role play, interviews and other types of simulated activity
- oral or written presentations with assessor questioning
- work logbooks, reflective journals.

It is important to note that an observation record is a source of evidence and does not confer an assessment decision. It must be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance and must clearly document the rationale for the assessment decision. Observation records should be accompanied by supporting evidence, which may take the form of videos, audio recordings, photographs, preparation notes, learner logs and other similar types of record.

The form(s) of evidence selected must allow:

- the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- the learner to produce evidence that is their own independent work
- a verifier to independently reassess the learner to check the assessor's decisions.

Centres need to take particular care in ensuring that learners produce independent work.

## Making valid assessment decisions

### Assessment decisions through applying unit-based criteria

Assessment decisions for this qualification are based on the specific criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of sector-specific knowledge, technical and practical skills, and transferable skills appropriate to the purpose of the qualification.

Pass, Merit and Distinction criteria all relate to individual learning aims. The assessment criteria for a unit are hierarchical and holistic where in satisfying the M criteria a learner would also have satisfied the P criteria. The unit assessment grid shows the relationships among the criteria so that assessors can apply all the criteria to the learner's evidence at the same time.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and all the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and all the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 2 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.



### Making assessment decisions using criteria

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information provided in units and training materials. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

### Authenticity of learner work

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved, learners must work independently.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 8 Administrative arrangements*.

### Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, for example that the learner has not performed as expected
- making sure that giving a further opportunity does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who did not complete assignments by your planned deadline or an authorised extension deadline, if one was given for specific circumstances, may not have the opportunity to subsequently resubmit. Similarly, learners who submit work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is a Pass.

The Lead IV must authorise a retake with a new assignment only in exceptional circumstances and where it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment* available on our website. We provide information on writing assignments for retakes on our website ([www.btec.co.uk/keydocuments](http://www.btec.co.uk/keydocuments)).

## 7 External assessment

A summary of the type and availability of external assessment for this qualification is given below. These external assessments assess units that are 33.3% of the total qualification GLH and are weighted to contribute the same proportion of the overall qualification grade.

See the units and sample assessment materials for more information.

Units	Type	Availability
<b>Unit 2: Introduction to Equine Biology and Health</b>	<ul style="list-style-type: none"> <li>Onscreen test set and marked by Pearson.</li> <li>75 minutes.</li> <li>60 marks.</li> </ul>	On demand First assessment March 2018
<b>Unit 4: Principles of Working with Horses</b>	<ul style="list-style-type: none"> <li>Onscreen test set and marked by Pearson.</li> <li>75 minutes.</li> <li>60 marks.</li> </ul>	On demand First assessment March 2018

For *Units 2 and 4*, onscreen tests are available on demand starting from January 2018. These tests use a range of question types, including examiner marked. As tests have a full marking process, results for individual learners will be released once the process is complete and the time to results issue will vary.

We will provide annually, in our *Information Manual*, a detailed timetable for entries, assessment and results. Resits cannot be scheduled until a learner's result has been issued.

Learners must be prepared for external assessment by the time they undertake it. In preparing learners for assessment, you will want to take account of required learning time, the relationship with any other external assessments and opportunities for retaking. Learners are permitted two attempts at an external assessment and the better of the grades achieved will be the one used in the final grade calculation for the qualification.

### Units

The externally-assessed units have a specific format which we explain in *Section 3 Units*. The content of units will be sampled across external assessments over time through appropriate papers. The ways in which learners are assessed are shown through the assessment outcomes and grading descriptors.

### Sample assessment materials

Each externally-assessed unit has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website.

### Conducting external assessments

Centres must make arrangements for the secure delivery of external assessments. You need to ensure that learners are aware that they need to work independently and be aware of the requirements for any external assessment.

Each external assessment has a defined degree of control under which it must take place. Some external assessments may have more than one part and each part may have a different degree of control. We define degrees of control as follows.

### **High control**

This is the completion of assessment in formal invigilated examination conditions.

### **Medium control**

This is completion of assessment, usually over a longer period of time, which may include a period of controlled conditions. The controlled conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.

Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments*, available on our website.

## 8 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

### Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

### Access to assessment

Both internal and external assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires that all learners have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

## Administrative arrangements for internal assessment

### Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual*. Records must be maintained as specified as we may ask to audit them.

### Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner takes an assessment. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units*.

### Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration only in line with the policy.

### Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment being conducted unfairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and appeals about Pearson Vocational Qualifications*.

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors to include the:

- needs of the learner with the disability
- effectiveness of the adjustment
- cost of the adjustment; and
- likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners who they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

## Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

### Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Externally-assessed units

External assessment means all aspects of units that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [candidatemalpractice@pearson.com](mailto:candidatemalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.



### Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of centres are requested to inform the Investigations Team by submitting a *JCQ Form M2(a)* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see Section 6.15 of the *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* document.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

### Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for external assessments
- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from heads of centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, which is on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com) who will inform you of the next steps.

## Certification and results

Once a learner has completed all the required units for a qualification, even if final results for external assessments have not been issued, then the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

### Results issue

Results for external assessment will be issued once marking is complete.

Qualification results will be issued once a learner has completed all components of the qualification and you have claimed certification. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

### Post-assessment services

Once results for external assessments are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. It is possible to transfer or reopen registration in some circumstances. Our *Information Manual* gives further information.

### Changes to qualification requests

Where a learner who has taken a qualification wants to resit an externally-assessed unit to improve their qualification grade, you firstly need to decline their overall qualification grade. You must decline the grade before the certificate is issued. For a learner receiving their results in August, you should decline the grade by the end of September if the learner intends to resit an external assessment.

## Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Lead Examiners' Reports*: these are produced after each series for each external assessment and give feedback on the overall performance of learners in response to tasks or questions set.
- *Instructions for the Conduct of External Assessments*: explains our requirements for the effective administration of external assessments, such as invigilation and submission of materials.
- Regulatory policies: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

## 9 Quality assurance

### Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

### Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment, internal verification and planning of appropriate employer involvement.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Technical Certificate and Diploma qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- undertaking an overarching review and assessment of a centre's strategy for ensuring sufficient and appropriate engagement with employers at the beginning of delivery of any BTEC programme(s)
- undertaking a review of the employer involvement planned at programme level to ensure its appropriateness at a time when additional activities can be scheduled where necessary
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Technical Certificate and Diploma qualifications. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

## 10 Understanding the qualification grade

### Awarding and reporting for the qualification

This section explains the rules that we apply in providing an overall qualification grade for each learner. The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

### Eligibility for an award

In order to be awarded the qualification, a learner must complete all units and achieve a Pass or above in all units. See the structure in *Section 2 Structure* for full details.

To achieve the qualification grade, learners must:

- achieve and **report a grade** (D, M or P) for all units within a valid combination
- achieve the **minimum number of points** at a grade threshold.

Where there are optional units in a qualification, it is the responsibility of the centre to ensure that a correct unit combination is adhered to. Learners who do not pass all the required units shown in the structure will not achieve the qualification. For example, learners who have not passed the required external units or who have not taken enough mandatory or optional units will not achieve that qualification even if they have enough points.

### Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number of optional units (where available), the mandatory units along with the optional units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

The qualification is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Diploma	PP to DD

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information.

**Points available for internal units**

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	60 GLH
<b>U</b>	0	0
<b>Pass</b>	8	16
<b>Merit</b>	12	24
<b>Distinction</b>	16	32

**Points available for the external units**

Raw marks from the external units will be awarded **points** based on performance in the assessment. The points scores available for each external unit at grade boundaries are as follows.

	Unit size
	60 GLH
<b>U</b>	0
<b>Pass</b>	16
<b>Merit</b>	24
<b>Distinction</b>	32

We will automatically calculate the points for each external unit once the external assessment has been marked and grade boundaries have been set. For more details about how we set grade boundaries in the external assessment please go to our website.

### Claiming the qualification grade

Subject to eligibility, we will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant calculation of qualification grade table for the cohort.

### Calculation of qualification grade table

Diploma	
Grade	Points threshold
PP	96
MP	112
MM	128
DM	152
DD	176

The table is subject to review over the lifetime of the qualification.  
The most up-to-date version will be issued on our website.

## Examples of grade calculations based on table applicable to registrations from September 2017

**Example 1:** Achievement of a Diploma with a PP grade

Unit	GLH	Type	Grade	Points
1	30	Internal	Merit	12
2	60	External	Pass	16
3	60	Internal	Pass	16
4	60	External	Pass	16
5	30	Internal	Pass	8
6	60	Internal	Pass	16
7	60	Internal	Pass	16
8	60	Internal	Pass	16
	<b>360</b>		<b>PP</b>	<b>116</b>

The learner has achieved a Pass or above in all units.

The learner has sufficient points for a MP grade.

**Example 2:** Achievement of a Diploma with a DD grade

Unit	GLH	Type	Grade	Points
1	30	Internal	Distinction	16
2	60	External	Merit	24
3	60	Internal	Distinction	32
4	60	External	Merit	24
5	30	Internal	Distinction	16
6	60	Internal	Distinction	32
7	60	Internal	Distinction	32
8	60	Internal	Distinction	32
	<b>360</b>		<b>DD</b>	<b>208</b>

The learner has sufficient points for a DD grade.



**Example 3:** Achievement of a Diploma with an Unclassified result

Unit	GLH	Type	Grade	Points
1	30	Internal	Merit	8
2	60	External	Merit	24
3	60	Internal	Unclassified	0
4	60	External	Pass	24
5	30	Internal	Pass	8
6	60	Internal	Pass	16
7	60	Internal	Distinction	32
8	60	Internal	Distinction	32
	<b>360</b>		<b>U</b>	<b>144</b>

The learner has a U in Unit 3.

The learner has sufficient points for a MM but has not met the requirement for a Pass, or above, in all units.

## 11 Resources and support

Our aim is to give you support to enable you to deliver Pearson BTEC Level 2 Technicals with confidence. You will find resources to support teaching and learning, assessing, and professional development on our website.

### Support for setting up your course and preparing to teach

#### Schemes of Learning

Our free Schemes of Learning give you suggestions and ideas for how to deliver the units in the qualifications, including opportunities to develop employability skills, tips on embedding mathematics and English, and how to link units through holistic assessments.

#### Delivery planner

High-level models showing how the course can be delivered over different timescales, for example six months, one year or two years.

#### myBTEC

myBTEC is a free, online toolkit that lets you plan and manage your BTEC provision from one place. It supports the delivery, assessment and quality assurance of BTEC qualifications in centres and supports teachers with the following activities:

- checking that a programme is using a valid combination of units
- creating and verifying assignment briefs (including access to a bank of assignment briefs that can be customised)
- creating assessment plans and recording assessment decisions
- tracking the progress of every learner throughout their programme.

To find out more about myBTEC, visit the myBTEC page on the support services section of our website.

### Support for teaching and learning

#### Work Experience Toolkit

Our free Work Experience Toolkit gives guidance for tutors, assessors, work-based supervisors and learners on how to make the most of work placements and work experience.

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications. Teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources are on our website.

### Support for assessment

#### Sample assessment materials for externally-assessed units

Sample assessment materials (SAMs) are available for externally-assessed units and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for externally-assessed units will also be available, giving your learners further opportunities for practice.

#### Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

We provide assignment briefs which are approved by Pearson Standards Verifiers.

### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of sample marked learner work will be made available on our website.

## Training and support from Pearson

### People to talk to

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- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
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