

The logo features the text 'BTEC' in a bold, orange, sans-serif font, with 'Level 2' in a smaller, dark blue, sans-serif font below it. To the left of the text is a white oval containing a pattern of small, orange dots.

BTEC
Level 2

Specification

BTEC Firsts

Pearson BTEC Level 2 Certificate, BTEC Level 2 Extended Certificate and BTEC Level 2 Diploma in Horse Care

For first teaching September 2010

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Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: www.pearson.com

These qualifications were previously entitled:

Edexcel BTEC Level 2 Certificate in Horse Care (QCF)

Edexcel BTEC Level 2 Extended Certificate in Horse Care (QCF)

Edexcel BTEC Level 2 Diploma in Horse Care (QCF)

The QNs remain the same.

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BTEC First qualification titles covered by this specification

Pearson BTEC Level 2 Certificate in Horse Care

Pearson BTEC Level 2 Extended Certificate in Horse Care

Pearson BTEC Level 2 Diploma in Horse Care

These qualifications have been accredited to the national framework and are eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification titles listed above feature in the funding lists published annually by the DfE and their regularly updated website. The Qualifications Accreditation Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on the learners' final certification documentation.

The QNs for the qualifications in this publication are:

Pearson BTEC Level 2 Certificate in Horse Care	500/9804/4
Pearson BTEC Level 2 Extended Certificate in Horse Care	500/9927/9
Pearson BTEC Level 2 Diploma in Horse Care	500/9929/2

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

What are BTEC Firsts?

BTEC First qualifications are undertaken in further education and sixth-form colleges, schools and other training providers, and have been since they were introduced in 1983. Their purpose, approaches to teaching, learning and assessment are established and understood by teaching professionals, employers and learners alike.

The BTEC First qualifications within this specification:

Pearson BTEC Level 2 Certificate in Horse Care

Pearson BTEC Level 2 Extended Certificate in Horse Care

Pearson BTEC Level 2 Diploma in Horse Care.

But for clarity and continuity they are referred to generically as BTEC First qualifications, where appropriate and maintain the same equivalences, benchmarks and other articulations (for example SCAAT points) as their predecessor qualifications. The following identifies the titling conventions and variations between the predecessor and new specifications.

Predecessor BTEC Firsts (accredited 2006)	BTEC Firsts (for delivery from September 2010)
Pearson Level 2 BTEC First Diploma	Pearson BTEC Level 2 Diploma
Pearson Level 2 BTEC First Certificate	Pearson BTEC Level 2 Extended Certificate
Not applicable	Pearson BTEC Level 2 Certificate

BTEC Firsts are Level 2 qualifications designed to provide specialist work-related qualifications in a range of sectors. They give learners the knowledge, understanding and skills that they need to prepare for employment. The qualifications also provide career development opportunities for those already in work. Consequently they provide a course of study for full-time or part-time learners in schools, colleges and training centres.

BTEC Firsts provide much of the underpinning knowledge and understanding for the National Occupational Standards for the sector, where these are appropriate. They are supported by the relevant Standards Setting Body (SSB) or Sector Skills Council (SSC). A number of BTEC Firsts are recognised as Technical Certificates and form part of the Apprenticeship Framework. They attract achievement and attainment points that equate to similar-sized general qualifications.

On successful completion of a BTEC First qualification, learners can progress to or within employment and/or continue their study in the same, or related vocational area.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours that it is expected the average learner will be required to undertake in order to complete and show achievement for the qualification: This is the Total Qualification Time (TQT).

Within this, Pearson will also identify the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification will need to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, such as lessons, tutorials, online instruction, supervised study giving feedback on performance.

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.

These qualifications also have a credit value, which is equal to one tenth of TQT. Pearson consults with users of these qualifications in assigning TQT and credit values.

This suite of BTEC Level 2 qualifications is available in the following sizes:

- Certificate – 150 TQT (15 credits, 90 GLH)
- Extended Certificate – 300 TQT (30 credits, 180 GLH)
- Diploma – 600 TQT (60 credits, 300 GLH)

Pearson BTEC Level 2 Certificate – 15 credits

The 15-credit BTEC Level 2 Certificate offers a specialist qualification that focuses on particular aspects of employment within the appropriate vocational sector. The BTEC Level 2 Certificate is a qualification which can extend a learner's programme of study and provide a vocational emphasis. The BTEC Level 2 Certificate is broadly equivalent to one GCSE.

The BTEC Level 2 Certificate is also suitable for more mature learners, who wish to follow a vocational programme of study as part of their continued professional development or who want to move to a different area of employment.

Pearson BTEC Level 2 Extended Certificate – 30 credits

The 30-credit BTEC Level 2 Extended Certificate extends the specialist work-related focus from the BTEC Certificate and covers the key knowledge and practical skills required in the appropriate vocational sector. The BTEC Level 2 Extended Certificate offers flexibility and a choice of emphasis through the optional units. It is broadly equivalent to two GCSEs.

The BTEC Level 2 Extended Certificate offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners may wish to extend their programme through the study of a related GCSE, a complementary NVQ or another qualification. These learning programmes can be developed to allow learners to study complementary qualifications without duplication of content.

For adult learners the BTEC Level 2 Extended Certificate can extend their experience of work in a particular sector. It is a suitable qualification for those wishing to change career or move into a particular area of employment following a career break.

The predecessor qualification to the BTEC Level 2 Extended Certificate is the Pearson Level 2 BTEC First Certificate accredited onto the Regulated Qualifications Framework, which has the same equivalences, overall size and focus to the revised accredited qualification.

Pearson BTEC Level 2 Diploma – 60 credits

The 60-credit BTEC Level 2 Diploma extends the specialist work-related focus from the BTEC Level 2 Extended Certificate. There is potential for the qualification to prepare learners for employment in the appropriate vocational sector and it is suitable for those who have decided that they wish to enter a particular area of work. It is broadly equivalent to four GCSEs.

Some learners may wish to gain the qualification in order to enter a specialist area of employment or to progress to a Level 3 programme. Other learners may want to extend the specialism they studied on the BTEC Level 2 Certificate or the BTEC Level 2 Extended Certificate programme.

The predecessor qualification to the BTEC Level 2 Diploma is the Pearson Level 2 BTEC First Diploma accredited onto the Regulated Qualifications Framework, which has the same equivalences, overall size and focus to the revised accredited qualification.

Key features of the BTEC Firsts in Horse Care

The BTEC Firsts in Horse Care have been developed in the environmental and land-based sector to provide:

- education and training for those who seek entry into employment or are employed in a variety of types of work, such as in stable work, horse husbandry, horse riding, equestrian competition and associated industries
- opportunities for learners to gain nationally recognised Level 2 vocationally related qualifications to enter employment or progress to further education or training such as the BTEC Level 3 qualifications in Horse Management or a similar related subject area
- the underpinning knowledge, understanding and skills required at this level in floristry and floral design industries
- information on the role of the horse carer and the opportunities available within the industry locally and nationally
- opportunities for learners to focus on the development of Personal, Learning and Thinking Skills (PLTS) and Functional Skills
- opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

Rationale for the BTEC Firsts in Horse Care

These BTEC Firsts in Horse Care have been developed to provide entry and progression into and within horse care and husbandry industries that fall within the environmental and land-based sector. Lantra, the Sector Skills Council for the environmental and land-based industries has identified knowledge, understanding and, technical skills that employers need from learners entering the sector in the coming years. Pearson have included these in the development of units that make up these qualifications.

These qualifications are part of a wide suite of environmental and land-based qualifications offered by Pearson and are designed primarily for 14 to 19 learners who seek employment and/or further learning in the sector. They are also available to other learners who may already have experience within the sector but seek a nationally recognised qualification as part of their career. The qualifications are aimed at those interested in horse care and husbandry. The qualifications are made up from discrete 5 and 10 credit units of learning that give learners explicit recognition of their learning in education and work. BTEC First

qualifications are free to be delivered and assessed in a range of traditional and contemporary models such as fulltime, part-time and e-learning, tutors are free to create innovative and creative assessments that fit local requirements whilst maintaining a national standard.

● **National Occupational Standards**

BTEC Firsts are designed to provide much of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). BTEC Firsts do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS.

The Pearson BTEC Level 2 Firsts in Horse Care relate to the following NOS:

- Level 2 Horse Care.

Rules of combination for Pearson BTEC Level 2 First qualifications

The rules of combination specify the:

- total credit value of the qualification
- the minimum credit to be achieved at the level or above the level of the qualification
- the mandatory unit credit
- the optional unit credit
- the maximum credit that can come from other BTEC units in this qualification suite.

When combining units for a BTEC First qualification, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 2 Certificate

- 1 Qualification credit value: a minimum of 15 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 8 credits.

Pearson BTEC Level 2 Extended Certificate

- 1 Qualification credit value: a minimum of 30 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 16 credits.

Pearson BTEC Level 2 Diploma

- 1 Qualification credit value: a minimum of 60 credits.
- 2 Minimum credit to be achieved at, or above, the level of the qualification: 31 credits.
- 3 Mandatory unit credit: 30 credits.
- 4 Optional unit credit: 30 credits.
- 5 A maximum of 10 credits can come from other BTEC units to meet local needs.

Pearson BTEC Level 2 Certificate in Horse Care

The Pearson BTEC Level 2 Certificate in Horse Care is 15 credits and has 90 guided learning hours (GLH) that consists of optional units that provide for a combined total of 15 credits (where at least 8 credits must be at Level 2 or above).

Pearson BTEC Level 2 Certificate in Horse Care			
Unit	Optional units	Credit	Level
2	Carry Out and Understand the Principles of Feeding and Watering Horses	5	2
3	Undertake Routine Stable Duties	10	2
4	Undertake Horse Handling	5	2
5	Fit and Maintain Horse Tack and Clothing	10	2
6	Maintain Animal Health and Welfare	10	2
7	Undertake Horse Grooming, Trimming and Plaiting	5	2
8	Introduction to Keeping Horses at Grass	5	2
9	Introduction to Caring for Competition Horses	10	2
10	Introduction to the Principles of Horse Behaviour	5	2
11	Introduction to Equine Stud Practice	10	2

Pearson BTEC Level 2 Extended Certificate in Horse Care

The Pearson BTEC Level 2 Extended Certificate in Horse Care is 30 credits and has 180 guided learning hours (GLH) that consists of optional units that provide for a combined total of 30 credits (where at least 16 credits must be at Level 2 or above).

Pearson BTEC Level 2 Extended Certificate in Horse Care			
Unit	Optional units	Credit	Level
2	Carry Out and Understand the Principles of Feeding and Watering Horses	5	2
3	Undertake Routine Stable Duties	10	2
4	Undertake Horse Handling	5	2
5	Fit and Maintain Horse Tack and Clothing	10	2
6	Maintain Animal Health and Welfare	10	2
7	Undertake Horse Grooming, Trimming and Plaiting	5	2
8	Introduction to Keeping Horses at Grass	5	2
9	Introduction to Caring for Competition Horses	10	2
10	Introduction to the Principles of Horse Behaviour	5	2
11	Introduction to Equine Stud Practice	10	2
12	Introduction to Lungeing Horses	5	2
13	Introduction to Riding Horses on the Flat	10	2
14	Introduction to Riding Horses over Fences	10	2
15	Understand the Principles of Horse Biology	10	2
16	Environmental and Land-based Business	10	2

Pearson BTEC Level 2 Diploma in Horse Care

The Pearson BTEC Level 2 Diploma in Horse Care is 60 credits and has 360 guided learning hours (GLH) that consists of four mandatory units **plus** optional units that provide for a combined total of 60 credits (where at least 31 credits must be at Level 2 or above).

Pearson BTEC Level 2 Diploma in Horse Care			
Unit	Mandatory units	Credit	Level
1	Undertake Work Related Experience in the Land-based Industries	10	2
2	Carry Out and Understand the Principles of Feeding and Watering Horses	5	2
3	Undertake Routine Stable Duties	10	2
4	Undertake Horse Handling	5	2
Unit	Optional units		
5	Fit and Maintain Horse Tack and Clothing	10	2
6	Maintain Animal Health and Welfare	10	2
7	Undertake Horse Grooming, Trimming and Plaiting	5	2
8	Introduction to Keeping Horses at Grass	5	2
9	Introduction to Caring for Competition Horses	10	2
10	Introduction to the Principles of Horse Behaviour	5	2
11	Introduction to Equine Stud Practice	10	2
12	Introduction to Lungeing Horses	5	2
13	Introduction to Riding Horses on the Flat	10	2
14	Introduction to Riding Horses over Fences	10	2
15	Understand the Principles of Horse Biology	10	2
16	Environmental and Land-based Business	10	2
17	Participate in Providing Estate Maintenance	10	2

Assessment and grading

In BTEC Firsts all units are internally assessed.

All assessment for BTEC First qualifications is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- to achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria
- to achieve a 'distinction' a learner must additionally have satisfied **all** the grading distinction criteria.

Grading domains

The assessment and grading criteria are developed in relation to grading domains which are exemplified by a number of indicative characteristics at the level of the qualification.

There are four BTEC First grading domains:

- application of knowledge and understanding
- development of practical and technical skills
- personal development for occupational roles
- application of generic skills.

Please refer to *Annexe B* which shows the merit and distinction indicative characteristics.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the assessment and grading criteria and
- achieve the learning outcomes within the units.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment and grading criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms including written reports, graphs, posters, along with projects, performance observation and time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment and grading criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities and work experience. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment and grading criteria must be clearly indicated on the fit for purpose assignments. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment and grading criteria.

When looking at the unit assessment and grading criteria grids and designing assignments, centres are encouraged to identify common topics and themes.

The units include guidance on appropriate assessment methodology. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Calculation of the qualification grade

Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see *Rules of combination for Pearson BTEC Level 2 First qualifications*).

Qualification grades above pass grade

Learners will be awarded a merit or distinction or distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. The number of points available is dependent on the unit level and grade achieved, and the credit size of the unit (as shown in the 'points available for credits achieved at different Levels and unit grades' below).

Points available for credits achieved at different Levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit level	Points per credit		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table will achieve the qualification merit or distinction or distinction* grade.

Qualification grade

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC Level 2 Certificate	85-94	95-99	100 and above
BTEC Level 2 Extended Certificate	170-189	190-199	200 and above
BTEC Level 2 Diploma	340-379	380-399	400 and above

Please refer to *Annexe G* for examples of calculation of qualification grade above pass grade.

Quality assurance of centres

Pearson's qualification specifications set out the standard to be achieved by each learner in order to be awarded the qualification. This is covered in the statement of learning outcomes, and assessment and grading criteria in each unit. Further guidance on delivery and assessment is given in the *Essential guidance for tutors* section in each unit. This section is designed to provide additional guidance and amplification related to the unit to support tutors, deliverers and assessors and to provide for a coherence of understanding and a consistency of delivery and assessment.

Approval

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer the programme.

When a centre applies for approval to offer a BTEC qualification they are required to enter into an approvals agreement.

The approvals agreement is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any linked codes or regulations. Sanctions and tariffs may be applied if centres do not comply with the agreement. Ultimately, this could result in the suspension of certification or withdrawal of approval.

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre and must have approval for programmes or groups of programmes that it is operating
- 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 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; planning, monitoring and recording of assessment processes; and for dealing with special circumstances, appeals and malpractice.

The approach of quality assured assessment is made through a partnership between an approved centre and Pearson. Pearson is committed to ensuring that it follows best practice and employs appropriate technology to support quality assurance processes where practicable. Therefore, the specific arrangements for working with centres will vary. Pearson seeks to ensure that the quality assurance processes that it uses do not place undue bureaucratic processes on centres and works to support centres in providing robust quality assurance processes.

Pearson monitors and supports centres in the effective operation of assessment and quality assurance. The methods which it uses to do this for these BTEC First and National programmes:

- ensuring that all centres have completed appropriate declarations at the time of approval, undertaking approval visits to centres where necessary

- requiring all centres to appoint a Lead Internal Verifier for designated groups of programmes and to ensure that this person is trained and supported in carrying out that role
- requiring that the Lead Internal Verifier completes compulsory online standardisation related to assessment and verification decisions for the designated programme
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- overarching review and assessment of a centre's strategy for assessing and quality assuring its BTEC programmes.

Pearson Quality Assurance Handbook

Centres should refer to the *Handbook for Quality Assurance for BTEC Qualifications*, issued annually, for detailed guidance.

An approved centre must make certification claims only when authorised by Pearson and strictly in accordance with requirements for reporting.

Centres that do not fully address and maintain rigorous approaches to quality assurance will be prevented from seeking certification for individual programmes or for all BTEC First and National programmes. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Programme design and delivery

BTEC First qualifications consist of mandatory units and optional units. Optional units are designed to provide a focus to the qualification and give more specialist opportunities in the sector.

In BTEC Firsts each unit has a number of *guided learning hours* and centres are advised to take this into account when planning the programme of study associated with this specification.

Mode of delivery

Pearson does not define the mode of study for BTEC Firsts. Centres are free to offer the qualifications using any mode of delivery (such as full time, part time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

BTEC Firsts are designed to prepare learners for employment in specific occupational sectors. Physical resources need to support the delivery of the programme and the proper assessment of the learning outcomes and should, therefore, normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of BTEC First qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of the learner's experience.

An outline learning plan is included in every unit as guidance which demonstrates one way in planning the delivery and assessment of the unit. The outline learning plan can be used in conjunction with the programme of suggested assignments.

Where the qualification has been designated and approved as a Technical Certificate and forms part of an Apprenticeship scheme, particular care needs to be taken to build strong links between the learning and assessment for the BTEC First qualification and the related NVQs and Functional Skills that also contribute to the scheme.

Meeting local needs

Centres should note that the qualifications set out in this specification have been developed in consultation with centres and employers and the Sector Skills Councils or the Standards Setting Bodies for the relevant sector. Centres should make maximum use of the choice available to them within the optional units to meet the needs of their learners, and local skills and training needs.

In certain circumstances, units in this specification might not allow centres to meet a local need. In this situation, Pearson will ensure that the rule of combination allows centres to make use of units from other BTEC specifications in this suite. Centres are required to ensure that the coherence and purpose of the qualification is retained and to ensure that the vocational focus is not diluted.

Limitations on variations from standard specifications

The flexibility to import standard units from other BTEC Firsts is limited to a total of 25 per cent of the qualification credit value (see *Rules of combination for Pearson BTEC Level 2 First qualifications*).

These units cannot be used at the expense of the mandatory units in any qualification.

Additional and specialist learning

Additional and specialist learning (ASL) consists of accredited qualifications at the same level as, or one level above, the Diploma course of study. The ASL may include BTEC qualifications which are also available to learners not following a Diploma course of study.

Qualifications for ASL must be selected from the ASL catalogue through the National Database of Accredited Qualifications (NDAQ). The catalogue includes qualifications which have the approval of the Diploma Development Partnership (DDP) and will expand over time as more qualifications are approved. To access the catalogue go to www.ndaq.org.uk and select 'Browse Diploma Qualifications'.

Further units may be added to qualifications within the catalogue and centres undertaking, or preparing to undertake, ASL should refer regularly to the Pearson website for information regarding additions.

Functional Skills

BTEC Firsts give learners opportunities to develop and apply Functional Skills.

Functional Skills are offered as stand-alone qualifications at Level 2. See individual units for opportunities to cover ICT, Mathematics and English Functional Skills.

Personal, learning and thinking skills

Opportunities are available to develop personal, learning and thinking skills (PLTS) within a sector-related context. PLTS are identified in brackets after the unit pass criteria to which they are associated and they are also mapped in *Annexe C*. Further opportunities for learners to demonstrate these skills may also be apparent as learners progress throughout their learning.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access

the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a Level 2 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- a BTEC Level 1 qualification in Land-based Studies or a related vocational area
- a standard of literacy and numeracy supported by a general education equivalent to four GCSEs at grade D-G
- other related Level 1 qualifications
- related work experience.

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Restrictions on learner entry

Most BTEC First qualifications are for learners aged 14 years and over.

In particular sectors the restrictions on learner entry might also relate to any physical or legal barriers, for example people working in health, care or education are likely to be subject to police checks.

Pearson BTEC Level 2 Firsts are listed on the DfE funding lists Section 96 and Section 97.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Pearson NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the 1995 Disability Discrimination Act and the amendments to the Act) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Pearson NVQ Qualifications*, which can be found on the Pearson website (www.pearson.com). This policy replaces the previous Pearson policy (*Assessment of Vocationally Related Qualification: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Unit format

All units in Pearson BTEC Level 2 First qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

The unit title will appear on the learner's Notification of Performance (NOP).

Level

All units and qualifications have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry Level to Level 8. The level of the unit has been informed by the level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Credit value

In BTEC First qualifications each unit consists of a credit value; learners will be awarded credits for the successful completion of whole units.

A credit value specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit.

Guided learning hours

Guided learning hours for the unit as defined on page 3.

Aim and purpose

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related NOS. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the pass, merit and distinction grading criteria.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner must have the opportunity within the delivery of the unit to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment and grading criteria. The merit and distinction grading criteria enable the learner to achieve higher levels of performance in their acquisition of knowledge, understanding and skills.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element, (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Assessment and grading grid

Each grading grid gives the assessment and grading criteria used to determine the evidence that each learner must produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria require a qualitative improvement in a learner's evidence and not simply the production of more evidence at the same level.

Essential guidance for tutors

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship with the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Outline learning plan* – the outline learning plan has been included in every unit as guidance and demonstrates one way in planning the delivery and assessment of a unit. The outline learning plan can be

used in conjunction with the programme of suggested assignments.

- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to pass the unit or achieve the higher grades. This section should be read in conjunction with the grading criteria.
- *Suggested programme of assignments* – the table shows how the suggested assignments match and cover the assessment grading criteria.
- *Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications* – sets out links with other units within the qualification. These links can be used to ensure that learners make connections between units, resulting in a coherent programme of learning. The links show opportunities for integration of learning, delivery and assessment.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Employer engagement and vocational contexts* – gives a short list of agencies, networks and other useful contacts for employer engagement and for sources of vocational contexts.
- *Indicative reading for learners* – gives a list of learner resource material that benchmarks the level of study.

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Unit 1: Undertake Work Related Experience in the Land-based Industries

Unit code: H/600/9335

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of work related experience and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Work experience is an important part of any vocational course.

Learners on vocational courses should have experience of the type of work that they hope to do and an idea of the expectations of those who may employ them. Actual work experience may be gained by a number of routes, eg as part of an industrial placement while at college; while working on a planned daily or weekly basis on the college's commercial and/or educational facilities; while undertaking voluntary work within the industry; in the form of previous relevant and current work experience in the industry; or as a member of a group of learners invited to carry out practical work in, for example, a country park, farm or animal care centre. All of the above may be useful in gathering evidence against the assessment and grading criteria for this unit.

Work related experience should not just involve actually undertaking activities in a work environment. Talking to, listening to and watching those with experience of particular industries and/or situations is a very valid way of beginning to understand the work involved and what is required of the employee.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the range and scope of job roles within an environmental and land-based industry
- 2 Be able to use relevant documents and skills relating to work experience
- 3 Be able to plan and review self-development during work experience
- 4 Be able to report on the work experience.

Unit content

1 Know the range and scope of job roles within an environmental and land-based industry

Environmental and land based industry: range of sectors represented eg production (livestock, crops), leisure/tourism, equestrian, forestry/arboriculture, fishery management, aquaculture, farriery, floristry, fencing, gamekeeping, animal care/welfare, conservation, countryside management, land-based engineering, landscaping and horticulture

Job roles: the range of roles available within the chosen sector

2 Be able to use relevant documents and skills relating to work experience

Documents: job advertisement; CV; covering letter; application form; job/role description; essential and desirable personal requirements; using these documents in an appropriate way

Skills: identification of skills required to work in the sector eg interpersonal skills, communication, technical knowledge, practical skills; use of skills

3 Be able to plan and review self-development during work experience

Personal skills: identify own skills

Planning self-development: methods of reviewing own development needs eg skills audit

Self-development: methods of reviewing self-development eg meeting/discussion with supervisor; self review

4 Be able to report on the work experience

Evidence required: description of employer's business; description of employees' roles; pictorial evidence about the employer/site eg maps, plans, photos, leaflets; description of how the business makes income; your own role within the organisation and tasks you carried out.

Methods of presentation: verbal, written, visual

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe different types of jobs within an environmental and land-based industry [IE]	M1 prepare a person specification for a job in the chosen sector	D1 review a job application against a given person specification
P2 describe the skills and qualifications required for different types of jobs within an environmental and land-based industry [CT]		
P3 locate three advertisements for jobs from different sources available within the environmental and land-based industry [IE]	M2 identify common themes from three job advertisements	D2 prepare a job advertisement.
P4 produce an application for work experience in the environmental and land-based sector [IE, SM]		
P5 prepare for an interview for work experience [IE, SM]		
P6 undertake an interview for work experience [IE, SM]	M3 prepare questions to be used in a job interview.	
P7 review own skills and experience against the requirements for a specific industry [RL]		
P8 prepare a self-development plan for work experience [RL]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P9 review a self-development plan during and after work experience [RL]</p>		
<p>P10 gather and prepare evidence during the work experience [IE]</p>		
<p>P11 present information to others on work experience. [RL]</p>		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Delivery of this unit will involve both practical and written assessment and, most importantly, will have links to industrial experience placements.

Tutors could use a wide range of techniques including lectures, discussions, seminar presentations, visiting speakers, site visits and practicals, research using the internet and/or library resources and the use of personal and/or industrial experience. Delivery should stimulate, motivate, educate and enthuse the learner.

Work placements should be monitored regularly to ensure the quality of the learning experience. Learners and supervisors should be aware of the requirements of this unit prior to any work related activities, so that naturally occurring evidence might be collected at the time. Learners should be encouraged to ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Work related experience could be as part of an industrial placement while at college; daily or weekly work at the college's commercial and/or educational facilities; voluntary work within the sector, for example in an animal care centre, country park, farm, estate, garden centre.

Tutors could integrate the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments used in the learner's programme of study. Learners must be given supported time to plan and review their own development. They should do a minimum of 150 hours or related study/work to complete this unit successfully. Learners could keep a diary/log to show that they have achieved the requirement of completing their work experience. Tutors should encourage as wide a range of experience as possible so that learners develop relevant knowledge and skills.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Advertising a Job in the Land-based Sector (P1, P2, P3, M1, M2, D1, D2)
Introduction of brief.
Theory session.
Research the industry and roles, research advertisements, write person specification, prepare questions, review job application, prepare job advert.
Assignment 2: Getting a Job in the Land-Based Sector (P4, P5, P6, M3)
Introduction of brief.
Theory session.
Compete job application, prepare answers to likely questions, undertake interview.

Topic and suggested assignments/activities and/assessment

Assignment 3: Workplace Self-development (P7, P8, P9)

Introduction of brief.

Theory session.

Review own skills, prepare self development plan, review self development plan.

Assignment 4: My Work Experience Placement (P10, P11)

Introduction of brief.

Theory session.

Gather information, prepare and present information.

Work experience.

Unit review.

Assessment

For P1, learners must describe different types of jobs within an environmental and land-based industry. This should be a sector of the industry in which learners have an interest or which relates to their vocational or chosen course of study or intended future career.

P2 requires learners to describe the skills and qualifications required for different types of jobs within an environmental and land-based industry. The evidence could focus on two or three different jobs from within the same sector and describe both the common skills and qualifications as well as the areas where the requirements differ.

For P3, learners must locate three advertisements for jobs from different sources available within the environmental and land-based industry. They must provide evidence that they have looked at three different sources for these advertisements.

P4 must include evidence that the learner can produce an application for work experience in the environmental and land-based sector. This could be done on a pro forma application designed by the learners themselves or one provided by the tutor.

For P5, learners must prepare for an interview for work experience. They will evidence this by providing a list of answers to questions which it is considered are likely to be asked by an interviewer. These questions may be provided/suggested by the tutor or could be drawn up by the learner. The evidence could be presented in the form of an interview (see P6) or could be presented as written answers or an audio recording of them practising the answers.

To meet P6, learners will undertake an interview for work experience, where they will have the opportunity to present their answers to the questions they prepared for P5, and to show other aspects of preparation such as appropriate personal presentation, and asking appropriate questions. This could either be evidenced via mock interviews with other learners acting as the interview panel and using the evidence they have prepared for M1 and M3, or it could be evidenced by a real interview for a work experience placement, supported by a witness statement from the interviewer.

For P7, learners will provide evidence that they can review their own skills and experience against the requirements for a specific industry. This can be linked closely with the evidence presented for P2, with learners identifying their 'skills gap' either through a skills audit or similar.

To evidence P8, learners will need to prepare a self-development plan for their work experience placement. This could be done on a pro forma provided by, or in a format suggested by the tutor. The plan will identify areas of improvement that the learners need to develop during their work experience, and show how the learners are going to do this.

For P9, learners need to review the self-development plan during and after work experience. Evidence

could be in the form of witness statements or tutor observations to show that the plan had been discussed and reviewed, that progress to date had been discussed and how future progress may occur.

To meet P10, learners must gather and prepare evidence during the work experience. This evidence will cover the content.

For P11, learners must present information to others on work experience. This can be done in any suitable format – it may be a poster with photos, leaflets and learner-prepared text about the employer; it could be a verbal presentation with accompanying slides/pictorial evidence; or it could be an audio-visual presentation made at the placement.

For M1, learners need to prepare a person specification for a job in the chosen sector. The specification could be based on one of the advertisements researched in P3, and should show the major skills, qualities and qualifications required for that role, and an indication of whether these are essential or desirable.

To evidence M2, learners are required to identify common themes from three job advertisements – what are the main areas of commonality, are there things that all three have? It may also be that learners consider what differences there are between the advertisements. This could be presented in a poster format with annotations to show areas of difference/similarity.

For M3, learners need to prepare questions to be used in a job interview. This can be the same job for which the person specification has been produced. It is expected that a list of at least 10 questions is prepared.

For D1, learners must review a job application against a given person specification. This could be an application which has been produced by other learners for the purpose of meeting criterion P4, or it could be an example application form provided by the tutor.

To meet D2, learners will prepare a job advertisement. This will link in with the evidence required for P3 and M2 and could advertise the role for which the person is being sought in M1.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, M2, D1, D2	Advertising a Job in the Land-based sector	You work for an employer in the land-based sector and are in the position of taking on a new staff member. Your manager has asked you to see what other roles exist with other similar employing organisations and what sort of skills and qualifications they are looking for, by sourcing different advertisements and identifying common themes in them. Once you have found that out, it is then your responsibility to write a person specification for the role you will advertise, prepare an advertisement to attract applicants, review an application against your criteria, and plan the questions you would ask in an interview.	Verbal or written report.

Criteria covered	Assignment title	Scenario	Assessment method
P4, P5, P6, M3	Getting a Job in the Land-based Sector	You are looking for your first job in the land-based sector. You need to complete an application form for a job you would like to do, prepare for an interview by coming up with a list of questions you would want answered and having a job interview.	Application form. List of questions. Interview.
P7, P8, P9	Workplace Self-development	To progress within any employment, self-development is an essential feature. This requires you to have a clear idea about what employers need from their employees and the skills and experience you have already got and those you need to build. You then need to prepare a plan to show how you might build the required skills and experience and to review this plan during and after work experience.	Report on what employers require of employees in the chosen sector. Self-development plan. Evidence of review of the plan during and after work experience.
PI0, PI1,	MyWork Experience Placement	In order to inform other learners about your work experience placement, you need to provide them with information about it such as a description of the employer's business, a description of the other employees' roles, pictures of the organisation or site, a description of how the business makes income and a description of what you did while you were there.	Report on work experience placement.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Undertake Work Experience in the Land-based Industries	Undertake and Review Work Related Experience in the Land-based Industries

Essential resources

Learners require supervised access to suitable sites for work experience. Centres may need to provide transport to suitable sites. First aid facilities and appropriately trained staff are essential where practical activities are undertaken. For work placements away from the college, staff time must be made available as per individual college policies relating to work placements.

Employer engagement and vocational contexts

This unit focuses on skills and experience to be developed through preparing for, and undertaking, work experience. Centres are encouraged to create and develop links with local employers who can provide appropriate work experience.

Indicative reading for learners

James J – *You're Hired! Interview: Tips and Techniques for a Brilliant Interview* (Trotman, 2009) ISBN 9781844551781

Mills C – *You're Hired! CV: How to write a Brilliant CV* (Trotman, 2009) ISBN 9781844551774

Websites

www.countryside-jobs.com

www.fwi.com

www.growcareers.info

www.land-force.org.uk/index.aspx

www.lantra.org.uk

www.ruralslp.co.uk/index.aspx

www.naturenet.net

Countryside Jobs Service

Farmers Weekly

Horticultural Careers

Land-based Jobs online

Lantra Sector Skills Council

Lantra online Competency Framework

UK Countryside and Nature Conservation

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching jobs within the sector researching job advertisements and evaluating their relevance completing a job application preparing for, and participating in, a job interview gathering and preparing evidence during work experience
Creative thinkers	describing the skills and qualifications required for a job in the land-based sector
Reflective learners	preparing and reviewing a self-development plan presenting information to others on their work experience reviewing their own skills and experience
Self-managers	carrying out research

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	working with others to carry out interviews

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching roles within the sector researching job advertisements
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching roles within the sector researching job advertisements
ICT – Develop, present and communicate information	
Bring together information to suit content and purpose	developing a presentation about work experience
Present information in ways that are fit for purpose and audience	making the presentation about work experience
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in work experience making presentation about work experience
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing person specifications for job

Unit 2: Carry Out and Understand the Principles of Feeding and Watering Horses

Unit code: D/601/0306

Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of feeding and watering horses and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Basic husbandry, including feeding, housing and looking after horses, is a vital part of caring for them. This unit introduces learners to the feeding and watering of horses. Learners will be able to feed and water horses in a practical situation. They will also cover the basics of ration formulation and the factors to consider when preparing individual diets for horses.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to feed and water horses
- 2 Understand the principles of feeding and watering horses
- 3 Know how to work out a basic feed ration for a horse
- 4 Be able to work out a basic feed ration for a horse.

Unit content

1 Be able to feed and water horses

Feeding horses: correct preparation techniques for feeding (stable, at grass); correct selection and preparation of equipment; identification of feedstuffs; correct weighing and measure of feedstuffs, hay; correct allocation/distribution of feed from instructions (concentrations, roughage); timing and frequency of feeding; presentation of feed; correct feeding for life stage, work stage, health status; record keeping and reporting of feeding habits/food stocks; health and safety considerations; Personal Protective Equipment (PPE); feed room daily maintenance

Watering horses: correct preparation for watering; selection and preparation of correct equipment; health and safety considerations; PPE; timing and frequency of watering; record keeping and reporting of watering habits where appropriate

2 Understand the principles of feeding and watering horses

Feeding: rules of feeding (stable, at grass); common feedstuffs; forage (concentrate ratios, basic rations); feeding regimes; timing and frequency of feeding; presentation of feed; types of feed eg hay, soaked hay, ryegrass hay, haylage, silage; quality; checking; safe storage; feeding methods (hay nets, floor, rack, mangers, floor, feed bowls) recognition of hard feed eg cubes, mix, oats, barley, chaff, sugar beet; quality; storage; correct preparation; health and safety considerations when feeding; horse welfare

Watering: importance of provision of water; presentation of water; methods of watering; health and safety considerations when watering; horse welfare

3 Know how to work out a basic feed ration for a horse

Basic rations: amounts fed; weighing out; different feed types and amounts; provision of water; balanced diet; supplementation; reasons for rations (life stage, work stage, health status, fitness status); simple ration formula

Nutrients: sources and function of water, carbohydrates, fats, protein, fibre, vitamins and minerals; importance of fibre to the diet

4 Be able to work out a basic feed ration for a horse

Working out basic rations following instructions: assessment of horses (weight, condition, work); daily feed ration calculation for different horses; use of simple formula; feeding horses using basic rations; monitoring and recording of daily feeding habits

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria			
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1 prepare rations according to instructions to include concentrates and roughage [EP, TW, SM]	M1 describe the selection, preparation and presentation of feed and water to stabled horses and horses at grass	D1 independently justify the diet, ration and water provision for given horses in relation to their life stage, work stage and health status	
P2 identify feedstuffs and assess quality, including concentrates and roughage [CT, RL, IE]			
P3 provide feed and water to horses according to procedures for both stabled and grazing horses [EP, TW, SM]			
P4 report on changes in the feeding and drinking habits of horses to the appropriate person [CT, RL]			
P5 outline the principles of feeding horses [IE, SM, RL]			M2 compare the balanced diet, ration and water provision for two horses used in different roles
P6 outline the principles of watering horses			
P7 describe the basic feeding routine for stabled horses and horses at grass [CT, RL]			

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P8 describe the main nutrient content of a horse's diet [CT, RL, IE]		D2 evaluate daily feed rations calculated suggesting recommendations for improvement.
P9 describe horses' basic dietary needs [CT, RL, IE]		
P10 describe considerations to be taken into account when setting individual diets [SM, EP, IE]		
P11 assess horses for weight and condition [TW, CT]	M3 assess given horses for weight and condition accurately before and after a given ration plan.	
P12 assess the work that a horse is undertaking [TW, CT, RL, IE]		
P13 calculate a daily feed ration for a horse in work.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners should have opportunities to practise feeding and watering horses. Emphasis should be on practical delivery and assessments where possible, with adequate time for learners to prepare for these assessments.

All learners should have access to horses, with the emphasis being on health and safety and animal welfare at all times. Careful planning is needed to ensure that animals are not stressed or overused.

Learners should be encouraged to carry out independent research, to allow for guided development of research and independent thinking skills.

Tutors are encouraged to formulate links with external horse care organisations to provide a 'real' view of feeding and watering and how it relates to the overall health and welfare of the horse. This could be via both visits to yards and guest lectures from horse care professionals.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the horse care facilities of the centre.
Health and safety induction of working with horses.
Assignment 1: Feeding Horses (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13) – learner-centred research.
Practical demonstrations and duties – feeding and watering horses.
Principles of feeding and watering horses, balanced diets and horse nutrition.
Assignment 2: Planning and Evaluating Feeding Horses (M1, M2, M3, D1, D2) – learner-centred research.
Assessing condition of horses and relating that to feeding and watering.
Evaluation of feeding and watering and how it affects horse health and welfare.
Unit review.

Assessment

Most of the assessment for this unit is likely to be based around practical sessions due to the nature of the unit content. Learners have experience of feeding and watering horses in real-life situations.

For the pass criteria, learners need to carry out practical feeding and watering of horses in different situations, for example stabled and grazing horses. This should include preparing foods, identifying feed components and assessing quality, reporting on changes in feeding and drinking habits, assessing horses for work, weight and condition and calculating a ration. All the pass criteria could be assessed in one overall

assignment, such as a workbook that learners complete as they carry out each part of the assignment. The rules of feeding and watering horses can also be included in the workbook, and learners could respond to short- answer questions and investigate different ways of feeding and watering horses and record these. This would give them excellent reference material if they wanted to focus more on horse nutrition and feeding.

For M1, learners need to describe the selection, preparation and presentation of feed and water to both stabled and grazing horses. Evidenced could be a plan or written assignment. This will allow learners to transfer, and improve on, the skills and knowledge they have gained in achieving the pass criteria. For M2, learners need to compare the diet, ration and water provision for two horses used in different roles, for example a race horse and horse used for trekking. Evidence could be in the form of a written assignment. M3 requires learners to assess a minimum of two horses accurately for weight and condition both before a given ration plan. Evidence could be through a project and presentation or written report.

D1 and D2 require learners to provide information on specified horses and to make recommendations for a suitable feeding regime. This could be linked to practical assessment for M1 and M2 with the completion of a project or report. Learners must provide information covering a minimum of two different horses.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13	Feeding Horses	Learners should be assessed holistically on the whole unit, with one workbook for the pass criteria. This should be marked section by section, and can include both evidence of practical feeding and watering and other nutritional requirements as per the criteria.	Practical assessments and workbook.
M1, M2, M3, D1, D2	Planning and Evaluating Feeding Horses	Learners are required to describe a balanced diet, ration and provision of water for both a racehorse in training, and an older horse used for trekking.	Practical assessment plus assignment.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
202.1 Feed and Water Horses	Plan and Monitor Animal Feeding
Undertake Routine Stable Duties	Understand Animal Anatomy and Physiology
Maintain Animal Health and Welfare	

Essential resources

Learners must have access to a variety of horses used for different purposes.

The centre's equine unit should be equipped with safe and up-to date feeding equipment and should have adequate feeding and watering procedures in place that adhere to both animal welfare and health and safety requirements.

Employer engagement and vocational contexts

Centres are encouraged to develop links with horse collections to give learners an insight into alternative ways of providing food and water to horses. This may be vets, zoos, and wildlife parks, feeding companies, farms or boarding rescue facilities. This could be through either visits or guest lecturers from suitable organisations.

Indicative reading for learners

Textbooks

Auty I (editor) – *The British Horse Society Complete Manual of Stable Management* (Kenilworth Press, 1998) ISBN 1872119034

Cuddeford D – *Equine Nutrition* (Crowood Press, 2003) ISBN 1861265654

Hastie S – *The British Horse Society Veterinary Manual* (Kenilworth Press, 2001) ISBN 1872082572

Houghton Brown J, Pilliner S and Powell-Smith V – *Horse and Stable Management* (Blackwell Science, 2003) ISBN 1405100079

Magazines

Horse and Hound

Your Horse

Websites

www.bhs.org.uk

British Horse Society

www.bluecross.org.uk

Blue Cross – animal welfare charity

www.defra.gov.uk

Department for Environment, Food and Rural Affairs

www.environment-agency.gov.uk

Environment Agency

www.lantra.org.uk

Lantra Sector Skills Council

www.rspca.org.uk

Royal Society for the Prevention of Cruelty to Animals

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	identifying feedstuffs outlining rules of feeding and watering horses describing nutritional content of diets
Creative thinkers	identifying feedstuffs reporting on changes in horse feeding and drinking describing feeding routines
Reflective learners	identifying feedstuffs reporting on changes in horse feeding and drinking outlining rules of feeding and watering horses
Team workers	preparing rations providing feed and water to horses assessing work and condition and calculating daily feed rations
Self-managers	preparing rations providing feed and water to horses
Effective participators	providing feed and water to horses describing considerations for individual diets

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	analysing information on alternative ways of feeding and recording feeding
Creative thinkers	asking questions to extend their thinking during lectures and practical sessions adapting ideas as circumstances change, for example new equipment, new nutritional information
Reflective learners	identifying opportunities for feeding changes setting goals for themselves to achieve, for example conquering a fear of handling an animal reviewing their progress in practical tasks and coursework
Team workers	working with others to carry out feeding of horses and group activities in class reaching clear agreements regarding who is carrying out which task
Self-managers	showing initiative and commitment to horses and their needs dealing with pressures of an ill horse that is not eating
Effective participators	discussing issues of concern when feeding horses or finding horses in a less than ideal welfare situation identifying improvements to current horse feeding regimes

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using the centre's ICT facilities in centres completing their coursework using ICT facilities, using Smartboards and PCs in class using interactive materials for teaching and learning researching subjects on the internet
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	suggesting weights of food or horses to suit their needs, dosage of supplements per size of animal gathering and analysing weights of horses for healthcare evaluations
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	reading material on the subject from a variety of sources for their assignment work. reading around subjects producing clear and concise documents using correct terminology for the unit presenting information to a group of people for the unit, ideally in a classroom situation with their peers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	

Unit 3: Undertake Routine Stable Duties

Unit code: L/601/0365

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of routine stable duties and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Basic husbandry routines are the basis of any horse care qualification and training. Knowing how to carry out routines for good horse management correctly is vital at every level. This unit introduces learners to the routine stable duties that should be carried out day by day, which will not only benefit the horses, but also the employers and the learners themselves. This unit covers the day-to-day stable routines that anyone wanting to work with horses will be expected to perform. Learners will make stables ready for use and clean and maintain bedding and the stable environment. Learners will also be able to clean and maintain work and storage areas.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare, clean and maintain stables
- 2 Be able to care and maintain storage and working areas
- 3 Know how to undertake routine stable duties
- 4 Know how to carry out appropriate daily checks on horses.

Unit content

1 Be able to prepare, clean and maintain stables

Prepare, clean and maintain stables: personal protective equipment (PPE); gather equipment for cleaning and maintaining stables eg fork, barrow, bucket; check equipment for suitability and safety; clean stables and yard to industry standards using correct equipment and procedures and abiding by health and safety and yard policy; dispose of waste safely and sustainably; check stables for hazards and carry out necessary maintenance tasks as required

2 Be able to care and maintain storage and working areas

Storage and working areas: tack room; yard; staffroom; feed store; hay store; water troughs or taps; office; school (indoor or outdoor); car parks and facilities specific to the yard; equipment stores

Care and maintain: clean; tidy; free from equipment; correct storage to discourage vermin and pests; separation of animal and staff areas; health and safety; access for all; carry out maintenance as necessary

3 Know how to undertake routine stable duties

Mucking out: tools; methods (mucking out, banking up, day beds, skipping out, bedding down, muck disposal); materials (straw, shavings, paper, deep litter, matting); horse safety; muck heap maintenance; health and safety issues; disposal of waste; PPE

Yard duties: daily routine maintenance eg yard, feed and tack rooms, feed storage; yard responsibilities; safe and effective working practices; health and safety; environmental considerations

Other routine husbandry tasks: assistance with other tasks eg shoeing, worming, vaccinating; record keeping

4 Know how to carry out appropriate daily checks on horses

Horse daily health checks: hydration; temperature, pulse and respiration; appetite; movement; faeces and urine; mucous membranes; coat; frequency eg am, pm, during the day, late night; importance of checks; record keeping; reporting to eg supervisor, manager

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 assess suitability of bedding and bed down according to instructions [CT, RL, IE]</p>	<p>MI plan the care of given horses including relevant routine stable duties</p>	<p>DI evaluate current routine duties and maintenance plans for a group of horses and suggest alternatives and improvements.</p>
<p>P2 clean and maintain different types of bedding within the stable environment [TW, SM, EP]</p>		
<p>P3 provide food and clean, fresh water [TW, EP, SM, CT]</p>		
<p>P4 check and maintain stable conditions including:</p> <ul style="list-style-type: none"> ◊ ventilation ◊ light ◊ suitability to the individual horse ◊ fittings <p>[CT, RL, IE]</p>		
<p>P5 check and maintain horses' clothing</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P6 carry out daily routine tasks for maintaining a tidy and safe stable yard [SM, EP, TW, CT]	M2 carry out daily routine stable maintenance tasks effectively and within agreed timescales.	
P7 store forage and bedding materials safely and correctly [SM, EP, CT]		
P8 dispose of waste safely and correctly [IE, TW, CT]		
P9 describe the importance of keeping to routines [CT, RL, IE]		
P10 describe the importance of keeping the work area clean and free from hazards [CT, RL, IE]		
P11 describe the signs of normal and abnormal health in horses		
P12 describe when daily checks of the horse should take place		
P13 state who to report and unusual signs of health to.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

In order to complete this unit successfully, learners should have opportunities to practise routine stable duties for horses. The emphasis should be on practical delivery and assessments where possible, with learners given adequate time to prepare for these assessments.

All learners should have access to horses with the emphasis on health and safety and horse welfare at all times. This needs to be planned carefully to ensure horses are not stressed or overused.

Learners should be encouraged to carry out independent research for this unit, to allow for guided development of research and independent thinking skills.

Tutors should also make links with external horse care organisations to provide a 'real' view of routine stable duties and how they relate to the overall health and welfare of the horse. This could be done via visits to yards and guest lecturers from experts.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the horse care facilities of the centre.
Health and safety induction.
Learners are to carry out a range of routine practical duties to enable them to gain a real view of preparing, cleaning and maintaining stables. Demonstrations of how to check stable conditions.
Assignment 1: Routine Stable Duties (P1, P2, P3, P4, P5, P6, P7, P8) – introduce the project of carrying out routine stable duties.
Learners are to have some practical demonstrations to discuss how procedures are followed when it comes to maintaining a safe and tidy yard.
External visits to different types of yards to compare routine stable duties and how they are carried out.
Demonstrations and investigation of how and why to check health of horses.
Learners are to have a theory session on how stables are run, different ways of carrying out routine tasks and duties, why it is important to carry out routines and safe working.
Learners to look at the equipment used and new alternatives.
Learners are to have guided time to complete their workbooks, with research time, assessments necessary for completion and review of the unit.
Assignment 2: Stable and Horse Maintenance (P9, P10, P11, P12, P13, M1, M2, D1)
Unit review.

Assessment

The safety and welfare of learners and horses should be paramount throughout the assessment of this unit. Many pass criteria for this unit are likely to be assessed through practical activities. This means that practical assessment evidence documents such as observation records (for tutors) and witness statements/ testimonies will be useful. Guidance on the use of observation records and witness statements is provided on the Pearson website.

For P1, P2, P3, P4, P5, P6, P7 and P8, learners are required to carry out practical routine stable duties, to include cleaning, bedding down, feeding and watering horses, checking and maintaining conditions for the horses, tidying the yard, storing items correctly and safely, and disposing of waste. This is followed by learners describing the importance of keeping to routines and keeping the work area clean and free from hazards. Photographs and evidence from other yards, for example learners' work experience placements, would also be a good indicator of performance and would allow for differentiation between learners.

P9, P10, P11, P12 and P13 could be assessed in a stable duties project, which could run alongside their practical duties for the unit. Learners could provide information on the importance of routine stable duties and step by step guidance as to how to carry them out.

To extend learners' knowledge and skills for M1 and M2, they could create a workable one-month plan to care for two horses kept in different situations, for example horses used for two different purposes or at two different yards. All routine stable duties should be covered in the plan, and it should be comprehensive and easy to follow. This could be in the form of an assignment.

For D1, learners should evaluate current stable routine duties for a group of horses, and suggest alternatives and improvements. This should include cleaning, maintenance, feeding and watering, storage of goods and minimising hazards. This will show that learners are competent in developing a care plan, and that they can also analyse other plans constructively and put their skills into practice by making realistic suggestions for changes and improvements. This could be in the form of an assignment.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8	Routine Stable Duties	Learners are required to complete a workbook consisting of several sections, that correspond to the pass criteria, to show that they are able to carry out routine stable duties, and this should be verified by the assessor who would observe learners carrying out these duties. Learners should also have an input into the workbook, writing about what they have carried out, creating flow charts of how to do certain duties, and including photographs or evidence of work carried out on other yards.	Workbook. Practical assessments. Guides. Questions. Photographs.
P9, P10, P11, P12, P13, M1, M2, D1	Stable and Horse Maintenance	Learners are required to create a care plan for two different horses, to include all routine stable duties. They are then required to evaluate routine duties already in place at a yard and suggest valid improvements or alternatives.	Written assignment.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
201.1 Prepare a stable for a horse 201.2 Clean and maintain stables	Undertake Stable Yard Management
Maintain Animal Health and Welfare	Undertake and Review Work Experience in the Land-based Sector
Introduction to Equine Stud Practice	Business Management in the Land-based Sector
Undertake Work Experience in the Land-based Industries	

Essential resources

It is vital that learners have access to a variety of horses used for different purposes.

The equine unit in the centre should be equipped with safe and up-to-date equipment and have adequate procedures in place that adhere to both animal welfare and health and safety requirements.

Employer engagement and vocational contexts

Centres are encouraged to develop links with other horse collections to give learners an insight into alternative ways of caring for horses. This may be vets, zoos and wildlife parks, feeding companies, farms or boarding/rescue facilities. This could be through visits to the establishments or guest lecturers from suitable organisations.

Indicative reading for learners

Auty I (editor) – *The BHS Complete Manual of Stable Management* (Kenilworth Press, 1998)
ISBN 1872119034

Cuddeford D – *Equine Nutrition* (Crowood Press, 2003) ISBN 1861265654

Hastie S – *The British Horse Society Veterinary Manual* (Kenilworth Press, 2001) ISBN 1872082572

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ISBN 1405100079

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www.lantra.org.uk

www.rspca.org.uk

Blue cross – animal welfare charity

British Horse Society

Department for Environment, Food and Rural Affairs

Environment Agency

Lantra Sector Skills Council

Royal Society for the Prevention of Cruelty of
Animals

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	describing the importance of keeping to routines describing the importance of keeping the work area clean and free from hazards
Creative thinkers	assessing suitability of bedding and bedding down, checking and maintaining stable conditions disposing of waste correctly describing the importance of keeping to routines
Reflective learners	assessing suitability of bedding and bedding down, checking and maintaining stable conditions describing the importance of keeping to routines describing the importance of keeping the work area clean and free from hazards
Team workers	disposing of waste correctly carrying out daily tasks to maintain a tidy yard and safe stables providing fresh food and water cleaning and maintaining bedding
Self-managers	carrying out daily tasks to maintain a tidy yard and safe stables providing fresh food and water
Effective participators	carrying out daily tasks to maintain a tidy yard and safe stables providing fresh food and water.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research activities related to caring for horses analysing information on alternative ways of caring for horses
Creative thinkers	trying out alternatives or new ways of caring for horses adapting ideas as circumstances change eg new equipment, new nutritional information
Reflective learners	identifying opportunities for their own achievements
Team workers	working with others to carry out caring for horses and group activities in class working together when caring for horses
Self-managers	dealing with pressures of an ill horse managing emotions when it comes to horse welfare and healthcare
Effective participators	discussing issues of concern when caring for horses or finding a horse in a less than ideal welfare situation influencing others on caring for horses and standards.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using ICT facilities in the centres completing their course work using ICT facilities using Smartboards and PCs in class using interactive materials for teaching and learning researching subjects on the internet
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	considering the size/weight of an animal in relation to the amount of food/dosage of supplements it might require gathering and analysing weights of animals for healthcare evaluations
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	reading material on the subject from a variety of sources for their assignment work reading around subjects and producing clear and concise documents using correct terminology for the unit presenting information to a group of people for the unit, and ideally in a classroom situation with their peers.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	

Skill	When learners are ...
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	

Unit 4: Undertake Horse Handling

Unit review: T/601/0313

Level 3: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This unit aims to provide learners with an understanding of horse handling and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Regular handling of horses is an important part of horse care. A horse's behaviour can be improved and managed by using the correct handling techniques and equipment. Being a competent handler is invaluable when handling and exercising horses and health and safety are extremely important for both the handler and the horse.

This unit focuses on developing and improving learner ability to handle horses. This covers both the practical and theoretical aspects of why we handle horses. The unit begins with learners investigating the methods and equipment used to handle and restrain horses in specific situations. Learners will then be able to demonstrate the skills they have developed in a number of different situations.

The unit will enable learners to adopt safe working practices and develop a confident approach to horses in preparation for employment within this sector.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to handle and restrain horses using specified methods
- 2 Know how to handle and restrain horses.

Unit content

1 Be able to handle and restrain horses using specified methods

Horse handling: horse behaviour in regard to handling techniques; health and safety issues of handling horses; physical and mental condition of the horse; capture methods

Equipment: bridle; head collar; lunge line; chifney; twitch; selection and use of personal protective equipment (PPE); correct use of handling and restraint equipment

Restraint: application of control methods and equipment; communication with assistants; health and safety

Situations: preparing for exercise; turning out; maintenance eg grooming, treatment, health checks and clipping treatments

2 Know how to handle and restrain horses

Horse handling: attitude of handler; influence of handler; correct approach; handling techniques; identification of horse's body language; horse's response to handling; physical condition and temperament of horse

Restraint: reasons for restraining horses' need for restraint; methods of restraint including holding up a leg, pinching the skin on the neck, bridle, headcoller, lunge line, chifney and twitch; advantages and disadvantages of each method; animal welfare

Recognition of stress: signs of stress; when to seek assistance; animal welfare

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 handle horses safely and correctly [TW, SM]		
P2 fit and use appropriate tack and equipment for handling and restraining horses [EP]	M1 describe the safe use of tack and equipment when handling and restraining horses	D1 evaluate the effectiveness of the tack equipment used when handling and restraining horses
P3 restrain horses according to instructions [EP, TW]		
P4 describe how the handler can influence horses' responses during handling through their attitude and handling techniques [IE, RL]	M2 explain how to approach a horse taking into consideration health and safety	
P5 outline reasons for restraining horses, the methods of restraint and when to use them covering: <ul style="list-style-type: none"> ◊ holding up a leg ◊ pinching the skin on the neck ◊ bridle ◊ head collar ◊ lunge line ◊ chifney ◊ twitch [IE]	M3 explain methods for restraining horses using the following: <ul style="list-style-type: none"> ◊ holding up a leg ◊ pinching the skin on the neck ◊ bridle ◊ head collar ◊ lunge line ◊ chifney ◊ twitch. 	D2 evaluate methods of restraint which can be used for horses.
P6 describe how to recognise if the horse is becoming stressed during restraint and when to seek assistance. [IE, RL]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments and written assessments, visits to suitable collections and will link to work experience placements.

Routine handling and restraint are key elements of working with horses. Competence in these areas is vital for learners to achieve the learning outcomes for this unit, as well as meeting a standard which is acceptable to the industry.

Learners will need sufficient time and guidance throughout their practical sessions in order to develop the required skills. Working on the centre's equine facility, yards or work-based placements will provide opportunities for this. Each learner should be monitored continuously and have their skills and progress assessed. Any problems or concerns that occur should be highlighted and action plans put in place to assist learners in improving their performance.

Work experience is recommended as it will provide realistic practical opportunities for learners to develop skills and learn different techniques and systems. Frequent, regular contact with horses during guided learning activities will help learners when developing confidence.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were to be made aware of the requirements of this unit before any work related activities are undertaken, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to handle horses or carry out restraint techniques. Learners should ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Learning outcome 1 requires learners to handle and restrain horses. Lectures and practical demonstrations will give learners the foundation knowledge and skills they need to deal with horses. Learners should have the opportunity to apply the practical skills gained during horse handling practical sessions and during work experience placements. Learners should be familiar with the correct use of PPE and the health and safety issues involved with fitting tack and other equipment. It is recommended that each learner be given the opportunity to apply handling techniques to a range of horses.

For learning outcome 2, learners must know how to handle and restrain horses. Learners will be expected to apply these skills with a range of horses and know how these skills would be applied in different situations. Formal lectures, seminars and practical demonstrations will ensure that learners have an understanding of the skills needed to handle and restrain horses safely.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment

Introduction and overview of the unit.

Assignment 1: Safe Handling of Horses (P1)

Tutor to introduce assignment.

Theory lesson – introductory session on handling and restraint – the reasons for it and the importance of a safe approach, using the correct PPE and the welfare of the horse.

Practical handling – introduce learners to the different methods used to handle and restrain horses, including different pieces of equipment and situations.

Practical session – session to demonstrate how to use equipment to handle and restrain horses (use a variety of horses).

Practical session – learners to undertake a session handling horses using a variety of equipment/situations.

Learners to complete practical assessment.

Assignment 2: The Fit and Use of Handling and Restraint Equipment (P2, M2, D2)

Tutor to introduce assignment

Theory session: introduce learners to a range of tack and handling equipment and discuss its uses, and the situations it is required for.

Practical session: guidance session to demonstrate how to fit tack on a variety of horses, for a variety of situations.

Learners to complete practical assessment.

Assignment 3: Restraining Horses (P3)

Tutor to introduce assignment.

Discussion: the reasons why we restrain horses and how it can be achieved.

Practical: demonstrate how to restrain horses in a variety of situations, using a number of different horses.

Practical: session for learners to practise restraining horses.

Learners to complete their practical assessment.

Assignment 4: Influencing the Horse's Response During Handling and Restraint (P4, M3)

Tutor to introduce assignment.

Theory session: outline horse behaviour and body language.

Theory session: identify possible responses a horse could give to being handled.

Theory session: discussion on how to approach a horse taking into account health and safety.

Assignment 5: Reasons for Handling and Restraint (P5, M4)

Tutor to introduce assignment

Theory session: outline the reasons why horses may need restraining.

Theory session: identify and discuss the methods of restraint as well as discussing the advantages and disadvantages of each.

Theory session: evaluate methods of handling and restraining horses and the equipment that can be used to do so.

Assignment 6: Recognising Signs of Stress in Horses (P6)

Tutor to introduce assignment.

Theory session: define stress and list the physical and mental symptoms. Discuss how the horse's behaviour changes during periods of stress.

Theory session: discuss the health and safety implications of dealing with stressed horses.

Theory session: identify methods of reducing stress in horses and discuss each one in detail.

Unit review.

Assessment

All centres must comply with the requirements of relevant current legislation and codes of practice for example *Prevention of Accidents to Children in Agriculture Regulations 1998* and associated Approved Codes of Practice. Learners must be made aware of, and have access to, relevant health and safety legislation and know the importance of using risk assessments appropriate to each situation. Appropriate risk assessments must be undertaken before any practical horse-related activities, learners must work in a safe manner at all times when working with horses. Learners must be supervised at all times and tutors must not ask learners to undertake tasks that are beyond their physical capabilities.

As learners develop their skills they should be encouraged to assume more responsibility in practical situations and in terms of decision making. Most of the pass criteria will be practically assessed through observation of learners' ability to carry out the required tasks. If assessed directly by the tutor, suitable evidence from guided activities would be observation records completed by the learner and tutor. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor. Guidance on the use of observation records and witness statements is provided on the Pearson website.

For P1, learners must handle horses safely and correctly in a variety situations. This is likely to be assessed through practical observation combined with learner responses to short-answer questions, either individually or during a seminar session.

P2 requires learners to demonstrate how to fit and use the appropriate tack and other relevant equipment required to handle and restrain horses. Again practical observation by the tutor or a specialist could be undertaken together with short- answer questioning.

A similar assessment will be used for P3 where learners are required to restrain a horse, according to instructions given by the tutor. Efforts should be made to use a variety of horses so that one horse is not over-used.

P4 requires learners to describe how a handler can influence the response of the horse during handling and restraint. Learners will need to consider their own behaviour, the health, age and life stage of the horse and the procedure being carried out, as well as the environment the horse is being handled in.

For P5, learners need to outline why horses are restrained as well as the methods used. A variety of restraint techniques should be covered. Evidence could be a written project, poster or factsheet.

M1 requires learners to describe the safe use of tack and equipment when handling and restraining horses. This can be submitted in a written presentation, or assessed through oral questioning.

For M2, learners must explain how to approach horses taking into consideration health and safety. Learners should describe how to read the horse's body language as well as how they should act on their approach to the horse.

For M3, learners must explain methods available for restraining horses. Learners should refer to each one separately and their suitability for use on horses.

For D1, learners need to evaluate a range of equipment used to handle horses. This could be carried out as part of a seminar session (with appropriate records) or through the production of an assignment.

For D2, learners need to evaluate the methods of restraint which can be used for horses. Learners must provide specific details of these methods, along with the advantages and disadvantages of each.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	Safe Handling of Horses	You are working on a livery yard and are required to handle a number of a client's horses. You must demonstrate safe, correct handling of at least three different horses.	Practical observation and written evidence.
P2, M2, D2	The Fit and Use of Handling and Restraint Equipment	For three different horses you are required to fit and use a range of handling and restraining equipment. In each case you must describe the safe use of the equipment selected and evaluate its effectiveness.	Practical observation and written evidence.
P3	Restraining Horses	You are in charge of a riding school and need to demonstrate to your staff how to restrain a horse for: <ul style="list-style-type: none"> • shoeing • the dentist • the bandaging a front leg wound • vaccination. 	Practical observation.
P4, M3	Influencing the Horse's Response During Handling and Restraint	You are required to produce a report on how the handler can influence a horse's responses during handling and restraint. The report should include how to approach the horse safely.	Written evidence.
P5, M4	Reasons for Handling and Restraint	You need to produce a short presentation which outlines the reasons for restraining horses and the methods of restraint used. Go on to describe the reasons why we need to restrain horses and evaluate the methods available.	Written evidence.
P6	Recognising Signs of Stress in Horses	Produce a report which describes how to recognise if a horse is becoming stressed during restraint and when to seek assistance.	Written evidence.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
202.3 Restrain horses using specified methods	Understand Animal Anatomy and Physiology
Introduction to Keeping Horses at Grass	Prepare Horses for Presentation
Fit and Maintain Horse Tack and Clothing	Undertake and Promote Animal Health
Maintain Animal Health and Welfare	
Undertake Horse Grooming, Trimming and Plaiting	
Introduction to Caring for Competition Horses	
Introduction to the Principles of Horse Behaviour	
Introduction to Equine Stud Practice	

Essential resources

Facilities required for this unit include regular and routine access to a collection of horses for handling and exercise purposes.

Regular experience must be gained with:

- horses – a range of breeds and types except stallions
- ponies – a range of breeds and types except stallions.

Horses and ponies used for this unit should be quiet in nature and used to being handled and exercised. Extremely fit horses or ponies, or those of a difficult nature, are not suitable for use in this unit.

A sufficient number of horses should be available to give learners experience of a proper working environment. Access to horses and resources should be sufficient to give learners adequate opportunity to develop their practical ability and confidence over a period of time.

Equipment required includes handling and restraint equipment and tack and physical resources include arenas and stables.

Employer engagement and vocational contexts

Learners can carry out the practical assessments using the facilities at their centre and those at other equine facilities, as well as on work placement.

Indicative reading for learners

Textbooks

Auty I (editor) – *The BHS Complete Manual of Stable Management* (Kenilworth Press, 1998) ISBN 1872119034

Cave M – *The Horse Companion for BHS Stage I* (J A Allen, 2000) ISBN 0851317650

Cave M – *The Course Companion for BHS Stage II* (J A Allen, 2002) ISBN 0851317669

Houghton Brown J et al – *Horse and Stable Management* (Blackwell Publishers, 2003) ISBN 1405100079

Journals and magazines

Absolute Horse

Horse and Hound

Horse and Rider

Horse Magazine

Website

www.bhs.org.uk

British Horse Society

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	describing how the handler can influence a horse's response to handling outlining reasons for restraining horses recognising signs of stress during restraint
Reflective learners	identifying when to seek assistance when handling horses describing how a handler can influence a horse's responses to handling
Team workers	practising handling and restraint techniques
Self-managers	producing, with tutor support, reports and presentations
Effective participators	participating in practical sessions and applying the skills they have learned

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	describing the equipment used to handle horses evaluating equipment used to handle horses evaluating methods of restraint
Reflective learners	evaluating equipment used to handle horses evaluating methods of restraint for horses

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using the internet to research the handling and restraint equipment used for horses using the internet to research how to use relevant handling and restraint equipment
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet, textbooks and class notes to complete the unit assignments
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	producing a report using a computer producing a PowerPoint presentation on the reasons why we handle and restrain horses
Bring together information to suit content and purpose	producing a report producing a presentation
Present information in ways that are fit for purpose and audience	producing a PowerPoint presentation on the reasons why we handle and restrain horses
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
Mathematics	

Skill	When learners are ...
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	ensuring that the equipment required for handling and restraint is the correct size for the horse
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	responding to oral questioning during practical assessments
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising information on the handling and restraint of horses
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>completing a practical handling log</p> <p>completing a report on handling and restraint</p>

Unit 5: Fit and Maintain Horse Tack and Clothing

Unit Code: T/601/0327

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of horse tack and clothing and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

It is important when dealing with horses to ensure that their tack and clothing are fitted and maintained correctly.

This unit covers the fundamentals of fitting and removing horse clothing and tack. Learners will be able to select and fit different types of rugs and bandages and select, fit and remove different types of horse tack. They will then progress to cleaning and storing equipment safely.

The unit will enable learners to adopt safe working practices and develop a confident approach to horses in preparation for employment in this sector.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to fit and remove horse clothing
- 2 Be able to fit and remove tack for exercise
- 3 Be able to clean and maintain tack
- 4 Know how to fit horse clothing and tack.

Unit content

1 Be able to fit and remove horse clothing

Horse clothing: indoor rugs eg stable rug, thermal rug, summer sheet, sweat rug, surcingles; outdoor rugs eg lightweight turnout, heavyweight turn out, rain sheet

Bandages: tail bandage, stable bandages, travel bandages

Boots: over reach boots, brushing boots

2 Be able to fit and remove tack for exercise

Preparation for tacking up: grooming; selection of equipment; taking measurements; testing for size

Tack: snaffle bridles; general purpose saddles; martingales; nosebands; bits; breastplates; numnahs

Boots: over reach boots; brushing boots

Purpose of exercise: schooling; hacking; hunting; dressage; eventing; show jumping

Storage: removal of equipment; cleaning and preparing before storage; method of storage (tack room, tack locker, trunk, lorry); presentation of equipment for storage

3 Be able to clean and maintain tack

Tack: take apart and reassembly of bridles and saddles, stirrups, girths

Cleaning: saddle soap; leather conditioner; sponges; cloths; procedures for cleaning tack and equipment; checking for safety and condition

4 Know how to fit horse clothing and tack

Principles of fitting: how to take measurements; testing the equipment; suitability of use; choice of equipment; checking for comfort and safety

Ill fitting tack and equipment: signs and effects of ill fitting tack and equipment

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 select and fit horse bandages to include: <ul style="list-style-type: none"> ◊ tail bandage ◊ stable bandages ◊ travel bandages [IE, SM and EP]	M1 describe reasons why bandages are used on horses	D1 evaluate the bandages used for horses outlining the advantages and disadvantages of each
P2 select and fit horse rugs according to instructions to include: <ul style="list-style-type: none"> ◊ indoor rugs ◊ outdoor rugs [IE, SM and EP]	M2 outline the uses of indoor and outdoor rugs on horses, and discuss situations when they may be worn	
P3 remove, prepare for storage and store horse bandages and rugs [IE, CM and EP]		
P4 prepare horse for tacking up [IE, SM]		
P5 select and fit suitable tack for exercise to include: <ul style="list-style-type: none"> ◊ bridles ◊ saddles ◊ martingales ◊ nosebands and bits ◊ breastplate [IE, SM, TW]		
P6 fit boots for exercise [IE, SM, EP]	M3 explain the reasons for using brushing and over reach boots	D2 evaluate the fit of the boots applied and make recommendations for improvement.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P7 remove equipment after exercise and store tack safely and correctly [IE, SM, EP]		
P8 take apart and assemble bridles and saddles		
P9 clean tack		
P10 check condition of tack [IE, SM, EP]		
P11 state the reasons for checking equipment for safety and comfort: <ul style="list-style-type: none"> ◊ bandages ◊ rugs ◊ tack [IE, SM, EP]	M4 discuss the importance of checking equipment for safety and comfort.	
P12 describe the effects of ill fitting: <ul style="list-style-type: none"> ◊ bandages ◊ rugs ◊ tack [IE, SM, EP]		
P13 describe the principles of fitting: <ul style="list-style-type: none"> ◊ rugs ◊ saddles ◊ bridles ◊ bits. [IE, SM, RL]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessment, visits to suitable collections and will link to work experience placements.

Routine use of tack and equipment are key elements of working with horses. Competence in this area is vital in order for learners to achieve the learning outcomes of the unit, as well as meeting a standard which is acceptable to the industry.

Learners will need sufficient time and guidance throughout their practical sessions to develop the required skills. Work on the centre's equine facility, yards or work-based placements will provide opportunities for this. Each learner should be monitored continuously and have their skills and progress assessed. Any problems or concerns that occur should be highlighted and action plans put in place to assist learners in improving their performance.

Work experience is recommended as it will provide realistic practical opportunities to gain skills and learn different techniques and systems. As much contact as possible with horses during guided learning activities will help learners to develop their confidence.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were to be made aware of the requirements of this unit before any work related activities are undertaken, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to fit tack or clothing on horses. Learners should ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Learning outcome 1 requires the learners to understand the principles of how to fit clothing and tack to a horse. Formal lectures, seminars and practical demonstrations will ensure that learners have an understanding of the skills needed to fit clothing and tack. Learners will be expected to apply their skills with a range of horses and know how the skills would be applied in different situations.

Learning outcome 2 requires learners to fit and remove horse clothing. Lectures and practical demonstrations should be used to give learners the foundation knowledge and skills they need to deal with horses. Learners should have the opportunity to apply the practical skills gained during horse tack and clothing practical sessions. Learners should be familiar with the correct use of personal protective equipment and the health and safety issues involved with fitting tack and other equipment. It is recommended that each learner be given the opportunity to apply handling techniques to a range of horses.

Learning outcome 3 requires learners to fit and remove tack from horses during exercise. Formal lectures, seminars and practical demonstrations will ensure that learners have an understanding of how tack should be fitted for the purpose of exercise. Learners will be expected to apply their skills with a range of horses and know how the skills would be applied in different situations.

For learning outcome 4, learners are required to demonstrate how to clean and maintain horse tack. Lectures and practical demonstrations should be used to give learners the foundation knowledge and skills required for cleaning and maintaining tack. Learners should have the opportunity to apply the practical skills gained during horse tack and clothing practical sessions. Learners should be familiar with the correct use of PPE and the health and safety issues involved with cleaning and maintaining tack and other equipment. It is recommended that each learner is provided with the opportunity to clean and maintain a variety of tack and equipment.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of unit.
Assignment 1: Fitting Bandages (PI, MI, DI)
Tutor to introduce assignment.
Theory session – introductory session to bandages – types, selection, use, advantages and disadvantages, fitting and safety.
Practical session – introductory session to show learners how to put on and use a variety of different bandages on a number of different horses.
Practical session – learners to put bandages on a number of different horses.
Learners to complete practical assessment.
Assignment 2: Fitting Rugs (P2, M2)
Tutor to introduce assignment.
Theory session – introductory session to the indoor and outdoor rugs used for horses, types, fastenings, fitting, uses.
Practical session – session to demonstrate fitting a variety of indoor and outdoor rugs.
Practical session – learners select and fit a variety of rugs on a number of different horses.
Learners to complete practical assessment.
Assignment 3: Removing and Storing Equipment (P3)
Tutor to introduce assignment.
Theory session – introductory session to methods of storage available for equine equipment, their suitability and how to correctly store equipment.
Practical session – tutor to demonstrate how to remove bandages and rugs from a horse correctly and prepare them for storage. To complete session with learners actually storing the bandages and rugs.
Practical session – learners to prepare a store room to receive equipment, remove bandages and rugs from a number of horses and store them correctly.
Learners to complete practical assessment.
Assignment 4: Selecting and Fitting Tack (P4, P5)
Tutor to introduce assignment.
Theory session – introductory session to preparing a horse for tacking up, including grooming and cleaning the horse.
Practical session – tutor to demonstrate how to groom a horse ready to be tacked up.
Practical session – learners to prepare a number of horses to be tacked up.
Theory session – tutor to discuss the principles of fitting a variety of tack to horses.
Practical session – tutor to demonstrate how to fit a variety of pieces of tack to horses to include bridles, saddles, martingales, nosebands, bits and breastplates. Correct procedures to be followed when tacking up a horse.

Topic and suggested assignments/activities and/assessment
Practical session – learners to select and fit tack to horses.
Learners to complete practical assessment.
Assignment 6: Fitting Boots (P6, M3, D2)
Tutor to introduce the assignment.
Theory session – tutor to introduce the variety of boots which can be used on horses and the reasons for their use.
Practical session – tutor to demonstrate how to fit a variety of boots to horses.
Practical session – learners to demonstrate how to fit a variety of boots to horses.
Learners to complete practical assessment and evaluate own performance making recommendations for improvement.
Assignment 7: The Correct Removal and Storage of Tack (P7)
Tutor to introduce the assignment.
Theory session – tutor to discuss the removal of tack and equipment after use, and how to store tack safely and correctly.
Practical session – tutor to demonstrate how to remove equipment from a horse and store it correctly.
Practical session – learners to demonstrate how to remove equipment from a horse and store it correctly.
Learners to complete practical assessment.
Assignment 8: Tack – Taking Apart and Assembly (P8)
Tutor to introduce assignment.
Theory session – tutor to introduce the reasons for cleaning tack and the importance of checking for safety.
Practical session – tutor to demonstrate how to take apart and clean tack, check condition and reassemble.
Practical session – learners to demonstrate how to take tack apart and clean the relevant pieces of tack.
Learners to complete practical assessment.
Assignment 9: Checking Equipment for Comfort and Safety (P11, M4) Tutor to introduce assignment.
Theory session – the reasons for checking equipment for safety and comfort to include bandages, rugs and tack. The importance of making these checks.
Assignment 10: Effects of Ill Fitting Tack (P12)
Tutor to introduce assignment.
Theory session – the effects of ill fitting bandages, rugs and tack. Signs and symptoms, short- and long- term problems.
Assignment 11: Principles of Fitting Equine Equipment (P13)
Tutor to introduce assignment.
Theory session – identify the principles of fitting equipment correctly to include rugs, saddles, bridles and bits.
Independent study – assignment work for P11, M4, P12, P13.
Unit review.

Assessment

At all times the health and safety of learners and horses should be paramount, and learners are not expected to deal with difficult/potentially dangerous situations beyond their capabilities and experience. As learners develop their skills they should be encouraged to assume more responsibility in practical situations and in terms of decision making. Most of the pass criteria will be practically assessed through observation of learners' ability to carry out the required tasks. If assessed directly by the tutor, suitable evidence from guided activities would be observation records completed by the learner and tutor. If assessed during a

placement, witness statements should be provided by a suitable representative and verified by the tutor. Guidance on the use of observation records and witness statements is provided on the Pearson website.

For P1, learners must select and fit bandages – including tail, stable and travel bandages – to a number of horses. This is likely to be assessed through practical observation combined with learner responses to short-answer questions, either individually or during a seminar session.

P2 requires learners to select and fit indoor and outdoor rugs to a number of horses. Again practical observation by the tutor or a specialist could be undertaken, together with short-answer questioning.

For P3, learners need to remove, prepare for storage and store horse bandages and rugs. This can be assessed through practical observation.

P4 requires learners to prepare a horse for tacking up. This should incorporate grooming and can be assessed practically with the addition of short-answer questions.

For P5, learners need to select and fit suitable tack for exercise to a number of horses. This should include the range of equipment listed in the unit content. This can be assessed practically, with oral questioning to assess depth of knowledge.

P6 requires learners to demonstrate how to fit boots to horses for the purpose of exercise. Scenarios can be used as a guide and the task can be assessed practically with the addition of oral questioning.

For P7 learners need to demonstrate how to remove equipment from a horse after it has been exercised, as well as storing the tack safely and correctly after use. Again, this is a practically assessed topic. Oral questioning can also be applied where necessary.

P8 requires learners to take apart, clean and reassemble tack. Learners will need to demonstrate this process, including checking the condition of the tack. Short-answer questions may be used to check learner understanding.

For P11, learners must state the reasons for checking equipment (including bandages, rugs and tack) for both comfort and safety. Evidence may be a written report, assignment or presentation.

P12 requires learners to describe the effects of ill fitting equipment. Evidence can be a poster or a written piece of work.

P13 requires learners to describe the principles of fitting horse tack and equipment including rugs, saddles, bridles and bits. Evidence may be a written report, poster or similar.

For M1, learners should describe valid reasons for using tail, stable and travel bandages on horses. This can be assessed through a written submission, presentation or oral questioning and is likely to be linked to P1.

M2 requires learners to outline the uses of indoor and outdoor rugs and the reasons why they are used. Evidence can be a written presentation, or it can be assessed through oral questioning, and is likely to be linked to P2.

M3 requires learners to explain the reasons for using brushing and over-reach boots. This may be linked to assessment for P6 through oral questioning or learner presentations.

For M4, learners need to discuss the importance of checking equipment for comfort and safety. Evidence may be a written report, assignment or presentation.

For D1, learners need to evaluate a range of bandages used on horses. This could be carried out as part of a seminar session (with appropriate records) or through the production of an assignment. It may be linked to assessment for P1 and M1.

For D2, learners need to evaluate the fit of the boots applied and make recommendations for improvement which must be relevant and appropriate. This could be linked to assessment for P6 and M3.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, MI, DI	Fitting Bandages	You are working on a livery yard and have been asked to apply the following bandages: <ul style="list-style-type: none"> tail stable travel. You should explain the reasons for using each type of bandage and evaluate their advantages and disadvantages.	Practical observations and written evidence.
P2, M2	Fitting Rugs	As part of your routine duties you are required to fit a variety of indoor and outdoor rugs. You must also be able to outline the uses of the rugs and discuss situations when they would be used.	Practical observations and written evidence.
P3	Removing and Storing Equipment	For three different horses, remove, prepare for storage and store their equipment (including bandages and rugs).	Practical observation and written evidence.
P4, P5	Selecting and Fitting Tack	You are a groom at a riding school and are required to prepare three horses to be tacked up. You must then select and fit suitable tack to the three horses – one for a schooling session, one for a show jumping lesson and one for a cross-country session.	Practical observation and written evidence.
P6, M3, D2	Fitting Boots	You are a groom at a busy competition yard, and have been asked to fit brushing and over-reach boots to a variety of horses for exercise. You must be able to explain the reasons for using boots. You should also evaluate the fit of the boots and make recommendations for improvement.	Practical observation and written evidence.
P7	The Correct Removal and Storage of Tack	After a busy day assisting at a competition you are responsible for removing the equipment from three different horses and storing their tack safely and correctly.	Practical observation and written evidence.
P8	Tack – Taking Apart and Assembly	You are required to take apart, clean, check the condition of and reassemble the bridles of three different horses.	Practical observation and written evidence.
PI I, M4	Checking Equipment for Comfort and Safety	You have been asked to give a presentation on checking equipment for comfort and safety to include bandages, rugs and tack.	Written evidence. Presentation.
PI2	Effects of Ill Fitting Tack	You work for a leading saddler and your job is to educate college students on the effects of ill fitting tack, rugs and bandages on horses.	Written evidence.
PI3	Principles of Fitting Equine Equipment	You have been asked to give a talk to a group of horse owners on the principles of fitting equine equipment correctly.	Written evidence. Presentation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
203.1 Fit and Remove Horse Clothing 205.1 Fit Remove and maintain tack for exercise	Select, Fit and Evaluate Horse Tack and Equipment
Maintain Animal Health and Welfare	Prepare Horses for Presentation
Introduction to Equine Stud Practice	Understand the Principles of Horse Behaviour and Welfare
Introduction to Caring for Competition Horses	Prepare and Provide Care for Competition Horses
Undertake Horse Grooming, Trimming and Plaiting	

Essential resources

Facilities required for this unit include regular and routine access to a collection of horses to fit clothing, tack and equipment.

Regular experience must be gained in relation to:

- horses – a range of breeds and types except stallions
- ponies – a range of breeds and types except stallions.

Horses and ponies used for this unit should be quiet in nature and used to being handled and exercised. Extremely fit horses or ponies, or those of a difficult nature, are not suitable for use in this unit.

A sufficient number of horses should be available to give learners experience of a proper working environment. Access to horses and resources should be sufficient to give learners adequate opportunity to develop their practical ability and confidence over a period of time.

Equipment required includes tack, rugs, boots and bandages.

Employer engagement and vocational contexts

Learners can carry out the practical assessments using the facilities at their centre and those at other equine facilities, as well as on work placement.

Indicative reading for learners

Textbooks

Auty I (editor) – *The BHS Complete Manual of Stable Management* (Kenilworth Press, 1998)
ISBN 1872119034

Cave M – *The Horse Companion for BHS Stage I* (J A Allen, 2000) ISBN 0851317650

Cave M – *The Course Companion for BHS Stage II* (J A Allen, 2002) ISBN 0851317669

Houghton Brown J et al – *Horse and Stable Management* (Blackwell Publishers, 2003) ISBN 1405100079

Journals

Absolute Horse

Horse and Hound

Horse and Rider

Horse Magazine

Website

www.bhs.org.uk

British Horse Society

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	evaluating the equipment required for horses selecting and fitting equipment removing and storing equipment describing the effects of ill fitting tack
Reflective learners	evaluating equipment for horses evaluating the bandages used for horses
Team workers	practising putting on boots and equipment
Self-managers	producing, with tutor support, reports and presentations selecting and fitting tack and equipment checking equipment for comfort and safety
Effective participators	participating in practical sessions and applying the skills learned.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	explaining the reasons for using bandages outlining the uses of rugs
Reflective learners	evaluating the fit of tack and equipment considering own performance and making recommendations for improvement.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching the internet for handling and restraint equipment used for horses researching the internet on how to use relevant handling and restraint equipment
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet, textbooks and class notes to complete the unit assignments
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	producing a report which is generated on the computer
Bring together information to suit content and purpose	producing a report producing a presentation
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	ensuring that the equipment required for the horse is the correct size
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	when being questioned during practical assessments

Unit 6: Maintain Animal Health and Welfare

Unit code: L/600/9314

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to introduce learners to the skills and knowledge associated with animal health and welfare and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

On successful completion of this unit, learners will be able to maintain the health and welfare of a range of animals. This includes identifying any signs of ill health, or signs that would suggest impending problems, and how to follow these through and fully support and monitor the animal's recovery. Learners will explore animal welfare and promote good welfare standards in day-to-day situations.

● Unit introduction

Knowledge of the health and welfare of animals is vital for anyone planning to work within the animal care sector.

Learners will develop the knowledge and skills needed to deal with both day-to-day animal health and welfare routines and animal health emergencies.

This unit covers monitoring and maintaining the health and wellbeing of animals, promoting and maintaining the welfare of animals, exploring common diseases, disorders and their prevention and treatment, and the principles and practices of animal first aid.

Learners will be involved in real-life animal health situations for this unit which will enable them to develop the skills and knowledge necessary for employment or further study in the sector. On successful completion of this unit learners will have developed knowledge of the everyday care routines to ensure animals' health and wellbeing, plus an understanding of the bigger picture when it comes to care and welfare issues.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to monitor and maintain the health and wellbeing of animals
- 2 Know how to promote and maintain the welfare of animals
- 3 Know common diseases and disorders, their prevention and treatment
- 4 Know the practices and principles of animal first aid.

Unit content

1 Be able to monitor and maintain the health and wellbeing of animals

Monitoring health: health records to include individual details of animals; date and time; visual signs of health such as eyes, ears, nose, mouth, dentition, coat/fur/feathers/skin, movement, posture, paws/hooves, and tail; appropriate frequency of monitoring

Signs of ill health: not eating/drinking; lack of normal bodily function; discharges from eyes, ears, mouth, nose; presence of unusual lumps, bumps, parasites; unusually slow movement; change in posture; swellings; not interacting with the group; loss of fur/feathers; dry skin; routine responses to abnormal and ill health observed

Wellbeing of animals: enrichment; exercise; mental and physical stimulation; access to own species; emotional needs of animals; minimising stress occurrences; medical treatments available to prevent ill health

2 Know how to promote and maintain the welfare of animals

Exercise routines: time of day to exercise; frequency of exercise; change in exercise during life stages eg young, old, ill, pregnant, lactating, working; ways to exercise; monitoring and recording of exercise times; consequences of over- and under-exercising; regime planning

Care and husbandry requirements: cleanliness; hygiene; exercise; mental stimulation; enrichment; correct feeding and watering; stocking with other animals

Current animal welfare legislation: eg Animal Welfare Act and the Five Animal Needs; Transport of Animals Order; Breeding and Sale of Dogs Act; Performing Animals Act; Dangerous Wild Animals Act; Welfare of Animals in Transit order; relationship between legislation and daily care of animals

3 Know common diseases and disorders, their prevention and treatment

Common diseases and disorders: examples of viral, bacterial, metabolic diseases, stress (signs and symptoms for selected species eg for a dog – parvovirus, kennel cough, diabetes); related causes of disease and disorders

Prevention: vaccination; diet; exercise; parasite control; stocking density; appropriate monitoring intervals

Treatments: topical; oral; injectable; supplements; limitations of treating animals in care

Immunity: role of the immune system in disease; factors affecting immunity; ways of ensuring good immunity

4 Know the practices and principles of animal first aid

Principles of first aid: rules and aims of first aid and how to apply to situations; reporting emergencies; legal limitations and implications of first aid

Practices of first aid: contents of a first aid kit; how to deal with an emergency situation; transporting the animal to the vets; lines of reporting problems; designated first aider; health and safety

First aid procedures: checking pulse, temperature, respiration; bandaging techniques, wound cleaning; resuscitation; splinting; tourniquets; dealing with shock; dealing with internal/external bleeding; dealing with owners in stressful situation

First aid situations: road traffic collision; poisoning (both internal and external); shock; fractures; sting; bite and severe allergies; seizures; eg a dog gastric dilation volvulus, colic

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 recognise signs of normal and abnormal health in animals [CT, RL]	M1 describe what to do when signs of abnormal or ill health are found in specified animals during routine health checks	D1 describe possible causes and treatments for abnormal or ill health found in specified animals during routine health checks
P2 carry out routine health checks on animals [EP, TW]		
P3 carry out appropriate, routine preventative treatments for animals [EP, TW]	M2 describe how preventative treatment works in specified animals	D2 formulate a management plan for a group of animals over time, incorporating health checks, five needs/ requirements, preventative treatments, exercise and husbandry regimes
P4 outline current animal welfare legislation and how this relates to daily regimes [SM]	M3 describe the relationship between the five animal needs and a given animal collection	
P5 describe the care and husbandry requirements in relation to the Five Animal Needs [TW, RL, EP]		
P6 describe common diseases, their signs prevention and treatment: <ul style="list-style-type: none"> ◊ viral ◊ bacterial ◊ metabolic [CT]	M4 examine how common diseases and disorders can cause stress in animals.	
P7 describe common disorders, their signs, prevention and treatments [CT]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P8 describe the contents of an animal first aid box [IE, RL]		D3 assess a given animal's first aid needs, advising on procedures and transportation for the animal.
P9 identify the main principles of animal first aid [SM]		
P10 describe first aid procedures for common animal injuries and ailments. [IE, EP]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Learners should have opportunities to practise animal health and welfare techniques with a variety of species from the following categories: exotic, small mammal, large mammal, rodent and bird. Emphasis should be on practical assessments where possible, with adequate time for learners to prepare for these assessments.

All learners should have access to the animals, with the emphasis being on health and safety and animal welfare at all times. Careful planning is needed to ensure that animals are not stressed or overused.

Learners should be encouraged to carry out independent research, to allow for guided development of research and independent thinking skills.

Tutors should also be encouraged to formulate links with external animal care organisations to provide a 'real' view of animal health and welfare. This could be via both visits to animal healthcare establishments and visits from guest lecturers who are animal healthcare professionals.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner to achieve** the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to and overview of the unit and animal care facilities on site.
Assignment 1: Animals Health and Wellbeing (P1, P2, M1, D1)
Tutor to introduce the assignment brief.
Tutor-led group practical activity: visual health checks, signs of abnormal and ill health.
Theory: signs, symptoms, treatments and causes of ill health.
Assignment 2: Preventative Treatment and Management of Health (P3, M2, D1)
Tutor to introduce the assignment brief.
Practical activity: preventative treatments administered to animals, and how they are administered.
Theory: types of preventative treatments for different species, how they work, health management plans.
Assignment 3: Welfare Legislation and the Five Needs (P4, M3, D1)
Tutor to introduce assignment brief.
Small-group work into relevant legislation.
Theory; Five Needs and how they relate to the management of animals from day-to-day care to long-term care.
Assignment 4: Exercise and Husbandry Routines (P5, D1)
Tutor to introduce assignment brief.

Topic and suggested assignments/activities and/assessment

Theory independent study: learners to plan husbandry and exercise regimes for a variety of animals, with tutor guidance.

Practical activity: learners to carry out husbandry and exercise regimes for a variety of animals and perform an evaluation of these regimes.

Assignment 5: Disease and Disorders (P6, P7, M4, D2)

Tutor to introduce assignment brief.

Theory: common diseases and disorders, their signs, causes, prevention and treatments.

Practical activity: treatment of diseases and disorders.

Assignment 6: First Aid (P8, P9, P10, D3)

Tutor to introduce assignment brief.

Theory: first aid, rules and aims, limitations of procedures and reporting.

Practical activity: first aid techniques, transporting and reporting. Practical assessments.

Assessment

For P1 and P2, learners will need considerable practical experience in order to be able to determine the points of good and ill health to look for in a variety of species (P1), and check a variety of species for these signs (P2). Practical sessions to cover these criteria should be led by an animal care professional with knowledge of ill health for a variety of species in their care. Producing labelled diagrams, photographs and posters may help learners to identify signs of ill health.

For P3, learners must be able to carry out routine preventative treatments. This could be assessed at the centre depending on the number of animals they hold; otherwise it would be valid to use assessor observation records, authenticated photographs or witness testimonies from other animal care professionals as evidence of the tasks being carried out.

For P4, learners are required to outline current UK animal welfare legislation related to daily care regimes. This could be through learner-centred and guided research, and learners could produce a presentation to their peers on the legislation.

For P5, learners need to outline appropriate care and husbandry routines. This could be assessed during practical sessions, or through questioning.

For P6 and P7, learners are required to discuss common diseases and disorders, their signs, prevention and treatments. This would be best evidenced through a labelled poster aimed at animal owners and clients in a veterinary practice. There should be one species per learner and learners should have thorough access to information about relevant diseases associated with their species.

For P8, P9 and P10, learners need to discuss first aid and related factors. A practical situation or simulation is necessary for these criteria. Learners need to demonstrate how they would carry out emergency first aid in unfamiliar scenarios provided by the tutor.

For M1, learners are required to describe the process they need to go through when they have observed signs of ill health in an animal, and would be expected to describe reporting illness, isolation and quarantine, use of PPE and their own health and safety.

For M2, learners are required to describe how preventative treatment works, and they are expected to understand the basics of how antibiotics in feed, supplements and vaccinations work. Learners must cover a minimum of two different animals in M1 and M2.

For M3, learners should be able to describe the relationship between the Five Animal Needs and a given animal care collection such as an animal care unit, kennel, cattery, or pet shop. This could be a presentation

to the group. To ensure fairness of assessment, the tutor should approve each individual animal collection for each learner.

For M4, learners should examine how stress can contribute to diseases and disorders. This could be a poster or information leaflet to give to people working in animal care.

For D1, learners should explain causes and treatments of ill health in animals. This could be evidenced by learners producing an essay.

For D2, learners should produce a health management plan for a group/collection of animals to incorporate legislation, exercise and husbandry

For D3, learners must assess a first aid situation and advise on transportation of the animal.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment Title	Scenario	Assessment Method
P1, P2, M1, D1	Animal Health and Wellbeing	You work as a member of care staff for an animal care centre. You need to carry out a full health check on specified animals and describe how to report ill health and possible causes and treatments.	Practical assessment plus essay.
P3, M2, D1	Preventative Treatment and Management of Health	You need to produce a leaflet for clients on routine preventative treatments carried out at the centre and how they work. You must also produce a one week management plan for the animal care centre.	Assignment.
P4, M3, D1	Welfare Legislation and the Five Needs	You need to present information on the five needs and different animal welfare legislation to a group at the centre and outline how legislation is implemented in the animal care centre.	Presentation.
P5, D1	Exercise and Husbandry Routines	Produce and follow an exercise and husbandry plan for a week in the animal care centre and evaluate it with a peer.	Practical assessment plus essay.
P6, P7, M4, D2	Disease and Disorders	Produce a poster for the centre's client waiting room describing diseases and disorders for an animal, their causes, prevention and treatment.	Poster presentation.
P8, P9, P10, D3	First Aid	You are in one of the given first aid situations, and need to talk the assessor through the problem and show them what to do in this first aid situation and what equipment to use and who to report it to.	Practical assessment.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

Level 2	Level 3
CU32.1 Support the health and welfare of animals CU34.1 Promote and maintain the health and wellbeing of animals	Understand and Promote Animal Health
Undertake Work Related Experience in the Land-based Industries	Undertake Animal Handling and Safe Working
Maintain Animal Accommodation	
Contribute to the Care of Exotic Animals	
Contribute to the Nursing of Animals	

Essential resources

Learners will require access to a resource centre with animal health and welfare books and journals, a well-stocked animal care unit, an animal first aid kit, and PPE. For presentations and lectures, it would be useful for learners to have access to ICT facilities to develop their skills.

Employer engagement and vocational contexts

Centres are encouraged to develop links with local and national animal care organisations and facilities so learners can access a variety of views and ways of doing things in the animal care sector. This could include kennels, catteries, zoos and wildlife parks, pet shops, farms, animal collections, and vets.

Learners should be encouraged to gain a variety of practical work experience within the animal care sector for this unit and the whole qualification.

Indicative reading for learners

Textbooks

- Bell C – *First Aid and Healthcare For Cats* (St Edmundsbury Press, 1994) ISBN 9780718828967
- Bell C – *First Aid and Healthcare For Dogs* (Lutterworth Press, 1993) ISBN 9780718828837
- Dallas S – *Manual of Veterinary Care* (BSAVA, 1999) ISBN 9780905214498
- Evans J M and White K – *Catlopaedia* (Ringpress Books Ltd, 1994) ISBN 9781860540189
- Evans J M and White K – *Doglopaedia* (Ringpress Books Ltd, 1994) ISBN 9781860540745
- Lane D R and Cooper B – *Veterinary Nursing, Vol. 3* (Butterworth-Heinemann, 1998) ISBN 9780750655255
- Taylor D – *Small Pet Handbook* (Collins, 1997) ISBN 9780007134489

Journals and magazines

Veterinary Nursing Times

Your Cat

Your Dog

Websites

www.bluecross.org.uk

www.bvna.co.uk

www.defra.gov.uk

www.gccfcats.org

www.rcvs.org.uk

www.rspca.org.uk

www.the-kennel-club.org.uk

Blue Cross – animal welfare charity

The British Veterinary Nursing Association

Department of Environment, Food and Rural Affairs

The Governing Council of the Cat Fancy

Royal College of Veterinary Surgeons

Royal Society for the Prevention of Cruelty to Animals

The Kennel Club

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	describing the contents of a first aid kit describing first aid procedures
Creative thinkers	describing signs of diseases, disorders, their treatments and prevention recognising signs of normal and abnormal health in animals
Reflective learners	describing the contents of a first aid kit recognising signs of normal and abnormal health in animals
Team workers	carrying out routine health checks on animals carrying out preventative care of animals describing exercise and husbandry routines
Self-managers	identifying principles of first aid outlining current UK animal welfare legislation
Effective participators	carrying out health checks on animals carrying out routine preventative treatments describing exercise and husbandry regimes describing first aid procedures.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research activities related to the unit and animal health analysing information on animal health and signs of illness
Creative thinkers	asking questions to extend their thinking during lectures and practical sessions adapting ideas as circumstances change, eg changes to animal welfare legislation
Reflective learners	identifying opportunities for animal health care changes and their own achievements setting goals for themselves to achieve, eg conquering a fear of handling an animal
Team workers	working with others to carry out health checks, exercise and husbandry routines of animals reaching clear agreements regarding who is carrying out which task
Self-managers	showing initiative and commitment to animals and their healthcare dealing with pressures in an emergency first aid situation
Effective participators	discussing issues of concern when health checking an animal or finding an animal in a less than ideal welfare situation influencing others in their animal health care regimes and standards.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	encouraged to complete their coursework using ICT facilities, using Smartboards and PCs in class, using interactive materials for teaching and learning, researching subjects on the internet.
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	making use of mathematics to suggest sizes of enclosures to keep animals in to suit their welfare, dosage of medication such as preventative treatments per size of animal, and gathering and analysing weights of animals for health care evaluations.
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	reading material on English skills from a variety of sources for their assignment work encouraged to read around subjects and produce clear and concise documents using correct animal health terminology for the unit required to present information to a group of people for the unit, ideally in a classroom situation with their peers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	

Unit 7: Undertake Horse Grooming, Trimming and Plaiting

Unit code: H/601/0310

Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of grooming, trimming and plaiting horses and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

A horse's appearance can be enhanced to bring out its natural splendour and make it look good. In the wild, horses naturally groom themselves and each other by scratching and rolling. Domestic horses need help to maintain good health and keep a good appearance, which is particularly vital when showing and competing horses.

This is a largely practical unit that will give learners opportunities to develop skills in horse preparation techniques.

Learners will begin by carrying out grooming and washing safely and efficiently, both full wash and sponging off. They will then progress to trimming horses and pulling and plaiting a mane. Finally, learners will investigate types of clip and the safe procedures for clipping horses.

Learners will be encouraged to reflect on their performance and suggest areas for improvement.

Throughout the unit learners will be made aware of safe practices relating to the horse, handler, equipment and environment.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to clean and groom horses
- 2 Be able to trim and plait horses
- 3 Know how to prepare a horse to improve appearance.

Unit content

1 Be able to clean and groom horses

Grooming: grooming kit – contents, use and maintenance; tying up; grooming procedure; full groom

Foot care: picking out feet; recognising abnormalities eg overgrown feet, risen clenches, loose shoes, shoes that have worn thin; recognising when the feet need attention; reporting to the appropriate person

Wash and dry: sponging off; full wash; climate; frequency; time; order; equipment eg shampoo, buckets, hosing, towels; care after washing

2 Be able to trim and plait horses

Trimming: feathers; bridle gap; bottom of tail; equipment; preparation; procedure

Preparing manes: preparation; equipment; thinning; length; style; laying the mane

Plaiting: preparation; procedure; equipment eg thread, rubber bands; number of plaits; enhancing the neck; time taken; efficiency; removing plaits

3 Know how to prepare a horse to improve appearance

Grooming: principles; reasons ie maintain condition, prevent disease, promote health, ensure cleanliness, improve appearance

Plaiting: reasons for plaiting; turn out requirements; number and type of plaits

Clipping: reasons; purpose; types of clip eg full, hunter, chaser, trace, blanket; safe procedures; environment; equipment; horse; handler; preparation; personal protective equipment (PPE); liaising with person clipping

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 groom horses efficiently and correctly [SM]		
P2 recognise and report when a horse's hooves need attention [IE]	M1 describe the consequences of worn or ill fitting shoes	
P3 wash and dry horses according to conditions and requirements both: <ul style="list-style-type: none"> ◊ full wash ◊ sponging off [SM]		
P4 carry out trimming according to instructions to include one of the following: <ul style="list-style-type: none"> ◊ bottom of tail ◊ bridle gap ◊ feathers [TW]	M2 describe why trimming takes place	D1 justify trimming types for different disciplines and situations
P5 prepare manes by pulling [SM]		D2 evaluate own plaiting skills and suggest areas for improvement.
P6 plait a mane according to instructions [SM]	M3 demonstrate how plaiting can be used to highlight a horse's conformation	
P7 assist with the preparation of horse and equipment for clipping		
P8 describe the principles of grooming and the reasons for it [IE]	M4 describe procedures for quartering and strapping horses.	
P9 describe when horses' manes should be plaited		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P10 state reasons for clipping horses and the purpose of different types of clips [IE]</p>		
<p>P11 describe the safe procedure for clipping horses.</p>		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments and visits to suitable collections, and will link to work experience placements.

This unit should be delivered in a practical context and is likely to involve demonstrations and supervised practical sessions. Health and safety issues relating to working with horses must be stressed and reinforced regularly and risk assessments must be undertaken before any practical activities. Learners are not expected to deal with difficult/potentially dangerous horses beyond their capabilities and limited experience.

This unit is designed to give learners the opportunity to acquire and demonstrate practical skills and develop their knowledge of grooming, trimming and plaiting horses. Work placements on yards and/or practice on centre-based equine facilities would provide realistic practical opportunities for learners to gain and improve their skills and learn different techniques.

Learning outcome 1 requires learners to clean and groom horses. Learners will need to demonstrate correct grooming and washing procedures and recognise and report when the horse's hooves need attention. Learners should have the opportunity to develop these skills as part of routine horse care. The criteria are likely to be assessed through practical sessions that take place within a stable, yard or enclosed space.

Learning outcome 2 covers trimming and preparation and plaiting of the mane. Demonstrations and supervised practical sessions could provide an introduction to safe trimming practices, pulling and plaiting techniques and the use of associated equipment and tools. Due to inevitable variations in previous experience and confidence learners are likely to progress at different rates, and allowance must be made to further develop competent learners and to support/encourage less confident learners. Learners should be encouraged to reflect on their own performance and suggest areas for improvement. Visits to horse shows and events would add relevance to the subject for learners.

Learning outcome 3 asks learners to develop their knowledge of preparing a horse to improve its appearance. Learners are required to investigate procedures and reasons for grooming, plaiting and clipping. This outcome will require some formal delivery but should also be linked to practical application. The use of high quality visual/audio-visual materials could provide examples of different types of clip. A visiting grooming expert could be invited to talk through techniques with learners.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment

Introduction and overview of the unit.

Topic and suggested assignments/activities and/assessment

Assignment 1: Practical Log (P1, P2, P3, P8, M1, M4)

Tutor introduces the assignment brief.

Theory sessions: principles and reasons for grooming, the grooming kit, methods eg full, strapping, quartering, foot care, recognising abnormalities, consequences of poor foot care.

Practical demonstrations: use of the grooming kit, procedure for grooming.

Practical application and assessment: grooming horses, recognise and report when the feet need attention.

Practical demonstrations: sponging off, full wash, drying the horse.

Practical application and assessment: washing horses.

Assignment 2: Trimming Horses (P4, M2, D1)

Tutor introduces the assignment brief.

Theory sessions: trimming procedures, safety, requirements for different disciplines and situations.

Independent study: types of trimming for different requirements and disciplines.

Practical demonstrations: trimming the horse.

Practical assessment and application: trimming the horse, bridle gap, feathers, bottom of tail.

Assignment 3: Plaiting Horses (P5, P6, P9, M3, D2)

Tutor introduces the assignment brief.

Theory sessions: pulling and plaiting, reasons for plaiting, improving the horses appearance.

Practical demonstrations: pulling and plaiting the mane.

Practical application and assessment: pulling and plaiting, reflection on performance.

Assignment 4: Preparation for Clipping (P7, P10, P11)

Tutor introduces the assignment brief.

Theory sessions: clipping, reasons, purpose, types, safe procedure.

Practical observation: clipping, safe procedures.

Independent study: research clipping and produce written report.

Review of unit and skills gained.

Unit review.

Assessment

Learners need to demonstrate their knowledge and understanding of clipping and trimming horses. The criteria are likely to be assessed through practical sessions that take place within a stable, yard or enclosed space. If assessed directly by the tutor, suitable evidence from guided activities would be observation records completed by the tutor. If assessed during a work placement, witness statements should be provided by a suitable representative and verified by the tutor. The use of video and/or photographic evidence could be included; however these must be suitably authenticated.

For P1, learners are expected to demonstrate competent use of the grooming kit. Learners should demonstrate an awareness of the horse's reaction and manner and carry out grooming to a good standard. Efficient use of time is essential. Evidence is likely to be gathered during yard duties or routine horse care tasks. Learners should demonstrate their grooming on at least three different horses.

For P2, learners must recognise the condition of the horse's hooves and report when they need attention. Learners should be encouraged to use correct terminology when describing the condition of the foot and shoe. Learners should assess the hooves of at least three different horses.

For P3, learners must wash and dry horses. This is likely to be done during the warmer months. Sponging off after exercise could be assessed as part of yard duties or routine horse care tasks. A full wash could be linked to P4, P5 or P6 in preparation for trimming, pulling or plaiting.

For P4, the learners are required to carry out trimming according to instructions. Throughout the procedure learners should show due regard for the safety of horse and handler and trimming should be completed to an acceptable standard. Tutors should ensure that each learner is challenged with a similar situation to ensure fairness of assessment.

For P5, learners must demonstrate the correct procedure for pulling a horse's mane, with due regard for safety of horse and handler. Learners should show an understanding that horses vary in their sensitivity to having their manes pulled and safety procedures are followed at all times. The learners should demonstrate mane pulling on at least two different horses.

For P6, the learner must plait a horse's mane according to instructions. Efficient use of time is essential and plaits should be completed to an acceptable standard.

For P8, learners are required to describe the principles of, and describe the reasons for, grooming. This is likely to be linked to a practical assessment using question and answer.

For P9, learners must describe situations when the horse's mane should be plaited. This is likely to be linked to a practical assessment using question and answer.

For P7 and P10, learners are required to assist preparation for, and state the reasons for, clipping horses and the purpose of different types of clip. As a minimum, learners must describe the purpose of at least three different types of clip.

For P11, learners must describe safe procedures for clipping horses including the safety of the horse, handlers, equipment and environment.

For M1, learners are required to describe the consequences of worn or loose shoes. This is likely to be linked to P2.

For M2, learners must describe the reasons why trimming takes place. This is likely to be linked to a practical assessment for P4 using question and answer.

For M3, learners must demonstrate how plaiting can be used to highlight a horse's conformation. This is likely to be linked to a practical assessment for P6 using question and answer.

For M4, learners must describe the procedures for quartering and strapping. This should include an explanation of the steps involved and the reasons for each.

For D1, learners must justify trimming for different situations and disciplines. The tutor could provide examples of situations and disciplines or agree them through discussion with the learner. Learners' work should demonstrate a clear understanding of the topic.

For D2, learners are required to evaluate their own performance when plaiting a mane eg quality and number of plaits, time taken, and suggest areas for improvement. Improvements suggested must be relevant and appropriate.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P8, M1, M4	Practical Log	You must participate in the routine care of horses in a yard and keep a record of your activities. This will include grooming and washing horses, recognising and reporting when a horse's feet need attention and describing the consequences of worn or loose shoes. You will also be required to answer questions on procedures for strapping and quartering horses.	Practical observation and assessment. Witness testimony. Question and answer.
P4, M2, D1	Trimming Horses	Horses are often trimmed to improve their appearance. You are required to demonstrate trimming on one area of the horse, describe why trimming takes place and justify trimming types for different disciplines and situations.	Practical observation and assessment. Witness testimony. Question and answer.
P5, P6, P9, M3, D2	Plaiting Horses	Plaiting is a vital skill when preparing horses for presentation. You must demonstrate pulling and plaiting a horse's mane and show how plaiting can be used to highlight a horse's conformation. You will then evaluate your skills and suggest areas for improvement. Finally you must describe situations when a horse should be plaited.	Practical observation and assessment. Witness testimony. Question and answer.
P7, P10, P11	Preparation for Clipping	Produce an illustrated report on the reasons for clipping horses and the purpose of at least three different types of clip. Go on to describe safe procedure for clipping horses.	Illustrated Written report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
203.2 Plait and trim horses	Prepare Horses for Presentation.
203.3 Clean and groom horses for appearance.	
Undertake Horse Handling.	Understand Animal Anatomy and Physiology.
Maintain Animal Health and Welfare.	

Essential resources

Learners should have access to a range of suitable horses to work with in order to practise and develop their skills.

Indicative reading for learners

Textbooks

Auty I and Batty-Smith J (editors) – *BHS Complete Manual of Horse and Stable Management* (Kenilworth Press, 2008) ISBN 978-1905693184

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	assessing whether a horse's hooves need attention investigating principles and reasons for grooming investigating types of clip and safe clipping procedures
Team workers	trim a horse according to instructions
Self-managers	organising time and resources when grooming, washing and plaiting horses

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching trimming types for different disciplines and situations
Reflective learners	reflecting on own plaiting skills and suggesting areas for improvement

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	searching for information on clipping horses
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	Including text and images in clipping report
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	describing procedures during practical assessments participating in question and answer during practical assessments
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information on clipping horses
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing an illustrated written report on clipping horses

Unit 8: Introduction to Keeping Horses at Grass

Unit code: A/601/0345

Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose.

This unit aims to provide learners with an understanding of the principles of introduction to keeping horses at grass and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

With the keeping of horses as both companions and working animals becoming increasingly popular, knowing the basics of keeping them in all situations is very important. This unit aims to provide the learners with an introduction to keeping horses at grass, to allow them to fulfil their natural behaviours and maintain condition and health and safety.

Learners will develop the basic skills and knowledge required to keep horses at grass. The learner will be able to check fields and boundaries for safety and suitability, including checking for hazards and poisonous plants and weeds. The learner will be able to prepare horses for turning out, lead and release horses onto grazing land and monitor them for condition and behaviour. The unit also covers the underpinning knowledge of how to maintain horses at grass.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to assess grazing land for the introduction of horses
- 2 Be able to turn out and catch up horses from grazing land
- 3 Know how to maintain horses at grass.

Unit content

1 Be able to assess grazing land for the introduction of horses

Grazing land assessment: Perimeter fences; assess electric fences; check fences for breaks/gaps; check for flat even ground for horses to graze to avoid injury; carry out rotation of horses on grazing land to ensure longevity of the grass; assess the area for poisonous plants and weeds; assess the quality and quantity of grass available; check for adequate shelter against prevailing weather; check water provision; assess access for horse and handlers

2 Be able to turn out and catch up horses from grazing land

Horse catching: check horses and area prior to turning out; monitor and assess the horses' behaviour and interaction during grazing; check for hazards en route; assess the safety and suitability of equipment used to lead out or catch horses eg head collars, lead ropes etc; wear correct personal protective equipment (PPE) and abide by health and safety; ensure correct timing of turn out; correct aids for catching up horses eg food, treats etc

3 Know how to maintain horses at grass

Boundaries: types of boundaries eg electric fences; wooden fences; security and safety of alternatives; height; boundaries between horses; shelters – design; construction; materials used; direction facing

Factors: proximity of water supply to horses; poisonous plants and weeds eg ragwort, spear thistle, creeping of field thistle, broad leaved dock and curled dock; safety of horses and handlers in the field – eg PPE, catching and handling techniques; frequency of skipping/picking the field and reasons for doing so; rotation of horses at grass to protect the land

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria			
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
<p>P1 conduct basic assessment of the quantity and quality of grazing [IE, SM, CT]</p>	<p>M1 plan a grazing field for a group of horses to include location, size, security, access, boundaries, shelter and water supply</p>	<p>D1 evaluate current grazing land for a group of horses and make suggestions for improvement.</p>	
<p>P2 carry out checks on the following for suitability:</p> <ul style="list-style-type: none"> ◊ boundaries ◊ shelter ◊ water supply <p>[RL, TW, EP]</p>			
<p>P3 perform initial checks for:</p> <ul style="list-style-type: none"> ◊ hazards ◊ poisonous plants and weeds ◊ and report condition of grazing land to supervisor <p>[CT, IE, SM]</p>			
<p>P4 prepare to turn horses out onto</p> <ul style="list-style-type: none"> ◊ grazing land <p>[TW, EP]</p>			<p>M2 effectively turn out and catch up horses from grazing land meeting given objectives</p>
<p>P5 lead and release horses onto grazing land safely [TW, EP, CT]</p>			
<p>P6 check the behaviour and condition of horses on grazing land regularly [TW, EP, CT]</p>			
<p>P7 catch and bring in horses from grazing land safely [TW, EP, CT]</p>			

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P8 describe the reasons for checking grazing land used for horses. [RL, CT, IE]</p>	<p>M3 explain in detail the maintenance of given horses at grass.</p>	
<p>P9 identify common types of poisonous plants and weeds [CT, RL, IE]</p>		
<p>P10 describe different types/ methods of providing:</p> <ul style="list-style-type: none"> ◊ boundaries ◊ shelter ◊ water supply ◊ and their suitability for horses at grass. <p>[CT, RL, IE]</p>		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

In order to successfully complete this unit, learners should be given opportunities for keeping horses at grass. The emphasis should be on practical delivery and assessments where possible for the unit, with learners given adequate time to prepare for these assessments.

Access to the animals should be given to people of all abilities with the emphasis on health and safety and animal welfare at all times.

Centres should be encouraged to give learners appropriate access to a variety of horses, but animal welfare is of paramount importance, and this is likely to involve careful planning to prevent stress or suffering to the horses.

Learners should be encouraged to carry out independent research for this unit, to allow for guided development of research and independent thinking skills.

Tutors should also be encouraged to formulate links with external horse care organisations to provide a 'real' view of keeping horses at grass and how this relates to overall health and welfare of the horse. This could be done via both visits to yards and guest lecturers from experts.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to the unit and the equine yard of the centre, health and safety induction.
Practical duties – assessing grazing land for horses.
Introduce assignment covering pass criteria and showing learners how to correctly write diary entries.
Theory behind turning out and catching up horses, when to do it, when not to do it, health and safety etc.
Turning out and catching up horses – practical activities and demonstrations.
Assignment 1: Keeping Horses at Grass (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M2, M3)
Visits to yards.
Maintaining horses at grass – types of boundaries, poisonous plants and weeds and identification in the field.
Assignment 2: Grazing Land (M1, D1)
Maintaining horses at grass – safety, rotation of horses, complete any outstanding diary entries and assessment, practical demonstrations where necessary.
Unit review.

Assessment

The majority of the assessment for this unit should be based around practical sessions due to the nature of the content. It is vital that learners get experience of keeping horses at grass in real life situations rather than simulations.

For the assessment to cover this unit, learners are required to complete practical diaries accompanied by photographs to show they are able to keep horses at grass safely, securely and to maximise their health and welfare.

The practical diaries should be sectioned by the assessor, and given a set of pass criteria that should be turned into tasks and put into task sheets for the diary entries.

Photographs of the different stages of the learner keeping horses at grass must also be included as part of the assessment.

P1, P2, P3, P4, P5, P6, P7, P8, P9, P10 could be covered in the practical diary entries, and there should be a minimum standard and guide length set by the assessor. The learners should also be given examples of how to write a diary entry correctly to ensure standardisation.

For M1, learners are required to plan a suitable grazing area for horses, to include location, size, security, access, boundaries, shelter and water supply. This should be a scale plan, and aims to show learners' knowledge of putting their practical skills to paper.

For D1, learners are required to evaluate a plot of current grazing land (which should be chosen by the assessor – preferably from external visits to yards). They should then make valid and realistic suggestions for change and improvement to increase horse health and welfare, health and safety and access.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, M2, M3	Keeping Horses at Grass	Learners are to be given a log book to complete to cover all of the pass criteria, which will include all of the points that need to be assessed for keeping horses at grass. They will have to write diary entries for each point, and include photographs of themselves carrying out practical tasks.	Practical diaries and photographs.
M1, D1	Grazing Land	Learners are required to plan the set up of a piece of grazing land for a given group of horses, to include all necessary points. They are then required to evaluate a piece of grazing land they have visited with the centre and make valid suggestions for improvement.	Scale plan. Written assignment.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
204.1 Assess grazing land for the introduction of horses 204.2 Turn out, catch and maintain horses on grazing land	Understand the Principles of Horse Behaviour and Welfare
Understand the Principles of Horse Biology	Understand the Principles of Animal Biology
Introduction to the Principles of Horse Behaviour	Understand Grassland Management
Undertake Horse Handling	

Essential resources

It is vital that learners have access to a variety of horses used for different purposes.

The equine unit should be equipped with safe and up-to-date equipment and should have adequate procedures in place that adhere to both animal welfare and health and safety.

Employer engagement and vocational contexts

Centres are encouraged to develop links with animal collections to provide learners with an insight into alternative ways of keeping horses at grass. This may be vets, zoos, and wildlife parks, feeding companies, farms or boarding/rescue facilities. This could be done through either visits to the establishments or guest lecturers from suitable organisations.

Indicative reading for learners

Textbooks

Auty I (editor) – *The British Horse Society Complete Manual of Stable Management* (Kenilworth Press, 1998)
ISBN 1872119034

Cuddeford D – *Equine Nutrition* (Crowood Press, 2003) ISBN 1861265654

Hastie S – *The British Horse Society Veterinary Manual* (Kenilworth Press, 2001) ISBN 1872082572

Houghton Brown J, Pilliner S and Powell-Smith V – *Horse and Stable Management* (Blackwell Science, 2003)
ISBN 1405100079

Journals

Horse and Hound

Your Horse

Websites

www.bluecross.org.uk

Blue Cross – animal welfare charity

www.bhs.org.uk

British Horse Society

www.defra.gov.uk

Department for Environment, Food and Rural Affairs

www.environment-agency.gov.uk

Environmental Agency

www.lantra.org.uk

Lantra Sector Skills Council

www.rspca.org.uk

Royal Society for the Prevention of Cruelty to
Animals

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	conducting assessments of quality and quantity of grazing, performing checks for safety describing reasons for checking grazing land identifying poisonous plants and weeds describing methods of providing boundaries, shelter and water supply
Creative thinkers	conducting assessments of quality and quantity of grazing performing checks for safety, leading horses checking behaviour at grazing catching horses and bringing them in describing reasons for checking grazing land, identifying poisonous plants and weeds describing methods of providing boundaries, shelter and water supply
Reflective learners	identifying poisonous plants and weeds describing methods of providing boundaries, shelter and water supply carrying out checks on land
Team workers	carrying out checks on boundaries, shelter and water supply preparing to turn horses out, leading horses checking behaviour at grazing catching horses and bringing them in
Self-managers	conducting assessments of quality and quantity of grazing, performing checks for safety
Effective participators	carrying out checks on boundaries, shelter and water supply leading horses checking behaviour at grazing catching horses and bringing them in.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research activities related to horses analysing information on alternative ways of keeping horses at grass
Creative thinkers	asking questions to extend their thinking during lectures and practical sessions trying out alternatives or new ways of providing shelters, water supplies etc. adapting ideas as circumstances change eg new equipment, new nutritional information

Skill	When learners are ...
Reflective learners	identifying opportunities for their own achievements setting goals for themselves to achieve eg conquering a fear of handling an animal reviewing progress in practical tasks and coursework
Team workers	working with others and group activities in class reaching clear agreements regarding who is doing which task working together when leading and catching up horses
Self-managers	showing initiative and commitment with horses and their needs dealing with pressures of a horse that will not turn out or be caught managing emotions when it comes to horse welfare and health care
Effective participators	discussing issues of concern when finding a horse in a less than ideal welfare situation identifying improvements to current horse care regimes influencing others on their horse care regimes and standards.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	being encouraged to complete their work using ICT facilities, using Smart boards and PCs in class, using interactive materials for teaching and learning, researching subjects on the internet
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	suggesting weights of food or animals to suit their needs, dosage of supplements per size of animal, and gathering and analysing weights of animals for healthcare evaluations
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	being encouraged to read around subjects and produce clear and concise documents using correct feeding terminology for the unit presenting information to a group of people for the unit, and this should ideally be done in a classroom situation with their peers.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	



Unit 9: Introduction to Caring for Competition Horses

Unit code: H/601/0338

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of introduction to caring for competition horses and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

There are a number of different disciplines which riders can participate in at a competitive level. Horses need to be presented to a high standard, as well as being cared for in the correct manner. The care needs of horses will vary according to the discipline the horse is competing in.

This is a largely practical unit that will give learners basic skills in horse presentation and care, beginning with preparation of the mane and tail and working through to presentation for a competition. Learners will begin by carrying out washing, plaiting and other grooming techniques safely.

The unit will enable learners to plan and provide care before, during and after a horse show. The unit will end with learners planning for a competition day, including working with riders, trainers and competition supervisors.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how to assist with caring for competition horses
- 2 Be able to assist with the day- to- day care of competition horses
- 3 Be able to assist with preparing a horse, tack and equipment for competition
- 4 Be able to assist with the preparation and loading of horses for travelling
- 5 Be able to assist with caring for a horse throughout the competition day.

Unit content

1 Know how to assist with caring for competition horses

Disciplines: show jumping; dressage; eventing; polo; showing; driving

Competition horse care: daily care routines (feeding, mucking out, grooming); diet; health checks; TPR (at work, at rest); fittening (programme, diet changes); exercise; equipment; factors related to movement of horses from grass to stable; roughing off; importance of grass for competition horse (seasons, nutrition); health and safety

Competition horse specialist care: veterinary treatment; farrier; dentist; complementary therapies eg homeopathy, aromatherapy, McTimony

2 Be able to assist with the day- to- day care of competition horses

Routine health care: feeding, grooming, worming, health checking and monitoring, reporting problems

Exercising: road work, hill work, fitness work, schooling; animal welfare

Maintenance of facilities: tack room, feed room, yards, muck heap; stables

3 Be able to assist with preparing a horse, tack and equipment for competition

Preparation: grooming, bathing, plaiting

Rider clothing: hat, gloves, jodhpurs, showing or hacking jacket, footwear, safety equipment (body protector), competition number

Tack and equipment: saddle, bridle, boots, bandages, girth

4 Be able to assist with the preparation and loading of horses for travelling

Travel equipment: boots; bandages; head collar; tail guard; rugs; poll protector

Assist with loading the horse: safe approach; equipment required; loading procedure; role of assistant; use of personal protective equipment (PPE); differences between lorries and trailers; animal welfare

Assist with unloading the horse: safe approach, equipment required, unloading procedure, role of assistant, use of PPE; animal welfare

5 Be able to assist with caring for a horse throughout the competition day

Preparation: grooming; plaiting; tacking up; putting on boots

Care: feeding, watering, warming up, cooling off

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the daily care routines for competition horses [IE, SM, CT]	M1 explain the importance of the daily care routines for competition horses	DI explain in detail the daily competition horse care routines for given events.
P2 describe the types of specialist healthcare covering all of the following: <ul style="list-style-type: none"> ◊ vet ◊ farrier ◊ dentist ◊ complimentary therapies [IE, SM, CT] 	M2 discuss the importance of specialist healthcare for competition horses	
P3 assist with horses exercise in accordance with instructions [SM, TW]		
P4 assist with the administration of routine healthcare for horses in accordance with instructions [SM]		
P5 monitor the health and wellbeing of the horse and report any problems to the appropriate person		
P6 assist with the maintenance of the following facilities in accordance with instructions: <ul style="list-style-type: none"> ◊ tack room ◊ feed room ◊ yards ◊ muck heap [SW, EP, TW] 		

Assessment and grading criteria			
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P7 assist with preparing horse for competition to include bathing and plaiting [SM,TW,EP]			
P8 assist with preparing tack and equipment for competition [SM,TW,EP]			
P9 select and fit travelling equipment [IE, SM]			M3 explain the reasons for using travelling equipment.
P10 assist with loading competition horses into a lorry or trailer [SM,TW,EP]			
P11 assist with unloading competition horses from a lorry or trailer [SM,TW,EP]			
P12 assist with preparing and tacking up a horse at a competition [SM, EP]			
P13 assist with caring for a horse throughout the competition day. [SM,EP]			

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments and visits to suitable collections, and will link to work experience placements.

Tutors delivering this unit can use as wide a range of techniques as possible. Lectures, discussions, site visits, practical demonstrations, attendance at equine competition events and the use of personal and/or industrial experience would all be suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were to be made aware of the requirements of this unit before any work related activities are undertaken, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to undertake competition tasks. Learners should ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Whichever delivery methods are used, it is essential that tutors stress the importance of horse welfare and the need to manage the resource using legal methods.

Health and safety issues relating to working with horses must also be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities.

Tutors should consider integrating the delivery, private study and assessment relating to this unit and any other relevant units and assessment instruments learners may also be taking as part of their programme of study.

Learning outcome 1 covers the daily and specialist care required for competition horses. Lectures, demonstrations, supervised practical sessions and attendance at horse shows/competitions could form delivery. Provision could be made for learners to participate in competitions and/or other relevant equine events. Practical work should focus on the duties performed before, during and after a competition. Work placements on yards and/or practice on centre-based equine facilities would provide realistic practical opportunities for learners to gain skills and learn different washing and grooming techniques. Learner participation in practical tasks should be monitored and due regard given to risk assessment and health and safety considerations.

Learning outcome 2 requires learners to exercise horses in preparation for competition, administer and monitor healthcare in accordance with given instructions and maintain stable yard facilities. Lectures, demonstrations, supervised practical sessions and attendance at horse shows/competitions could form delivery. Work placements on yards and/or practice on centre-based equine facilities would provide realistic practical opportunities for learners to gain and learn different washing and grooming techniques. Learner participation in practical tasks should be monitored and due regard given to risk assessment and health and safety considerations.

Learning outcome 3 focuses on preparing the horse and the equipment required for competition. Care and maintenance of the equipment is also covered. Formal lectures, demonstrations and supervised practical sessions will give learners the practical competence required to prepare a horse for competition. Again, visits to horse shows and/or other equine events would add relevance to the subject for learners. Continuous monitoring and assessment of progress should be documented and discussed with each learner. Any concerns or problems need to be highlighted and action plans agreed to improve performance.

Learning outcome 4 covers transporting horses to the competition. This involves fitting travelling equipment, and assisting with loading and unloading the horse at the competition. It is likely to be delivered through lectures, demonstrations, supervised practical sessions and participation in live competition events. Timing

and preparation play important roles in this activity. Learners will be able to develop knowledge and skills through work placement opportunities or by working on the centre's own equine facilities. It is important that participation in events should not exceed each learner's knowledge and ability. Tutors should monitor each learner's experience and ensure that demands are not placed on them that are out of the context of the programme and level.

Learning outcome 5 relates to caring for a horse throughout the competition day. Lectures, demonstrations, supervised practical sessions and attendance at horse shows/competitions could form delivery. Learners should be given the opportunity to participate in horse shows and/or other relevant equine events. Work placements on yards and/or practice on centre-based equine facilities would provide realistic practical opportunities for learners to develop skills. Learner participation in practical tasks should be monitored and due regard given to risk assessment and health and safety considerations.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Daily Care Routines (P1, M1, D1)
Tutor to introduce the assignment.
Theory lesson: introductory session to the different equestrian disciplines, outline daily care routines, discuss each care routine in detail.
Practical handling: introduce learners to the different care routines carried out on a daily basis. Demonstrate how to carry each one out.
Practical session: learners to gain experience undertaking different care routines.
Individual study: learners to complete assessment.
Assignment 2: Specialist Healthcare (P2, M2)
Tutor to introduce the assignment.
Theory session: introduce learners to the specialist care including vet, farrier, dentist and complementary therapies.
Assignment 3: Exercising Horses (P3)
Tutor to introduce assignment.
Discussion: session to discuss the reasons why we exercise horses and how this can be achieved.
Practical: learners to undertake sessions where they exercise a number of horses.
Learners to complete the practical assessment.
Assignment 4: Health and Wellbeing (P4, P5)
Tutor to introduce the assignment.
Theory session: how to monitor the health and wellbeing of horses, the healthcare routines that need to be carried out.
Practical session: learners to carry out health checks on a number of horses.

Topic and suggested assignments/activities and/assessment
Learners to complete their practical assessment.
Assignment 5: Maintaining Facilities (P6)
Tutor to introduce the assignment.
Theory session: discuss the importance of maintaining facilities for horses, including health and safety.
Practical session: learners to carry out maintenance tasks in a yard environment.
Learners to complete their practical assessment.
Assignment 6: Practical: Preparing Horses and Equipment for Competition (P7, P8)
Tutor to introduce the assignment.
Theory session: explain what needs to be carried out to prepare both the horse and their tack and equipment for a competition.
Practical session: learners to prepare a horse for competition.
Practical session: learners to prepare the tack required for a competition – various disciplines to be covered.
Learners to complete their practical assessment.
Assignment 7: Getting to a Competition (P9, P10, P11, M3)
Tutor to introduce the assignment.
Theory session: tutor to introduce the different methods of transport available for horses, how to load and unload horses and the role of the assistant.
Practical session: learners to prepare a horse for travelling.
Practical session: learners to be shown how to load and unload a horse. Each learner to assist loading at least one horse/pony.
Learners to complete their practical assessment.
Assignment 8: At the Competition (P12, P13) Tutor to introduce the assignment.
Theory session: tutor to introduce the different equipment needed for horses for different disciplines, also cover their care requirements during a number of different disciplines.
Practical session: learners to be shown how to prepare and care for horses competing in a variety of different disciplines.
Learners to complete their practical assessment.
Unit review.

Assessment

Learners need to demonstrate their knowledge and understanding of preparing horses for a variety of competitions. Learners will be required to groom horses for a minimum of two shows and/or competitions in different disciplines, and to demonstrate that they can plan and organise their work throughout the activity.

For P1, learners must describe the daily care routines of competition horses. Evidence could be achieved a written project, poster or factsheet.

P2 requires learners to describe the specialist healthcare provided to competition horses. Evidence could be an assignment, presentation or report.

P3 to P13 are all likely to be assessed through practical sessions that take place within a stable, yard or competition venue. If assessed directly by the tutor, suitable evidence from guided activities would be observation records completed by the learner and tutor. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor. Guidance on the use of observation records and witness statements is provided on the Pearson website. Alternatively, the use of video and/or photographic evidence could be included but these must be suitably authenticated.

For M1, learners are required to explain the importance of the daily care routines of competition horses. Learners could achieve this through a project linked to P1.

M2 requires learners to discuss the importance of the specialist healthcare required by competition horses.

M3 requires learners to explain the reasons for using travelling equipment and could be linked to assessment for P9.

For a distinction grade learners must fulfil all the pass and merit grade criteria and the distinction criterion.

D1 requires learners to explain in detail the daily competition horse care routines for given events. Tutors could specify the events or agree them through discussion with learners. Evidence could take the form of a presentation, project or report and may be linked to assessment for P1 and M1.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Daily Care Routines	You are working on a competition yard and are required to describe the daily care routines for competition horses in your care. In addition, you must explain the importance of these routines and how they differ for horses competing in different events.	Written evidence.
P2, M2	Specialist Healthcare	You are required to describe the specialist healthcare required for competition horses and discuss the importance of each.	Written evidence.
P3	Exercising Horses	You are required to exercise competition horses in accordance with instructions given to you.	Practical observation.
P4, P5	Health and Wellbeing	You are required to monitor the health and wellbeing of the competition horses in your care and report any problems to your supervisor. In addition, you must assist with routine healthcare duties as instructed.	Practical observation and witness statements.
P6	Maintaining Facilities	You are required to prepare a competition yard for inspection and to ensure that all the facilities are prepared for this inspection to be carried out.	Practical observation.
P7, P8	Preparing Horses and Equipment for Competition	You have an interview as a competition groom. For your interview you are required to prepare horses for a variety of different disciplines.	Practical observation.
P9, P10, P11, M9	Getting to a Competition	You work for an event rider and you are required to select and fit travelling equipment for one of their horses. You must be able to explain the reasons for using the equipment selected. You are then going to assist in loading and unloading the horse.	Practical observation.
P12, P13	At the Competition	As a groom you are required to prepare and tack up a horse at a competition and care for it throughout the event, ensuring all its needs are met.	Practical observation.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
216.3 Assist with the care of horses at competitions	Prepare and Provide Care for Competition Horses
Undertake Horse Handling	Prepare Horses for Presentation
Fit and Maintain Horse Tack and Clothing	Select, Fit and Evaluate Horse Tack and Equipment
Undertake Horse Grooming, Trimming and Plaiting	
Maintain Animal Health and Welfare	

Essential resources

Facilities required for this unit include regular and routine access to a collection of horses to fit clothing, tack and equipment to.

Regular experience must be gained with:

- horses – a range of breeds and types except stallions
- ponies – a range of breeds and types except stallions.

This unit requires learners to handle competition horses; however, extremely fit horses or ponies, or those of a difficult nature, are not suitable for use in this unit.

A sufficient number of horses should be available to give learners experience of a proper working environment. Access to horses and resources should be sufficient to give learners adequate opportunity to develop their practical ability and confidence over a period of time.

Equipment required includes handling and restraint equipment, travelling equipment, tack, rugs, boots and bandages. Access to a trailer and/or lorry is essential.

Employer engagement and vocational contexts

Learners can carry out the practical assessments using the facilities at their centre and those at other equine facilities, as well as on work placement.

Indicative reading for learners

Textbooks

Auty I (editor) – *The BHS Complete Manual of Stable Management* (Kenilworth Press, 1998)
ISBN 1872119034

Brega J – *The Horse: Fitness and Competition* (J A Allen, 1996)

Cave M – *The Horse Companion for BHS Stage I* (J A Allen, 2000) ISBN 0851317650

Cave M – *The Course Companion for BHS Stage II* (J A Allen, 2002) ISBN 0851317669

Houghton Brown, J. et al – *Horse and Stable Management* (Blackwell Publishing, 2003) ISBN 1405100079

O'Connor S. – *Practical Eventing* (Half Halt Press, 1998)

Oliver R and Ramsey R and Ramsey M – *Showing for Perfection* (Perfect Productions, 1997)

Journals

Absolute Horse

Horse and Hound

Horse and Rider

Horse Magazine

Website

www.bhs.org.uk

British Horse Society

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	describing daily care routines for competition horses describing methods of caring for the competition horse
Creative thinkers	producing, with tutor support, reports and presentations
Team workers	assisting with preparing for competition assisting with loading and unloading horses assisting with caring for a competition horse
Self-managers	producing, with tutor support, reports and presentations exercising horses according to instructions
Effective participators	participating in practical sessions and applying the skills they have learned

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	explaining the importance of daily care routines discussing the importance of specialist care
Reflective learners	evaluating equipment for horses when competing evaluating the travelling equipment used for horses

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using the internet to research the different competitions and the equipment required for them using the internet to research how to use relevant equipment
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using books, journals and the internet to find relevant information
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	producing a report using computers
Bring together information to suit content and purpose	producing a report producing a presentation
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	ensuring that the equipment required for the horse is the correct size
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing during presentations and lessons
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	



Unit 10: Introduction to the Principles of Horse Behaviour

Unit code: T/601/0375

Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of introduction to the principles of horse behaviour and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Horses have strength, beauty and speed which, for thousands of years, have been an integral part of human endeavour and culture. We have come to rely on horses for our own needs, be they for war, work, travel or leisure. Any person working with horses will learn quickly that a horse is a unique animal with a lifestyle and behaviour that requires careful management if it is to be successfully kept domestically.

This unit will begin by introducing learners to the evolution of the horse and the changes in its physical appearance from eohippus to the modern horse. This will lead into a study of the differences between hot and cold blooded horses, their characteristics and uses.

The unit will then enable learners to investigate horses' natural lifestyle, instincts and behaviour in the wild and compare this to the domesticated horse. Learners will be able to recognise both normal and abnormal behaviours which is a vital skill for anyone working with horses.

The unit will finish by involving learners in observing horse behaviour and allowing them to apply the knowledge they have gained in practical situations.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the roles of horses in society
- 2 Know the natural lifestyle of the horse
- 3 Understand the impact of domestication on the horse
- 4 Be able to monitor and report on horse behaviour.

Unit content

1 Understand the roles of horses in society

Evolution: major stages to include eohippus, miohippus, merychippus, pliohippus and equus; physical changes that have occurred throughout evolution; selection pressures eg climate change, environment, availability of foodstuffs, predator–prey relationships

Types and breeds: origins and distribution of the four types of primitive horse before domestication; links between environment and physical characteristics; development of modern day breeds

Hot and cold blooded horses: cold bloods eg heavy horses, natives, cobs; hot bloods eg arabs, barbs, thoroughbreds; physical characteristics; temperament; uses eg working, military, sporting, leisure

2 Know the natural lifestyle of the horse

Natural instincts: herd living; prey animal; herbivore; fight or flight response

Natural lifestyle: herd make up of harem and bachelor groups; lifestyle eg grazing, foraging, sleeping, grooming, loafing, rolling, playing and mating; herd hierarchy

Natural behaviours: communication methods; body language and outline; dominance; submission; aggression; fear; play; communication between herd members and social interaction

Handling: interpretation of horse body language and signals; identification of horse's state eg excited, aggressive, fearful; safety of handler

3 Understand the impact of domestication on the horse

Differences in lifestyle: access to food and water; choice of diet; changes in feeding behaviour; social interaction; exercise; health; time budgets (length of time spent on different activities within a 24-hour period)

Traditional management: adaptations to domestic life; stabling; restricted access to grazing; limited opportunities for social interaction; controlled exercise; changes in diet and feeding patterns; effects on behaviour

Abnormal stereotypical behaviours: weaving; crib-biting; wind sucking; box walking; causes; signs; prevention; management by focusing on natural lifestyle and instincts; 'treatments' versus humane management

4 Be able to monitor and report on horse behaviour

Observation of behaviour: stabled horses eg loose boxes, American barn; grazing horses eg fields, paddocks, alone or with company; effects of routine and management; before and after periods of exercise or turn out; during feeding; with or without companions present; response to environment and stimuli

Record observations: identification and recording of normal and abnormal behaviours; significance of observations; reporting findings; action to be taken

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain the major stages in the evolution of the modern horse [CT]	M1 describe the factors which influenced the evolution of the modern horse	
P2 explain how evolution has created different types and breeds of horses [CT]		
P3 describe cold and hot blooded types, linking behavioural characteristics to their uses		
P4 outline the natural instincts of the horse		
P5 describe the natural lifestyle of the horse		
P6 describe different type of natural behaviours in the horse including: <ul style="list-style-type: none"> ◊ Dominant ◊ Submissive ◊ Aggressive ◊ Frightened ◊ Playful 	M2 explain how the horse uses body language to communicate with others in the herd	DI explain how a knowledge of natural behaviours can assist the handler when working with horses
P7 explain the differences between the lifestyles of wild and domesticated horses	M3 compare time budgets for wild and domesticated horses	
P8 explain the changes in horse lifestyle and behaviour that are created by traditional management		
P9 discuss common behavioural problems and how these can be solved by focusing on the horses natural instincts	M4 contrast 'treatment' with management strategies used to prevent abnormal behaviours	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 observe the behaviour of horses in a stable [IE]		
P11 observe the behaviour of horses in the field [IE]		
P12 record observations and report findings. [IE]	M5 analyse the behaviour of observed stabled and grazing horses.	D2 plan and justify improvements in the management routine for a specified horse.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments and visits to suitable collections, and will link to work experience placements.

In order to follow this unit, learners should have some experience of handling and working with horses. The unit should be taught using a mixture of underpinning theory and practical sessions. The observation and interpretation of equine behaviour should be an integral part of all practical sessions. Learners should have the opportunity to observe horses in a variety of situations, for example, when stabled, at grass, when handled or ridden, and at events if possible.

Learning outcome 1 covers the evolution of the horse and the development of types and breeds. This is likely to involve formal delivery including lectures, presentations and discussions. Learners will need to understand the differences between cold and hot blooded horses and their different uses, which could be delivered through observations made during field trips and visits.

In learning outcome 2 learners are required to investigate the natural lifestyle and instincts of the horse. This is likely to involve some formal delivery but would be greatly enhanced by the use of high quality visual/audio-visual materials of wild or feral horse populations. Learners could also develop their knowledge and understanding through field trips where they have the opportunity to observe groups of horses in a herd situation. Recognition of natural behaviours should give learners a greater awareness and understanding of the horses in their care.

Learning outcome 3 requires learners to investigate the differences between the lifestyles of wild and domesticated horses, with emphasis on the changes in lifestyle caused by traditional management practices. This will require some formal delivery but it should also be linked to practical application. The use of high quality visual/audio-visual materials could provide examples of different abnormal behaviours. Visiting expert speakers could add relevance to the subject for learners.

Learning outcome 4 involves learners in observing horse behaviour and reporting their findings. Learners will develop observational skills and ideas as to how behaviour can be monitored, recorded and analysed. Observation of horses in a variety of yards or field situations could provide evidence.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment

Introduction and overview of the unit.

Assignment 1: Development of the Modern Horse (P1, P2, P3, M1)

Tutor introduces the assignment.

Theory sessions: the major stages in the evolution of the horse and the physical changes that have taken place; selection pressures; development of four types of primitive horse.

Topic and suggested assignments/activities and/assessment

Practical application: observing hot- and cold-blooded horses and identifying their characteristics and uses.

Assignment 2: The Horse in the Wild (P4, P5, P6, M2, D1)

Tutor introduces the assignment.

Theory sessions: horsenatural instincts and lifestyle; communication and body language.

Practical application: observing horses to identify different types of body language and behaviour.

Discuss how recognising body language can assist when handling the horse.

Independent study: preparation and delivery of the horse in the wild presentations.

Assignment 3: The Impact of Domestication (P7, P8, P9, M3, M4)

Tutor introduces the assignment.

Theory sessions: natural instincts and lifestyle; the impact of domestication and traditional management on the horse; abnormal behaviours.

Practical session: observation of horses to assess the impact of traditional management on behaviour.

Discuss treatment of stereotypic behaviours and contrast this with management strategies that focus on the horse's natural instincts and lifestyle.

Independent study: construct time budgets for wild and domesticated horses.

Assignment 4: Observe the Behaviour of Horses (P10, P11, P12, M5, D2)

Tutor introduces the assignment.

Theory session: observing and recording horse behaviours and analysing the results.

Practical sessions: observation of horses in a variety of situations.

Independent study: design a checklist to be used in the observation of horse behaviour.

Practical session: observe stabled and grass kept horses and record findings.

Independent study: analyse results of observations of stabled and grass kept-horses; make recommendations for improvement in the management of a specified horse.

Unit review.

Assessment

For P1, learners need to explain the major stages in the evolution of the horse and the physical changes that have taken place. Learner work should demonstrate a basic understanding of the main stages that led from eohippus to the modern horse. The use of relevant images to support text may help learners in explaining the individual stages.

For P2 and P3, learners are required to provide information on evolution and different types and breeds of horses. Evidence should focus on the development of the four types of primitive horse before domestication.

For P4 and P5, learners must outline the natural instincts and describe the natural lifestyle of the horse. Learner work should include herd structure in the wild and a description of the range of activities that make up the daily routine of a wild horse. If evidence is the preparation and delivery of a presentation, learners should be encouraged to use ICT and incorporate relevant images to support the text.

For P6, learners must describe the different types of natural behaviours in the horse. This includes body language and outline and the interpretation of different states to include fear, dominance, submission, aggression and play. Learners should be encouraged to use visual/audio-visual materials to aid their descriptions.

For P7 and P8, learners must explain the difference in the lifestyles of wild and domesticated horses and changes in lifestyle and behaviour caused by traditional management practices. Learners should identify traditional management practices and explain clearly how they impact on the horse's natural lifestyle and behaviour.

For P9, learners will discuss common behavioural problems found in horses, and their causes and signs. They should then go on to discuss how they can be resolved by focusing on the horse's natural instincts. Learners should discuss a minimum of four behavioural problems.

For P10, P11 and P12, learners must produce observation checklists that can be used to monitor the behaviour of both stabled and grazing horses. The checklists should then be completed for two stabled and two grazing horses. It is suggested each horse is observed on a number of occasions, and, in total, each horse should have been observed for an hour. Grazing horses may either be observed together or separately. The checklists should identify and record the behaviours observed correctly. Reporting on the findings should include whether the observed behaviours are normal or abnormal.

For M1, learners will describe selection pressures on the horse throughout evolution such as climate, availability of food, predator—prey relationships.

For M2, learners must explain how the horse uses body language to communicate with other members of the herd. For example, an excited horse with high tail, tense body and prancing movement can make all the other horses excited. This is likely to be supported by learners' practical observation of horses in a variety of situations. Learners should be encouraged to use visual/audio-visual materials to demonstrate their understanding of the topic.

For M3, learners are required to compare time budgets for wild and stabled horses in a 24-hour period. The results could be presented graphically, for example as a pie chart, for ease of interpretation.

For M4, learners are required to contrast the traditional treatment of stereotypical behaviours with more humane methods that focus on the horse's natural instincts. Learners should provide evidence for a minimum of four different abnormal behaviours and their treatments.

For M5 and D2, learners must analyse the information gathered for P10 and P11. Learner analysis of their findings should include whether observed behaviours are normal or abnormal and links should be drawn between this and the horse's management, welfare and mental wellbeing. Learners must then plan and justify improvements to the management routine of a specified horse – this is likely to be one of the horses observed for P10 or P11.

For D1, learners must explain how an understanding of horses' body language can assist them when handling horses. For example, learners should be able to recognise aggressive behaviour and explain the impact it has on the health and safety of the handler.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1	Development of the Modern Horse	Produce a series of factsheets to explain the evolution of the horse and the development of breeds and types.	Written evidence in the form of three A4-sized factsheets

Criteria covered	Assignment title	Scenario	Assessment method
P4, P5, P6, M2, D1	The Horse in the Wild	Produce a presentation which outlines the natural instincts of the horse and describes their natural lifestyle and behaviours, including communication between herd members, and how an awareness of horse behaviours can assist when handling horses.	Presentation
P7, P8, P9, M3, M4	The Impact of Domestication	Produce a report explaining the difference in the lifestyles and time budgets of wild and domesticated horses and changes in lifestyle and behaviour caused by traditional management practices. Include a discussion on common abnormal behavioural problems, contrasting 'treatment' with management strategies used to prevent abnormal behaviours.	Written report
PI0, P11, P12, M5, D2	Observe the Behaviour of Horses	Produce observation checklists and use them to monitor the behaviour of two stabled and two grazing horses. Record your observations. Analyse your findings and plan and justify improvements to a specified horse's management routine.	Completed observation checklist for four horses Written report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Maintain Animal Health and Welfare	Understand Animal Anatomy and Physiology
Understand the Principles of Horse Biology	Understand the Principles of Horse Behaviour and Welfare

Essential resources

Access to horses in a variety of situations, for observation purposes, is essential. Visits to shows, studs, stables and welfare centres will provide excellent opportunities for learning.

Employer engagement and vocational contexts

This unit focuses on the evolution, natural instincts and behaviour of the horse and the effects of domestication. Centres are encouraged to develop links with local yards to allow learners to observe horses in a variety of situations.

Indicative reading for learners

Textbooks

Budiansky S – *The Nature of Horses: Their Evolution, Intelligence and Behaviour* (Phoenix, 1998)

Fraser A F – *The Behaviour of the Horse* (CABI Publishing, 1992)

Mills D and Nankervis K – *Equine Behaviour: Principles and Practice* (Wiley-Blackwell, 1998)

Magazines

Horse and Hound

Horse and Rider

Your Horse

Website

www.horsedata.co.uk

Information on stereotypic behaviours

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	planning and carrying out observations of horse behaviour; analysing results of observations and reporting findings
Creative thinkers	considering the effects of domestication on the horse.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching the evolution of the horse and the development of breeds and types
Creative thinkers	considering the management and welfare of the horses in their care
Reflective learners	using knowledge of horse behaviour to improve their awareness and handling technique
Team workers	collaborating with others to produce a presentation.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet to research information on evolution, breeds and types using the internet to research for information on abnormal behaviours in horses
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	evaluating the relevance of information found on evolution
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	producing written assessments using ICT programmes producing a checklist used to observe behaviour in horses producing a presentation which includes the use of relevant images
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	delivering a presentation using PowerPoint
Evaluate the selection and use of ICT tools and facilities used to present information	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	producing a summary for the number of occurrences of observed behaviours calculating time budgets for wild and domesticated horses
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	producing results from observations in table or graph format
Draw conclusions and provide mathematical justifications	
English	

Skill	When learners are ...
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting information on the horse in the wild
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising a variety of information on evolution, breeds and types and the natural lifestyle and instincts of the horse
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	<p>producing a series of A4 fact sheets on evolution and breeds and types of horses</p> <p>completing a written assignment on the impact of domestication</p> <p>completing a presentation on the horse in the wild</p> <p>completing an observation checklist and reporting findings.</p>

Unit 11: Introduction to Equine Stud Practice

Unit code: K/601/0339

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of introduction to equine stud practice and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Participation in equestrian sports continues to grow, as does the need to provide suitably qualified and experienced stud grooms to care for mares and foals that are the backbone of the equine industry. This unit provides candidates with the knowledge and skills to assist with caring for mares, foals and young stock; it also provides candidates with an initial understanding of the management of breeding stock under supervision.

This unit focuses on developing and improving the learner's own interest and previous experience within the equine industry. This is achieved through learners taking part in practical activities that will enhance and support the theoretical studies that will underpin this unit.

Throughout their learning experience learners will be made fully aware of using safe practice at all times in relation to all aspects of the care of mares and foals, equipment and the environment.

Learners will have the opportunity to gain first hand experience of pre- and post- pregnancy care, and later foals' management care, to achieve the learning outcomes.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the structure and function of the reproductive systems
- 2 Be able to care for mares and foals under supervision
- 3 Be able to handle mares and foals under supervision
- 4 Know how to care for the mare and foal during and after the foaling process
- 5 Understand basic stallion behaviour and safe handling.

Unit content

1 Know the structure and function of the reproductive systems

Identification and knowledge of the reproductive system: function of male/female reproductive parts; seasonal breeding; oestrus cycle; role of stallion sexual behaviour/testosterone; courtship process

2 Be able to care for mares and foals under supervision

Daily care of the mare and foal to include: feeding, stabling and exercise requirements; preventative treatments including worming and necessary injections; recognition of behaviours including imminent foaling, general well-being of both mares and foals immediately following foaling, 'foal heat'; preparation of, and the safe and humane methods of weaning

3 Be able to handle mares and foals under supervision

Practical handling to include: leading mare and foal in hand; handling mares and foals in stable; daily routines (health checks, mucking out, feeding, grooming, seasonal considerations); turning out mare and foal; daily routines at grass; natural behaviours in wild

4 Know how to care for the mare and foal during and after the foaling process

Pre and post foaling care of the mare and foal: signs of foaling; foaling process; aftercare requirements

5 Understand basic stallion behaviour and safe handling

Stallion handling topics to include: common behaviour and safety considerations when working around stallions in the stable and at grass

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the structure and function of the male and female reproductive systems [IE and CT]		D1 explain a given thoroughbred breeding plan
P2 describe the oestrus cycle in the mare [IE and RL]		
P3 describe the process of courtship and covering in horses [IE and CT]		
P4 maintain a stable for mares and foals [TW]	M1 demonstrate the ability to assist with the monitoring and recording of daily health checks of a named mare and foal over a set period of time	
P5 assist with the care of mares and foals under supervision		
P6 check mares and foals for health and wellbeing		
P7 lead a mare in-hand with and without a foal at foot	M2 explain handling of mares and foals in different situations	D2 compare foaling methods used in Thoroughbred studs to those used by other breeds.
P8 handle mares and foals in the stable		
P9 state the signs of imminent foaling	M3 assess the problems that may occur if the mare and newborn foal are not given suitable care at the time of foaling.	
P10 describe the foaling process		
P11 describe the aftercare of the mare and newborn foal following foaling		
P12 discuss signs of common behaviour of a stallion		
P13 discuss safety factors that need to be considered when stallions are present..		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments and visits to suitable studs, and will have links to industrial experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, supervised handling of mares and foals, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit prior to any work-related activities so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to demonstrate mare and foal handling, and they should be encouraged to ask for observation records and/or witness statements to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Health and safety issues relating to working in an equestrian environment must be stressed and regularly reinforced, and risk assessments must be undertaken prior to practical activities. Adequate personal protective equipment (PPE) must be provided and used following the production of suitable risk assessments. The theory of handling and behaviour around stallions is essential but the actual handling of a stallion is not necessary for this unit and if undertaken the stallion must be deemed safe.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units and assessment instruments learners are taking as part of their programme of study.

It is expected that the delivery of this unit will be in part classroom-based in order to provide learners with the necessary underpinning knowledge, but practical sessions should also be used to give learners the opportunity for regular handling and care of mares and foals.

Learning outcome 1 covers the structure and function of the reproductive system of both the mare and stallion. Delivery could be through formal lectures, discussion and independent learner research.

Learning outcome 2 covers the care of both mares and foals before and after foaling and up to weaning. Delivery could be through formal lectures, discussion, practical experience and independent learner research.

Learning outcome 3 covers the practical handling of both mares and foals.

Delivery could be through formal lectures, discussion, supervised practice experience and independent learner research. Appropriate visits could add to the relevance of the subject for learners; for example, visits to a variety of studs to gain knowledge of the variety of methods used.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment

Introduction and overview of unit by tutor.

Assignment 1: Structure and Function of the Reproductive System (P1, P2, P3, D1)

Tutor introduces the assignment brief.

Tutor-led lectures re anatomy followed by gap-fills and written assignments to assess learning; assignments re the breeding cycle of mares and behaviour; visits to studs to view a variety of 'teasing' and covering methods.

Assignment 2: Care for Mares and Foals Under Supervision (P4, P5, P6, M1)

Theory sessions re the care of mares and foals followed by practical supervised experience. Witness and observation records from supervisors used as evidence of competence plus written assignments.

Assignment 3: Handle Mares and Foals Under Supervision (P7, P8 and M2)

Tutor introduces assignment brief and safety precautions and safe methods that should be used when handling mares and foals. Theory followed by practical supervised experience with mares and foals. Witness statements from supervisors used to achieve practical competence.

Assignment 4: Care for the Mare and Foal During and After the Foaling Process (P9, P10, P11, M3 and D2)

Theory sessions and assignments complimented by practical sessions at a stud with observation of at least one foaling (if possible). Videos/DVDs and talks by stud grooms could compliment the practical observation of the actual foaling process. Witness statements from supervisors plus written assignments to be used as evidence of competence.

Assignment 5: Basic Stallion Behaviour and Safe Handling (P12, P13, D2)

Tutor-led discussions complimented by DVDs and videos plus visits to studs to observe stallions in work. The safety of learners to be uppermost when in close proximity to any colts or stallions with all learners fully supervised; the actual handling of stallions is not required.

Unit review.

Assessment

Learners must meet all pass criteria listed in the grading grid. For P1, P2 and P3 the learners are expected to learn the anatomy and function of the reproductive system of both the mare and stallion. Gap-fills could be completed for P1 plus other written assignments. P2 and P3 are linked as the oestrus cycle is discussed in P2 followed by the mare becoming receptive to a mate (P3). P4 – P8 are all closely linked as they all concern the general care and handling of a mare and foal. Evidence for both the theory and observation of the practical assessments should be seen. P9 – P11 are based on the actual foaling process: assessment of the theory of foaling and the aftercare should be clearly seen in the learner's written evidence as the actual process of assisting in a foaling may be difficult to monitor or achieve in some establishments ie native stud. P12 and P13 involve the understanding of the nature and handling of stallions – assessment should be by the learner's written evidence as the actual handling of stallions is not required at this level due to possible safety issues.

M1 is assessed on learners' practical ability to monitor the health of mares and foals. Evidence could be in the form of a copy of the actual sheets used for health checks and treatments given or by witness statements from supervisors. Photographic evidence would be useful to show understanding of the importance of close monitoring. M2 expands on the pass criteria as learners are expected to show a wider knowledge of handling mares and foals in different situations; this must include details of how a mare and foal typically react when they are parted and the problems that may occur and how these can be managed as safely and as humanely as possible. M3 requests the learner to expand their knowledge further regarding the process of foaling and problems that may occur. Learners' would not be expected to have observed these problems at first hand

but should have made their own investigations into what can occasionally happen if correct treatment or assistance is not given ie the foal 'drowning' at birth due to the embryonic sac not breaking – this could be linked with D2.

D1 requires learners to explain a given breeding plan. They must draw comparisons with a non-thoroughbred breeding programme and provide information on the need for conception and foal on specific dates. D2 could be linked with M3 as the learners could use their research to compare methods of foaling that can be seen at studs across the country eg native pony studs with thoroughbred studs. Evidence could be in the format of a presentation or equine stud report.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, D1	Structure and Function of the Reproductive System	Produce coloured posters showing the reproductive system of mares and stallions with an explanation of their function. Imagine you have your own Thoroughbred mare that you wish to put to a stallion: describe the signs that your mare may be 'in season' and what may happen when you take her to stud. Compare how a breeding programme might differ for a non-thoroughbred mare.	Written evidence.
P4, P5, P6, M1	Care for Mares and Foals Under Supervision	Complete a diary giving details of all tasks that you have performed over a period of time. Assist in the daily health checks of both mares and foals. Complete a checklist to show monitoring of signs of health and treatments given over a period of time.	Written diary. Observation records from supervisors. Witness testimonies. Health checklist completed over a set period of time.
P7, P8, M2	Handle Mares and Foals Under Supervision	Assist in the daily handling of both mares and foals in the stable and while being led. Describe safe methods of handling mares and foals in a variety of situations including: loading or unloading from transport/when separating at stud when mare is to be covered/when a vet is giving a foal an injection. Following from D1, describe the variety of methods that can be seen in non-TB studs.	Diary entries. Observation and witness testimonies. Photographic evidence. Written evidence.
P9, P10, P11, M3	Care for the Mare and Foal During and After the Foaling Process	Produce an advisory booklet or leaflet suitable for owners of TB mares due to foal: describe the signs of imminent foaling, the care that should be given during and after birth. Include warnings of what may happen if suitable care is not provided.	Written evidence. Booklet or leaflet.

Criteria covered	Assignment title	Scenario	Assessment method
P12, P13, D2	Basic Stallion Behaviour and Safe Handling	Imagine you are to handle a stallion at the stud you are working: describe why a stallion acts the way he does and the necessary precautions you must take to stay safe and in control.	Written evidence

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Understand the Principles of Horse Biology	Understand the Principles and Carry Out the Practices of Equine Stud
Undertake Work Experience in the Land-based Industries	Introduction to the Horse Racing Industry

Essential resources

Learners will need supervised access to practical demonstrations and regular daily stable management sessions (with suitable mares and foals) to gain the competence required for this unit.

A range of library material and internet access will be necessary to enable the learners to achieve this unit. Videos or DVDs may also be required to give the learner the breadth of experience and observation required.

Employer engagement and vocational contexts

For learners to become suitably competent in this unit they need regular contact with mares and foals and to be fully involved with the daily running of a stud. While it is not envisaged that learners will be involved with the mating of the mares with the stallions, knowledge and understanding should be encouraged.

Indicative reading for learners

Text books

Andrist F and Dent A – *Mares, Foals and Foaling* (JA Allen, 1999) ISBN 978-0851314471

Davies Morel Mina C G – *Equine Reproductive Physiology, Breeding and Stud Management* (Cabi Publishing, 2008) ISBN 978-1845934507

Kattwinkel K – *Your First Foal – Horsebreeding for Beginners* (Cadmos Equestrian, 2005) ISBN 978-3861279181

Rossdale P and Bailey M – *The horse from conception to maturity* (JA Allen, 2002) ISBN 978-0851318226

Journals

Horse and Hound

Horse and Rider

Horse

Audio-visual materials

Be Safe with Horses (BHS bookshop)

Horse & Country TV

Websites

www.bhs.org.uk

British Horse Society

www.defra.gov.uk

Department for Environment, Food and Rural Affairs

www.horseandhound.co.uk

Horse and Hound

www.horsemagazine.co.uk

Horse

www.lantra.co.uk

Lantra, Sector Skills Council

www.nationalfoalingbank.com

The National Foaling Bank

www.willesleyvets.com

Willesley Equine Clinic

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching own investigative work towards assignments and comparisons within stud practices
Creative thinkers	planning individual breeding programmes and making suggestions for alternative methods after their own study and research
Team workers	working cooperatively with others in a busy stable environment, responding well in emergencies for the sake of all others involved.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	investigating the latest research and suggestions by experts on the treatment and care necessary for a mare during foaling
Creative thinkers	giving examples of problems that may occur if correct care is not given to a mare and foal during foaling and making suggestions as to how these can be solved
Reflective learners	Able to digest feedback from others and reflect on their actions during set tasks, learning from their own actions, and making amendments and improvements to their own performance
Team workers	able to work with others in a cooperative manner; 'pull their weight' and take care of their own safety and welfare and that of others around them
Self-managers	able to plan their own work with minimum supervision, reflect on their results, and help plan their own learning and future work to enhance their own performance
Effective participators	able to join in discussions, practical assignments and tasks, planning their own work and giving and receiving constructive feedback.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	able to show a basic working knowledge of computers, printers, laminators, data storage and inter-connectivity where appropriate
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	able to select the most useful templates available on websites to produce feeding programmes for mares and foals and/or health checks
Manage information storage to enable efficient retrieval	able to understand the need and method of backing up, storing and titling and use the various types of storage media available eg CDs, DVDs, hard disc, memory sticks etc
Follow and understand the need for safety and security practices	able to understand the need for anti-virus software and how to use it and the problems that can arise from file sharing.
Troubleshoot	able to understand the use of 'help' menus and the various methods of data retrieval.
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	able to research information ie websites and textbooks to compare findings on the variety of breeding programmes
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	able to proficiently use IT systems to search for information, and evaluate the usefulness of searches; have a working knowledge of search procedures
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	<p>able to recognise the different formats available for using different applications with a mind to file size and suitability for reproduction, printing and sending</p> <p>able to show a basic awareness of programmes and their use and the suitability of programmes for the required task</p> <p>keeping records ie dates of ovulation in a mare, gestation time etc</p> <p>keeping health records of both mares and foals</p>
Bring together information to suit content and purpose	able to know where to look to retrieve their information
Present information in ways that are fit for purpose and audience	able to produce assignments, schemes of work, lesson plans etc to a high standard to suit purpose eg handouts for presentations.
Evaluate the selection and use of ICT tools and facilities used to present information	able to have the confidence and ability of choice when deciding which ICT tools to use for each task
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	<p>able to guard their own passwords and avoid indiscriminately sending on information to others</p> <p>using discretion when sending messages and information and not allowing people to view their work with a view to copying</p>

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	aware of mathematics as a tool to be used in a wide range of situations as a reference, to solve problems using number for solution and example, with and without calculators
Identify the situation or problem and the mathematical methods needed to tackle it	able to recognise relevant formulas and expressions, in a situation where mathematics is applicable in its solution, and the method required to solve the problem
Select and apply a range of skills to find solutions	able to use suitable visual mathematical statistical representation when applicable, and be able to interpret a range information available
Use appropriate checking procedures and evaluate their effectiveness at each stage	aware of the standard procedures for checking results and compare findings at each stage aware of the importance of keeping accurate records of findings at each stage of a procedure
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	able to use suitable visual mathematical statistical representation when applicable, and be able to interpret a range of information available
Draw conclusions and provide mathematical justifications	able to show findings accurately and show all workings
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	able to take part in a variety of discussions with fellow learners and use a variety of methods to make their own presentations able to listen to others speaking, including people giving presentations on a variety of subjects.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	able to interpret information from a variety of sources to present their work and involve themselves in discussions with information received
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	able to write up assignments and reports and use their information when giving presentations in PowerPoint or in supporting handouts, using 'pen and paper' method as well as ICT.

Unit 12: Introduction to Lungeing Horses

Unit code: F/601/0346

Level 2: BTEC First

Credit value: 5

Guided learning hours: 30

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of lungeing and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Lungeing is commonly used to exercise or train horses and the ability to lunge safely and competently is a vital skill within the horse care industry. A knowledgeable handler will ensure that the lungeing is planned and carried out to provide maximum benefit for the horse.

This is a practical unit that gives learners the opportunity to develop their competence in lungeing horses under supervision.

The unit begins by investigating the purpose and fitting of tack and equipment used during lungeing. This is followed by practical sessions during which learners will develop their lungeing technique. Emphasis is on the safe use of equipment and maintaining control of the horse throughout. Learners will be encouraged to reflect on their own performance and suggest areas for improvement. The unit considers the reasons for lungeing and why it may be preferable to ridden work. Finally, procedures and techniques for long reining horses will be examined.

Throughout the unit learners will be made aware of safety issues relating to the horse, handler, equipment and environment. This will enable them to develop safe working practices and a confident approach to lungeing horses in preparation for employment in this sector.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to lunge a horse under supervision
- 2 Know the reasons for exercising horses from the ground.

Unit content

1 Be able to lunge a horse under supervision

Tack and equipment: selection of equipment eg lunge cavesson, bridle, saddle or roller, side reins, brushing boots; application and fitting of equipment; checking for safety; purpose and reasons for use of equipment

Lungeing: following instructions; lungeing under supervision; appropriate circle size; maintenance of control throughout including halt, walk, trot, transitions and changing the rein; rhythm and balance; safe and effective use of the whip and lunge line; use of voice, language, body position and stance; health and safety

Common problems: problems with the horse's way of going eg falling in, turning in, lazy, over-excited, unbalanced; remedies

2 Know the reasons for exercising horses from the ground

Reasons for lungeing: before exercise; horse with injured/sore back or mouth; no suitable rider; accustom horse to saddle; provide exercise; as part of a fitness or training programme, limited time available

Planning and undertaking lungeing: environment ie weather, lungeing area; horse eg age, fitness, experience, training; experience of handler; personal protective equipment (PPE); length of session; reason for lungeing; producing a plan; exercises and timing

Long reining: reasons for long reining; procedures and techniques

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria			
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1 select, check and fit suitable tack and equipment according to instructions [CT, SM]	M1 explain the purpose of the equipment used in lungeing horses		
P2 maintain control of the horse at all times appropriate to the conditions [SM]			
P3 handle and use lungeing equipment correctly and safely [SM]			
P4 lunge the horse according to instructions [RL, SM]	M2 explain common problems that may arise during lungeing and how these may be overcome		D1 assess own lungeing technique and suggest areas for improvement
P5 identify the reasons for lungeing horses [IE]	M3 describe factors which need to be considered when preparing for and undertaking lungeing.		D2 plan and justify a lunge session for a specified horse.
P6 state when lungeing can be preferable to ridden work [IE]			
P7 identify alternative methods of working horses from the ground [IE]			
P8 identify reasons for long reining horse. [IE]			

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

This unit should be delivered in a practical context and is likely to involve demonstrations and supervised practical sessions. Health and safety issues relating to working with horses must be stressed and reinforced regularly and risk assessments must be undertaken before any practical activities. Lunge horses must be reliable, experienced and used to the work. Learners are not expected to deal with difficult/potentially dangerous horses beyond their capabilities and limited experience.

This unit is designed to give learners the opportunity to acquire and demonstrate practical skills and develop their knowledge of lungeing and long reining horses. Work placements on yards and/or practice on centre-based equine facilities would provide realistic practical opportunities for learners to acquire and develop their skills.

For learning outcome 1 learners are required to lunge a horse under supervision. Demonstrations and supervised practical sessions could provide an introduction to lungeing and the equipment used. Learners should have opportunities to practise and develop lungeing techniques. Emphasis must be placed on safe practice in relation to handling of equipment and maintaining control of the horse. Horses selected for lungeing must be quiet and reliable to allow learners to develop confidence. Due to inevitable variations in previous experience, learners are likely to progress at different rates, and allowance must be made to develop competent learners further and to support/encourage less confident learners. Learners should be encouraged to reflect on their performance and suggest areas for improvement.

Learning outcome 2 requires learners to demonstrate their knowledge of the reasons for exercising horses from the ground. This will require some formal delivery but it should also be linked to practical application. In addition to considering lungeing, learners will also be introduced to the procedures and techniques involved in long reining horses. Visiting expert speakers or demonstrations could add relevance to the subject for learners.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Prepare a Horse for Lungeing (PI, MI)
Tutor introduces the assignment
Theory session: tack and equipment used in lungeing, selection, use and fitting.
Practical demonstration: preparing a horse for lungeing.

Topic and suggested assignments/activities and/assessment

Practical application and assessment: selecting, checking and fitting equipment for lungeing and describing its purpose

Assignment 2: Lunge a Horse under Supervision (P2, P3, P4, M2, D1)

Tutor introduces the assignment

Practical demonstration: techniques used in lungeing a horse

Practical application: lungeing horses

Theory session: common problems that may arise during lungeing and how these may be dealt with

Practical demonstration: identifying and dealing with common problems

Peer observation: lungeing horses

Reflection: learners reflect on feedback and own performance and identify areas for improvement

Practical assessment: lungeing horses

Assignment 3: Planning a lungeing session (P5, P6, M3, D2)

Tutor introduces the assignment

Theory sessions: reasons for lungeing, why lungeing can be preferable to ridden work, factors which need to be considered when preparing for and undertaking lungeing. Planning a lunge session for a named horse.

Independent study: producing a written report and plan for a lunge session for a named horse

Assignment 4: Procedures for long reining (P7, P8)

Tutor introduces the assignment

Theory sessions: reasons for long reining, procedures and techniques involved.

Practical demonstration: long reining a horse

Independent study: researching and preparing an illustrated A4 fact sheet

Review of unit

Unit review

Assessment

Learners need to demonstrate their knowledge and understanding of lungeing and long reining horses. Most of the pass criteria will be practically assessed through observation of learners' ability to carry out the required tasks.

For P1, learners must select and fit correct tack and equipment used to lunge a horse. This will be assessed through practical observation together with a question and answer session. Learners should work efficiently with due regard for health and safety.

For P2, learners must demonstrate that they can maintain control of a horse at all times, appropriate to the conditions. This will be linked to P3 and P4.

For P3, learners must handle and use lungeing equipment correctly and safely. Handling of the equipment should demonstrate basic competence. Again this will be assessed through practical observation and be linked to P2 and P4.

For P4, learners are required to lunge a horse according to instructions and suitable horses should be identified by the tutor. Efforts should be made to restrict the amount of exercise an individual horse participates in, according to the horse's age, experience and fitness. During lungeing sessions, learners should encourage the horse to go forward, calmly and actively. The horse should be worked equally on both reins with transitions in and out of walk and trot, and learners should demonstrate some understanding of the horse's rhythm and balance. This will be linked to P2 and P3.

For P5, learners must identify a minimum of three reasons for lungeing horses. For P6, learners must state when lungeing can be preferable to ridden work. This could be linked to P5 and evidence could be a written report.

For P7 and P8, learners could include information as part of the evidence for P5.

For M1, learners must explain the purpose of the tack and equipment used when preparing a horse for lungeing. This is likely to be linked to P1 and be assessed through a question and answer session in a practical situation.

For M2, learners are expected to explain a minimum of two problems that may be encountered whilst lungeing and how these may be overcome, for example through use of the whip and line, or positioning of the handler.

For M3 learners must describe factors which need to be considered when preparing for and undertaking lungeing. This could be linked to D2.

For D1, learners are required to evaluate their own performance when lungeing a horse, for example handling of whip and line, execution of transitions, and suggest areas for improvement which must be relevant and appropriate.

For D2, learners must plan and justify a lunge session for a specified horse. The plan should include timings and activities suitable for the named horse.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1	Preparing a Horse for Lungeing	You are required to select, check and fit suitable tack and equipment for lungeing a horse. You must explain the purpose of the tack and equipment used.	Practical observation and assessment. Question and answer session.
P2, P3, P4, M2, D1	Lunge a Horse Under Supervision	You are required to lunge a horse according to instructions. Particular attention should be paid to control of the horse and safe handling of the lunge line and whip. You must assess your lungeing technique and suggest areas for improvement. In addition, you must identify a minimum of two problems that may occur whilst lungeing and explain how these may be dealt with.	Practical observation and assessment. Question and answer session.
P5, P6, M3 D2	Planning a Lungeing Session	Prepare a short written report which identifies three reasons for lungeing and states when it can be preferable to ridden work. Go on to describe factors which need to be considered when preparing for and undertaking lungeing. Finally, produce a plan and justify a lunge session for a named horse.	Written report Plan for lungeing a specified horse.
P7, P8	Procedures for Long Reining	Produce an A4 sized illustrated factsheet which identifies the reasons for long reining and describes the procedures and techniques involved.	Illustrated factsheet.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
205.5 Lunge a horse under supervision	Working Horses from the Ground
Undertake Horse Handling	Understand the Principles of and Plan and Monitor Horse Fitness and Training

Essential resources

Facilities required for this unit include regular and routine access to a collection of horses for handling and exercise. Learners must have adequate opportunities to develop their practical ability and confidence over a period of time.

Horses and ponies used for this unit should be quiet in nature and used to being handled and lunged. Extremely fit horses or those of a difficult nature are not suitable for use in this unit.

A range of tack and equipment used when lunging horses should be available, together with access to a suitable area in which to lunge horses.

Employer engagement and vocational contexts

Good links with local work providers/competition yards will prove extremely useful and may provide opportunities for learners to see techniques being used in practice.

Indicative reading for learners

Textbooks

Auty I and Batty-Smith J (editors) – *BHS Complete Manual of Stable Management* (Kenilworth Press 2008)

Cave M – *The Course Companion for BHS Stage II* (J A Allen, 2000) ISBN 085 13 17669

Harvey J – *Lungeing Threshold Picture Guide* (Kenilworth Press, 1998) ISBN 1872082823

Reed H – *Stage Two Riding and Stable Management* (Nova Publications, 2007) ISBN 1905079125

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching information on lungeing and long reining
Creative thinkers	fitting and checking tack for lungeing
Reflective learners	lungeing horses, maintaining control and handling equipment safely
Self-managers	selecting and fitting tack and equipment lungeing horses, maintaining control and handling equipment safely.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	overcoming problems faced when lungeing horses
Creative thinkers	planning and undertaking lungeing sessions for a specified horse
Reflective learners	reflecting on own ability and suggesting areas for improvement
Team workers	using peer help and support to improve lungeing technique
Self-managers	planning and undertaking lungeing.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	producing an illustrated factsheet
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet to research information on lungeing and long reining horses
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	producing a written report designing an illustrated factsheet planning a lunge session
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	producing a factsheet giving a session plan for a lunge
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	setting out timings on a lungeing plan
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in question and answer sessions describing the selection and fitting of lungeing tack
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching information on lungeing and long reining horses
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	producing a written report designing an illustrated factsheet planning a lunge session.



Unit 13: Introduction to Riding Horses on the Flat

Unit code: J/601/0333

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of riding horses on the flat and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Riding horses is a popular leisure activity and is required for people working in many areas of the horse industry.

Riding horses has a high degree of risk and this unit focuses on developing skills and awareness which minimise this risk. The unit is an introduction to riding and, as such, concentrates on developing the core skills which enable learners to work safely in their everyday tasks.

The unit looks at preparation for riding including tacking up and mounting and dismounting. Learners will be able to ride a horse safely in walk, trot and canter and will be encouraged to reflect on their own progress. Riding on the road is covered and looks at the safety of the horse, rider and other road users. Learners will become familiar with the Highway Code and how it applies to horses and riders.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare for ridden work on the flat
- 2 Be able to ride a horse safely in walk, trot and canter
- 3 Know how to mount, dismount and ride horses
- 4 Know how to ride on the road.

Unit content

1 Be able to prepare for ridden work on the flat

Correct application of tack: brushing off; fit of saddle and bridle; safety checks; adjusting tack; use of brushing boots

Pre-mounting safety check: reins; stirrup leathers; girth

Appropriate personal protective equipment (PPE)/clothing: riding hat to current standard; riding/jodhpur boots; chaps; gloves

2 Be able to ride a horse safely in walk, trot and canter

Mount: mounting block; from the ground; control whilst mounting; receiving a leg up; safety awareness

Dismount: control of horse; safety awareness

Girth and stirrup adjustment: safe method whilst mounted; judgement of stirrup length; correct tension of girth

Correct riding position: balanced seat; security in saddle; independent of reins; control in walk; trot and canter

Riding in walk, trot and canter: safety; control; rhythm; balance; transitions; turns; school figures eg circles, serpentines, shallow loops, figures of eight; riding individually and as part of a ride; riding school protocol

3 Know how to mount, dismount and ride horses

Safety checks: girth; reins; stirrups; correct fit of saddle and bridle

Safety considerations when riding: rules of the riding school eg knock and wait before entering, pass left to left, walking on the inside track; consideration of other riders; management of a fresh horse

Correct riding position: classical position eg hip, shoulder, heel alignment, straight line from elbow to bit; balanced seat; independent of reins

Control according to conditions: adverse weather eg wind and rain, ice and snow; riding in company; riding in the open; ground conditions

4 Know how to ride on the road

Safety checks: girth; reins; stirrups; horse correctly shod; route plan; mobile phone; traffic proof horse; competence of rider; knowledge of Highway Code

Correct clothing and PPE: reflective/fluorescent equipment eg tabards/brushing boots/rain sheet; hard/crash hat; gloves; boots; stirrup lights

Hazards when riding on the road: traffic; stationary vehicles; spooky objects; snow and ice; pedestrians; dogs; roadworks; road junctions

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 tack up a horse correctly	M1 identify problems which might occur when mounting and dismounting	D1 explain the importance of carrying out safety checks before mounting
P2 check tack for safety prior to mounting [EP]		
P3 use appropriate personal protective equipment/ clothing [SM]		
P4 mount and dismount the horse according to instructions and adjust girth and stirrups to suit		
P5 adopt the correct riding position to exercise control over the horse	M2 describe the importance of a balanced position when riding school movements and over varied terrain	D2 suggest ways in which the riding position may be improved for a specified rider
P6 ride the horse in walk, trot and canter in accordance with instructions	M3 develop an improved riding position in walk, trot and canter to include work without stirrups in walk and trot	
P7 ride the horse in a controlled manner appropriate to conditions		
P8 state the safety checks to be made before mounting [IE]		
P9 state the safety considerations to be taken when riding [IE]		
P10 describe the correct riding position in walk, trot and canter		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P11 state the safety checks prior to riding on the road [SM]	M4 under supervision, ride correctly and safely on the road or road simulation route.	D3 explain how the Highway Code and correct riding procedures ensure safety when encountering hazards riding on the road.
P12 list the correct clothing and personal protective equipment for riding on the road		
P13 identify potential hazards when riding on the road.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

All centres must comply with the requirements of relevant current legislation and codes of practice for example Prevention of Accidents to Children in Agriculture Regulations 1998 and associated Approved Codes of Practice. Learners must be made aware of, and have access to, relevant health and safety legislation and know the importance of using risk assessments appropriate to each situation. Appropriate risk assessments must be carried out before any practical horse-related activities and learners must work in a safe manner at all times when working with horses. Learners must be supervised at all times and tutors must not ask learners to undertake tasks that are beyond their physical capabilities.

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

Riding safely and correctly must be a priority. Centres must have access to safe, reliable horses to enable learners to achieve this unit. Initially, learners must be taught safe mounting and riding practices through demonstration and supervised practicals. Thereafter, learners should have sufficient time and guidance to develop the required practical skills and knowledge. Practising in stable yards, enclosed riding arenas, fields, tracks and quiet roads, either centre-based or through work placements, will provide opportunities for learning.

Learning outcome 1 requires learners to prepare for ridden work. It is likely to be delivered through demonstration and supervised practicals. Learners will learn how to brush off and tack up a horse for riding and to make relevant safety checks. Horses should be quiet to handle but it is important that their comfort and welfare is stressed throughout.

Learning outcome 2 involves riding horses in walk, trot and canter safely. This is likely to be delivered through demonstration and supervised practicals, although the use of video or DVD materials will enhance learner understanding of the correct riding position. Learners will need to develop confidence in riding at different paces and understand how to apply aids. During delivery health and safety must be stressed and embedded into working practices.

Learning outcome 3 covers the underpinning knowledge of riding horses. It is linked strongly to learning outcome 2 but is likely to be delivered through lectures, in addition to supervised practicals and demonstrations which may include videos and DVDs.

Learning outcome 4 covers riding on the road and is likely to be delivered through lectures, demonstration and supervised practicals. Health and safety will be emphasised strongly throughout and reference made to the Highway Code. Learners are required to understand safe riding procedures and road signs before riding on the road. Learners must be supervised at all times when riding on the road.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment

Introduction and overview of unit.
Assignment 1: Tacking up and Safety Checks (P1, P2, P3, P4, M1, D1,)
Tutor introduces the assignment.
Demonstration: tutor-led tacking up, mounting and dismounting, safety checks, adjustment of girth and stirrups.
Tacking up, tack checks, mounting and dismounting, safety checks before mounting, explanation of importance of safety checks, problems when mounting, adjust girth and stirrups to suit, use of correct PPE
Learners develop the ability to demonstrate the skills of tacking up, making safety checks and adjusting girth and stirrups.
Practical assessment for Assignment 1.
Assignment 2: Practical Riding (P5, P6, P7, M2, M3, D2)
Tutor introduces the assignment.
Tutor demonstration of correct riding position and school movements, exercises to improve position and suppleness, balance and control.
Correct riding position: demonstration and explanation, school movements, improving riding position, balance and control in walk, trot and canter, work without stirrups.
Learners develop the skills to ride safely under control and in balance.
Practical assessment for Assignment 2.
Assignment 3: Know How to Ride Horses in the Arena and on the Road (P8, P9, P10, P11, P12, P13, M4, D3)
Tutor introduces the assignment.
Theory session: riding on the road and Highway Code, hazards, PPE.
Theory session: safety checks when mounting and riding, correct riding position in walk, trot and canter; linking theory to practical.
Tutor-led demonstration of riding on the road and dealing with hazards.
Practical riding on road or simulated route.
Practical assessment for riding on road.
Unit review.

Assessment

The safety and welfare of learners and horses should be paramount throughout the assessment of this unit. Learners should not be expected to deal with difficult or potentially difficult horses/situations that are beyond their capabilities and experience.

For P1, P2, P3 and P4, learners are likely to be assessed through practical activities. This means that practical assessment evidence documents such as observation records (for tutors) and witness statements/ testimonies will be useful. Guidance on the use of observation records and witness statements is provided on the Pearson website. The use of video assessment of the unit is to be encouraged for verification purposes, and must be authenticated.

For P5, P6 and P7, learners will undergo a practical riding assessment. The assessment must allow learners to demonstrate balanced, controlled riding in walk, trot and canter in their usual environment. Evidence could be through observation as with P1.

For P8 and P9, learners should state the safety checks to be made before mounting and riding, and for P10 they must describe the correct riding position. Evidence could be captured during practice activities.

P11, P12 and P13 cover safety, PPE and hazards when riding on the road. These could be assessed through an assignment, question and answer session or theoretical road safety test.

For M1, learners must identify problems which may occur when mounting and dismounting. This could be linked to P4.

For M2, learners must describe the importance of a balanced position when riding school movements and over varied terrain. Evidence could be captured during practical activities.

For M3, learners must develop an improved riding position. This should be a practical assessment and could link to P7. Assessment could take place on the same day but learners should be given opportunities to improve their grade as their level of skill develops.

M4 is a practical assessment of riding on the road or on a simulated route. Learners must demonstrate control of the horse and assessment should not take place until sufficient theory has been delivered to ensure learners understand road signs and how to deal with hazards.

For D1, learners must state safety checks before mounting. This may link to P4 and M1.

For D2, learners must suggest ways in which the riding position could be improved. A specified rider should be chosen and recommendations made for improvement.

For D3, learners must explain how the Highway Code promotes the safety of horse and rider when on the road. Assessment for D1, D2 and D3 could be through written assignment, oral presentation or report.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, D1	Tacking up and Safety Checks	This should take place in the learner's usual riding area.	Practical observation and assessment.
P5, P6, P7, M2, M3, D2	Practical Riding	This should take place in the learner's usual riding area. The learner should be familiar with the horses.	Practical observation and assessment.
P8, P9, P10, P11, P12, P13, M4, D3	Know How to Ride Horses in the Arena and on the Road	Produce a written report detailing safety checks, PPE and hazards. A practical assessment should be set up for learners to demonstrate improved position and riding on the road.	Written evidence Practical observation and assessment.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Introduction to Riding Horses over Fences	Riding and Exercising Horses
Undertake Horse Handling	Riding Horses on the Flat

Essential resources

Sufficient practical resources are required such as:

- enclosed riding arenas, including fields, tracks and quiet roads
- suitably qualified staff
- quiet, well-schooled horses and ponies
- a variety of suitable ground poles and jumps
- appropriate videos, for example BHS *Riding and Road Safety*

Employer engagement and vocational contexts

This unit focuses on practical skills and the practical application of theory. Centres are encouraged to create and develop links with industry so that learners have the opportunity to observe good practice. Some evidence for this unit may come from work placements and witness testimonials are to be encouraged.

Indicative reading for learners

Textbooks

Diggle M – *The Novice Rider's Companion* (Kenilworth Press, 2009) ISBN 9781905693160

Hagen A K – *First Steps in Dressage* (Cadmos Equestrian, 2005) ISBN 9783861279327

Hagen A K – *Rider's Aids* (Cadmos Equestrian, 2005) ISBN 9783861279426

Micklem W – *Complete Horse Riding Manual* (Dorling Kindersley Publishing, 2003) ISBN 0789493381

The British Horse Society – *BHS Manual of Equitation: Fully Revised and Illustrated Edition* (Kenilworth Press, 2006) ISBN 1872119336

The British Horse Society – *Complete Horse and Pony Care* (Barron's Educational Series, 2005) ISBN 0764158996

Weeks J – *The Horse Rider's Yearbook: The Complete Equine Organizer* (David & Charles, 2005) ISBN 0715319353

Magazines

Horse and Hound

Websites

www.bhs.org.uk

The British Horse Society

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching methods for improvement in the rider
Self-managers	taking responsibility for safety checks
Effective participators	applying techniques and skills learned in previous sessions.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	exploring how to ride over varied terrain
Creative thinkers	asking questions to improve their riding
Reflective learners	setting goals for improvement
Team workers	providing constructive feedback to others when analysing jumping position
Self-managers	anticipating, taking and managing risks when riding horses
Effective participators	applying techniques learned in previous sessions.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the internet for appropriate exercises for jumping and polework
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	producing written assessments using ICT programmes
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	attending lectures and discussing riding issues with colleagues and guest speakers.
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	

Unit 14: Introduction to Riding Horses Over Fences

Unit code: H/601/0341

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of riding horses over fences and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Riding horses is a popular leisure activity and this ability is required of people working in many areas of the horse care industry.

Riding horses has a high degree of risk and this unit focuses on developing skills and awareness which minimise this risk. This unit is an introduction to riding over fences and concentrates on developing the core skills which enable learners to work safely in their everyday tasks.

The unit looks at preparation for riding including tacking up and mounting and dismounting. Learners will be able to ride a horse safely in walk, trot and canter and will be encouraged to reflect on their progress. Learners will be taught to ride safely in a forward/light seat. Ground poles and small jumps will be incorporated into this unit and learners will learn how to ride in the open.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare for jumping
- 2 Be able to ride over ground poles
- 3 Be able to jump small fences
- 4 Know how to ride in the open.

Unit content

1 Be able to prepare for jumping

Correct application of tack: brushing off; fit of saddle and bridle; neck strap; martingale; safety checks; adjusting tack; use of brushing boots

Pre-mounting safety check: reins; stirrup leathers; girth

Appropriate personal protective equipment (PPE)/clothing: riding hat to current standard; riding/jodhpur boots; chaps; gloves; body protector

2 Be able to ride over ground poles

Mount: mounting block; from the ground; control whilst mounting; receiving a leg up; safety awareness

Dismount: control of horse; safety awareness

Girth and stirrup adjustment: safe method whilst mounted; judgement of stirrup length; correct tension of girth

Forward/light seat: basic position; balance; safety; security; trot and canter; fitness

Ground poles: walk; trot; correct balance; approach; rhythm; getaway

3 Be able to jump small fences

Riding in control: speed appropriate to conditions; adjusting speed; turns; transitions; consideration of horse's needs

Jumping position: correct basic position; security; trot and canter; balance

Jumps: safety; small fences; balance; approach; getaway; approach to next fence; riding correct lines

4 Know how to ride in the open

Riding in control: speed appropriate to conditions; adjusting speed; turns; transitions

Considerations when riding in the open: reaction of horse; ground conditions and varied terrain; gradient; speed; fitness; balance; rhythm; appropriate shoeing; health and safety

Ride in open spaces: speed; control; terrain; balance; rhythm; weather; ground conditions; use of the area

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria				
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:		
P1 tack up a horse correctly	M1 identify problems which might occur when mounting and dismounting	D1 explain the importance of carrying out safety checks before mounting		
P2 check tack for safety prior to mounting [IE]				
P3 use appropriate personal protective equipment/ clothing [SM]				
P4 mount and dismount the horse according to instructions and adjust girth and stirrups to suit	M2 keep a forward balanced position when jumping over small fences	D2 analyse the jumping position for a specified rider and make recommendation for improvement		
P5 demonstrate a forward/light seat				
P6 ride over ground poles				
P7 ride the horse in a controlled manner appropriate to conditions				
P8 demonstrate correct jumping position				
P9 jump small fences safely				
P10 ride the horse in a controlled manner appropriate to conditions				
P11 identify considerations to be made when riding horses in open spaces [EP]				
P12 ride a horse safely in open spaces appropriate to the conditions.			M3 ride a horse safely in open spaces appropriate to the conditions, with minimal assistance.	D3 explain how to ride a course of fences safely over varied terrain.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal,

learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

All centres must comply with the requirements of relevant current legislation and codes of practice for example Prevention of Accidents to Children in Agriculture Regulations 1998 and associated Approved Codes of Practice. Learners must be made aware of, and have access to, relevant health and safety legislation and know the importance of using risk assessments appropriate to each situation. Appropriate risk assessment must be carried out before any practical horse-related activities and learners must work in a safe manner at all times when working with horses. Learners must be supervised at all times and tutors must not ask learners to undertake tasks that are beyond their physical capabilities.

Delivery of this unit will involve practical assessments, written assessment, visits to suitable collections and will link to work experience placements.

Riding safely and correctly must be a priority. Centres must have access to safe, reliable jumping horses to enable learners to achieve this unit. Initially, learners must be taught safe mounting and riding practices through demonstration and supervised practicals. Thereafter learners should have sufficient time and guidance to develop the required practical skills and knowledge. Practising in stable yards, enclosed riding arenas, fields and specialised jumping paddocks, either centre-based or through work placements, will provide opportunities for learning.

Learning outcome 1 requires learners to prepare for ridden work. It is likely to be delivered through demonstration and supervised practicals. Learners will learn how to brush off and tack up a horse for riding and to make relevant safety checks. Horses should be quiet to handle but it is important that the comfort and welfare of the horse is stressed throughout. This is also covered in Unit 13: Introduction to Riding Horses on the Flat but in the context of this unit it should be more specific to jumping.

Learning outcome 2 recaps mounting and dismounting from Unit 13. It is likely to be delivered through demonstration and supervised practicals. Learners will be introduced to riding in a forward/light seat and sufficient time should be allocated for them to develop their skills and increase their fitness as this may be physically demanding. Ground poles will be introduced in walk and trot. Horses that are appropriate to ride over poles should be available. Saddles should allow learners to shorten stirrups to a jumping length and the use of a neck strap is advisable to allow learners to find their balance safely with minimum distress to the horse or themselves.

Learning outcome 3 introduces learners to jumping. It is likely to be delivered through demonstration and supervised practicals although some formal delivery may be useful. Videos/DVDs may be invaluable in giving learners the opportunity to reflect and, consequently, develop the necessary skills. It is advisable that jumping is introduced in an enclosed area and that the horses are reliable jumpers over small fences.

Learning outcome 4 involves riding in the open. Some formal delivery is likely as learners must know how to ride in the open before being allowed to do so. Learners must be supervised when riding in the open and horses should be accustomed to being ridden in open spaces. Health and safety must be stressed throughout.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment

Introduction and overview of unit.

Assignment 1: Tacking up and Safety Checks (P1, P2, P3, P4, M1, D1,)

Tutor introduces the assignment.

Demonstration: tutor-led tacking up, mounting and dismounting, safety checks, adjustment of girth and stirrups.

Tacking up, tack checks, mounting and dismounting, safety checks before mounting, explanation of importance of safety checks, problems when mounting, adjust girth and stirrups to suit, use of correct PPE.

Learners develop the ability to demonstrate the skills of tacking up, making safety checks and adjusting girth and stirrups.

Practical assessment for Assignment 1.

Assignment 2: Light Seat and Ground Poles (P5, P6, P7)

Tutor introduces the assignment.

Demonstration of light/forward seat and work over poles.

Light/forward seat, riding over ground poles, control according to conditions.

Practical assessment.

Assignment 3: Jump Small Fences Safely and Know How to Ride in the Open

(P8, P9, P10, P11, P12, M2, M3, D2, D3)

Tutor introduces the assignment.

Jumping position, introduction to gridwork, jumping small fences, jump a simple course, riding correct lines, approach, getaway, balance, rhythm, riding under control according to conditions.

Practical riding in the open and over varied terrain as appropriate.

Theory: explanation of riding in the open and how to ride safely over fences over varied terrain.

Practical assessment.

Unit review.

Assessment

The safety and welfare of learners and horses should be paramount throughout the assessment of this unit. Learners should not be expected to deal with difficult or potentially difficult horses/situations that are beyond their capabilities and experience.

For P1, P2, P3 and P4, learners could be assessed through practical activities. This means that practical assessment evidence documents such as observation records (for Tutors) and witness statements/testimonies will be useful. Guidance on the use of observation records and witness statements is provided on the Pearson website. The use of video assessment of the unit is to be encouraged for verification purposes, and must be authenticated.

For P5, P6 and P7, learners will undergo a practical riding assessment in light seat and over poles. The assessment is a preparation for jumping and must allow learners to demonstrate balanced, controlled riding in walk, trot and canter in their usual environment. Evidence could be in the same format as P1.

For P8, learners must demonstrate jumping position and for P9 they must jump fences safely. This should be a practical assessment through small grids and over small fences. Learners should be familiar with the horse they are riding and horses must be experienced and safe to ride. For P10, learners must ride with a level of control appropriate to the conditions. It is anticipated that these criteria will be assessed together. P11 covers the factors that need to be considered when riding in open spaces and could be incorporated into the above assessment using a question and answer session. Evidence could be in the same format as P1.

For M1, learners must identify problems which may occur when mounting and dismounting. It would be

acceptable to combine this with P4. Evidence could be in the same format as P1.

For M2, learners should demonstrate the ability to maintain a correct jumping position and this can be incorporated with P8, P9 and P10. For M3, learners must demonstrate safe riding in open spaces. Both horses and riders should be familiar with working in the open. Evidence could be in the same format as P1.

For D1, learners must state safety checks needed before mounting. This could link to P4 and M1.

For D2, learners must suggest ways in which the jumping position for a specified rider could be improved.

For D3, learners must explain how to ride over fences on varied terrain. This could be incorporated into the practical assessment as questions or evidence may be in the form of a presentation or written assignment.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, M1, D1	Tacking up and Safety Checks	This should take place in the learner's usual riding area.	Practical observation and assessment.
P5, P6, P7	Light Seat and Ground Poles	This should take place in the learner's usual riding area.	Practical observation and assessment.
P8, P9, P10, P11, P12, M2, M3, D2, D3	Jump Small Fences Safely and Know How to Ride in the Open	This should take place in the learner's usual riding area. Learners should be familiar with riding in the open.	Practical observation and assessment. Question and answer sessions. Presentation or written work.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
212.2 Ride horses in the open 213.2 Ride schooled horses 213.3 Jump and schooled horse	Riding Horses over Fences
Introduction to Riding Horses on the Flat	Riding and Exercising Horses
Undertake Horse Handling	

Essential resources

Sufficient practical resources are required such as:

- enclosed riding arenas, including fields, tracks and quiet roads
- suitably qualified staff
- quiet, well-schooled horses and ponies
- a variety of suitable ground poles and jumps
- appropriate videos, for example BHS *Riding and Road Safety*.

Employer engagement and vocational contexts

This unit focuses on practical skills and the practical application of theory. Centres are encouraged to create and develop links with industry so that learners have the opportunity to observe good practice. Some evidence for this unit may come from work placements and witness testimonies are encouraged.

Indicative reading for learners

Textbooks

Diggle M – *The Novice Rider's Companion* (Kenilworth Press, 2009) ISBN-13 978-1905693160

Hagen A K – *From Flatwork to Jumping: Schooling Over Poles* (Cadmus Equestrian, 2004) ISBN 3861279479

Micklem W – *Complete Horse Riding Manual* (DK Publishing, 2003) ISBN 0789493381

The British Horse Society – *BHS Manual of Equitation: Fully Revised and Illustrated Edition* (Kenilworth Press, 2006) ISBN 1872119336

The British Horse Society – *Complete Horse and Pony Care* (Barron's Educational Series, 2005) ISBN 0764158996

Weeks J – *The Horse Rider's Yearbook: The Complete Equine Organizer* (David & Charles, 2005) ISBN 0715319353

Magazine

Horse and Hound

Websites

www.britisheventing.co.uk

British Eventing

www.bhs.org.uk

The British Horse Society

www.bsja.co.uk

The British Show Jumping Association

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching methods to improve the rider
Self-managers	taking responsibility for safety checks
Effective participators	applying techniques and skills they have learned in previous sessions

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	exploring how to ride over varied terrain
Creative thinkers	asking questions to improve their riding
Reflective learners	setting goals for improvement
Team workers	providing constructive feedback to others when analysing their jumping position
Self-managers	anticipating, taking and managing risks when riding horses
Effective participators	applying techniques learned in previous sessions

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	producing written assignments using ICT programmes
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	attending lectures and discussing riding issues with colleagues and guest speakers
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	

Unit 15: Understand the Principles of Horse Biology

Unit code: M/601/0309

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of horse biology. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Equestrian sport depend on the welfare of the horse for their success – but not all human participants in equestrian sports understand the demands which they put on their horses. To achieve success and to avoid unnecessary suffering to the horse, trainers and riders need to understand how to achieve the correct level of equine fitness; this knowledge is gained through the study of basic biological and scientific facts and studying how horses function in the modern world. This unit focuses on providing learners with the knowledge and understanding of how a horse works. The learner is introduced to basic structure of the horse as an animal, to gain knowledge, and to appreciate the function of the skeleton, muscles and systems in animals. The systems covered include the cardiovascular, respiratory, digestive and excretory systems.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know the structure and function of the systems associated with support and movement
- 2 Know the structure and function of the cardiovascular system in the horse
- 3 Know the structure and function of the respiratory system in the horse
- 4 Know the structure and function of the digestive system in the horse.

Unit content

1 Know the structure and function of the systems associated with support and movement

Skeleton of the horse: the component parts including axial and appendicular skeletons; function and attachment of skeletal muscle (voluntary or striated) to include: support, protection, leverage

Functions and structure of joint: ball and socket; fixed or fibrous; cartilaginous (slightly movable); synovial (freely movable)

Major muscles: eg Rhomboideus, Splenius, Trapezius, Latissimus Dorsi, Triceps, Biceps, Longissimus Dorsi, Gluteal, Biceps femoris

2 Know the structure and function of the cardiovascular system in the horse

The functions of the horse's heart: structure of the heart; the heart as a transport system; defence against disease; the cardiac or pumping cycle; the role of the blood vessels (including arteries, veins and capillaries); components of blood and their function; the differences between arterial and venous blood; assistance in techniques to monitor and record a horse's heart rate (at rest, after exercise); influence of movement on cardiovascular system

3 Know the structure and function of the respiratory system in the horse

Structure and function of the respiratory system: structure of the nostrils and nasal passage, pharynx and larynx, trachea, lungs (bronchi, bronchioles and alveoli); the mechanics of breathing and the process of gaseous exchange; the factors which control the respiratory rate; the normal range in healthy horses and reasons for variation, the importance of maintaining a healthy respiratory system; implications of not maintaining

4 Know the structure and function of the digestive system in the horse

The structure and function of the digestive system: mouth and teeth; pharynx; oesophagus; stomach; small intestine; caecum; large intestine; pancreas; gall bladder and liver; digestion (chewing and muscular action, chemical digestion, role of saliva, gastric juices, intestinal juices, pancreatic, juices and bile, fermentation by micro-organisms and absorption)

The structure and function of the excretory system: fermentation by micro-organisms; absorption; the structure of the kidneys, bladder and excretory system; the function of the kidneys (filtration, absorption, urine production and the storage and release of urine by the bladder)

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 identify the major bones of the horse skeleton	M1 describe the three types of muscles found: skeletal, smooth and cardiac	D1 explain the influence movement has on the cardiovascular system
P2 identify the major muscles of the horse associated with support and movement [IE, RL]		
P3 identify the structure and function of the lower leg: <ul style="list-style-type: none"> ◊ tendons ◊ ligaments ◊ hoof 		
P4 state the functions of the cardiovascular system	M2 demonstrate the ability to assist with the monitoring and recording of a horse's heart rate: a) at rest, b) after exercise	D2 explain one method of getting a horse fit that includes the regular monitoring of a horse's heart rate.
P5 describe the structure and roles of the major components of the cardiovascular system		
P6 describe the components of blood and their function		
P7 describe the structure of the respiratory system in the horse		
P8 identify the horse's normal respiratory rate		
P9 describe the processes of: <ul style="list-style-type: none"> ◊ breathing ◊ gaseous exchange 	M3 explain how proteins, starch and fat are broken down by enzymes within a horse's digestive system	
P10 describe the structure of the digestive system in the horse, to include basic dentition		
P11 describe the functions of the digestive system		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Delivery of this unit will involve practical assessments, written assessment, visits to suitable equestrian events and will link to industrial experience by placements in suitable yards. The learner should be included in discussions on the various ways of getting horses fit and should have the opportunity, if possible, to see race horses on gallops and be able to observe endurance horses, polo ponies and/or event horses using a number of methods including interval training. Visits to racing/polo/eventing and show jumping yards would be beneficial to the learner.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction to unit and overview of assignments by tutor.
Assignment 1: Horse Structure and Movement (P1, P2, P3, M1, D1) The component parts including axial and appendicular skeletons/function and attachment of skeletal muscle (voluntary or striated) to include: support/protection/leverage. Functions and structure of joint to include: ball and socket/fixed or fibrous/cartilaginous (or slightly movable) and synovial (or freely movable).
Tutor-led lectures on anatomy followed by gap-fills and written assignments to assess learning; assignments include posters showing the main muscles in a horse, the lower leg showing bones, tendons and ligaments.
Assignment 2: Know the Structure and Function of the Cardiovascular System of a Horse (P4, P5, P6, M2) The structure of the heart/the heart as a transport system/defence against disease/the cardiac or pumping cycle; the role of the blood vessels (including arteries, veins and capillaries), components of blood and their function and the differences between arterial and venous blood. Monitoring a horse's heart rate at rest and after exercise, methods, and practical application.
Tutor-led lectures on anatomy followed by gap-fills and written assignments to assess learning; assignments include posters showing the structure of the heart and blood.
Practical activity monitoring horses' heart rate at rest and during exercise.
Assignments 3: Know the Structure and Function of the Respiratory System of a Horse (P7, P8, P9, D2) The factors which control the respiratory rate/the normal range in healthy horses and reasons for variation. The importance of maintaining a healthy respiratory system and the implications if this is not maintained. The structure of the respiratory system including nostrils and nasal passage/pharynx and larynx/trachea/lungs (bronchi, bronchioles and alveoli)/the mechanics of breathing and the process of gaseous exchange. Discuss various methods of getting horses fit (advantages and disadvantages), to include 'interval training'.

Topic and suggested assignments/activities and/assessment

Assignment 4: Know the Structure and Function of the Digestive Dystem (P10, P11, M3)

The mouth and teeth, pharynx, oesophagus, stomach, small intestine, caecum, large intestine, pancreas, gall bladder and liver. The functions of the digestive system to include: mechanical digestion – chewing and muscular action/chemical digestion – role of saliva, gastric juices, intestinal juices, pancreatic juices and bile, fermentation by micro-organisms and absorption.

The structure and function of the excretory system: fermentation by micro-organisms, absorption, the structure of the kidneys, bladder and excretory system. The function of the kidneys to include: filtration, absorption, urine production and the storage and release of urine by the bladder.

Tutor-led lectures on anatomy followed by gap-fills and written assignments to assess learning; assignments include posters showing the structure of the digestive system and the excretory system.

Unit review.

Assessment

Learners must meet all pass criteria listed in the grading grid. For P1, learners are expected to identify the appendicular and the axial skeleton of the horse; gap-fills could be used to check knowledge. P2 requires learners to show their knowledge of the muscles used for support and movement, following with the identification of tendons, ligaments and finally the hoof to fulfil the criteria for P3. P4 requires learners to state the functions of the horse's cardiovascular system. P5 could be linked with P4 as learners need to describe the structure and roles of the major components of the cardiovascular system. P6 requires learners to describe the function and components of blood. P7 requires learners to describe the respiratory system. P8 and P9 require learners to describe the normal function of the process of breathing and gaseous exchange within that process. P10 and P11 require learners to describe the structure and function of the digestive system; knowledge could be shown in a written assignment, or poster.

Learner to achieve all the pass criteria plus the following.

M1 requires learners to describe the three types of muscles found in the horse ie skeletal, smooth and cardiac. M2 follows on from P4 as it requires learners to actually monitor a horse's heart rate at both rest and after exercise. M3 requires a written assignment describing the function of enzymes within the horse's digestive system.

Learner to achieve all the pass and merit criteria plus the following.

For D1, learners need to explain the influence of movement on the cardiovascular system. This could be assessed through a presentation or assignment. D2 requires learners to provide information on horse fitness and could be as part of a presentation or report.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Horse Structure and Movement	<p>Complete a gap-fill of the appendicular and axial skeleton of the horse.</p> <p>Design two posters showing the main muscles of the horse: a) superficial and b) deep musculature.</p> <p>Produce a poster of the horse's lower leg to include tendons, ligaments and the hoof and show their muscle attachment.</p> <p>Describe how muscles are used to move the horse, and describe the types of muscle found.</p>	<p>Poster (coloured).</p> <p>Poster or gap-fill.</p> <p>Poster (coloured).</p> <p>Written assignment.</p>
P4, P5, P6, M2	Know the Function of the Cardiovascular System of a Horse	<p>Describe the function of the cardiovascular system and include the major components within it to complete both P4 and P5.</p> <p>Describe the components of blood and give an explanation of the main functions: nutrition, waste disposal, defence, wound healing and regulation of body temperature.</p> <p>Demonstrate the actual recording and monitoring of a horse a) at rest and b) after exercise.</p>	<p>Written assignment.</p> <p>Poster.</p> <p>Written assignment.</p> <p>Observation/photos.</p> <p>Video/witness statements.</p>
P7, P8, P9, D2	Know the Structure and Function of the Horse's Respiratory System	<p>Produce a poster diagram showing the respiratory system and describe how it functions.</p> <p>Discuss the normal respiratory rate of horses.</p> <p>Describe how gaseous exchange happens within respiration.</p> <p>Evaluate heart rate monitors used to assess a horse's fitness.</p>	<p>Written.</p> <p>Either written or can be included in the presentation in M3.</p> <p>Written/oral.</p> <p>Presentation of 20 minutes. DVD or video.</p>
P10, P11, M3	Know the Structure and Function of the Digestive System	<p>Design a poster showing the digestive system of the horse starting from the mouth.</p> <p>Describe the functions of the digestive system (could be combined with P10).</p> <p>Describe how proteins, starch and fats are broken down by enzymes within the horse's digestive system.</p>	<p>Poster.</p> <p>Poster and/or written assignment.</p> <p>Written assignment.</p>

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Maintain Animal Health and Welfare	Understand Animal Anatomy and Physiology
	Understand the Principles of Animal Biology

Essential resources

Learners will need supervised access to practical demonstrations or training sessions of horses being made fit for a number of different activities to gain evidence and relate the theory to a practical context.

A range of library material and internet access will be necessary to enable the learners to achieve this unit. Videos or DVDs may also be required to give learners the breadth of experience and observation required.

Employer engagement and vocational contexts

Tutors delivering this unit should be competent and experienced at getting horses fit. Ideally, they should have recent industrial experience within the commercial equestrian training industry and show evidence of regular technical updating. Centres are encouraged to create opportunities for the learners to have practical experience whenever possible to help them link with their theory sessions, for example they need to have the opportunity to monitor a horse's respiration and heart rate regularly at rest and after exercise. There should be discussions, whenever possible, regarding methods of getting horses fit.

Indicative reading for learners

Textbooks

Davies Z – *Introduction to Horse Biology* (Wiley-Blackwell, 2005) ISBN 978-1405121620

Horace Hayes M – *Veterinary Notes for the Horse Owner* (BiblioBazaar, LLC, 2010) ISBN 978-1143997235

Snow D H and Vogel C J – *Equine Fitness – The Care and Training of the Athletic Horse* (David & Charles PLC, 1987) ISBN 978-0715387337

Websites

www.badminton-horse.co.uk

www.bhs.org.uk

www.britishdressage.co.uk

www.britisheventing.co.uk

www.bsja.co.uk

www.hickstead.co.uk

www.horseandhound.co.uk

Burghley Horse Trials

British Horse Society

British Dressage

British Eventing

British Show Jumping Association

Hickstead

Horse and Hound

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching own investigative work towards assignments and comparisons within horse biology
Reflective learners	giving constructive feedback to their peers and being receptive to feedback given by others on their own work and ideas

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	investigating the latest research and suggestions by experts regarding the treatment of problems within the system of the horse or whilst getting a horse fit
Creative thinkers	giving examples of fitting methods used for a variety of different equine sports
Reflective learners	able to digest feedback from others and reflect on their actions during set tasks, learn from their own actions, and make amendments and improvements to their own performance
Team workers	able to work with others in a cooperative manner; 'pull their weight' and take care of their own safety and welfare and that of others around them
Self-managers	able to plan their own work with minimum supervision, reflect on their results and help plan their own learning and future work to enhance their own performance
Effective participators	able to join in discussions, practical assignments and tasks, planning their own work and giving and receiving constructive feedback

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	able to show a basic working knowledge of computers, printers, laminators, data storage and inter-connectivity where appropriate
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	able to select the most useful templates available on websites to produce feeding programmes for mares and foals and/or health checks
Manage information storage to enable efficient retrieval	able to understand the need and method of backing up, storing and titling and use the various types of storage medium available eg CDs, DVDs, hard disc, memory sticks etc
Follow and understand the need for safety and security practices	able to understand the need for anti-virus software and how to use it and the problems when file sharing
Troubleshoot	able to understand the use of 'help' menus and the various methods of data retrieval.
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	able to research information ie websites and textbooks to compare findings on the variety of breeding programmes
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	able to proficiently use IT systems to search for information and evaluate the usefulness of searches; have a working knowledge of search procedures
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	able to research information ie websites and textbooks to compare findings on the variety of breeding programmes
Bring together information to suit content and purpose	able to proficiently use IT systems to search for information and evaluate the usefulness of searches; have a working knowledge of search procedures
Present information in ways that are fit for purpose and audience	able to produce assignments, schemes of work, lesson plans etc to a high standard to suit purpose eg handouts for presentations
Evaluate the selection and use of ICT tools and facilities used to present information	able to have the confidence and ability of choice when deciding what ICT tools to use for each task
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	able to guard their own passwords and not indiscriminately send on information to others using discretion when sending messages and information and not allowing people to view their work with a view to copying

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	aware of mathematics as a tool to be used in a wide range of situations as a reference, to solve problems using number for solution, for example with and without calculators
Identify the situation or problem and the mathematical methods needed to tackle it	able to recognise relevant formulae and expressions, in a situation where mathematics is applicable to the solution, and the method required to solve the problem
Select and apply a range of skills to find solutions	able to use suitable visual mathematical statistical representation when applicable, and be able to interpret a range of information available
Use appropriate checking procedures and evaluate their effectiveness at each stage	aware of the standard procedures for checking results and able to compare findings at each stage aware of the importance of keeping accurate records of findings at each stage of a procedure
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	able to use suitable visual mathematical statistical representation when applicable, and interpret a range of information available.
Draw conclusions and provide mathematical justifications	able to show findings accurately and all workings
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	able to take part in a variety of discussions with fellow learners and use a variety of methods to make their own presentations able to listen to others speaking, including people giving presentations on a variety of subjects
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	able to interpret information from a variety of sources to present their work and involve themselves in discussions with information received
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	able to write up assignments and reports and use their information when giving presentations in PowerPoint or in supporting handouts, using 'pen and paper' method as well as ICT



Unit 16: Environmental and Land-based Business

Unit code: F/600/9357

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of business within the environmental and land-based business, and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

● Unit introduction

Understanding how businesses and organisations fit into the land-based industry provides a foundation of knowledge from which more specialist study can follow. The environmental and land-based industries are wide-ranging, covering employment in many sectors.

Learners will investigate the different types of businesses and organisations in their specialist sector of the environmental and land-based industries, their characteristics and influences. Learners will look at current trends and issues affecting their industry.

All businesses operate within a framework of statutory legislation and other codes of practice. Learners will investigate a range of UK and EU legislation that impacts on their sector and employment within it.

To operate effectively, organisations need to perform a wide range of business and administrative tasks. Learners will develop skills in performing a range of tasks concerned with finance and banking, marketing and general administration. They will also consider how information technology can be used to perform a range of these tasks.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know an industry within the environmental and land-based sector
- 2 Know the relevant legislation and codes of practice within the environmental and land-based sector
- 3 Know common business operations
- 4 Know how to carry out simple administrative tasks.

Unit content

1 Know an industry within the environmental and land-based sector

Structure: features and characteristics of the industry (size, employment, main activities, geographical influence, economic contribution); different types of businesses and organisations and the type of goods and services they provide; size of these businesses/organisations eg numbers employed, area of land, size of enterprises; any regional differences; allied industries (what they are, the goods and services they supply and the role they play); trends and issues currently affecting the industry

Principal organisations and trade associations: roles and aims of key selected organisations in the industry – statutory eg Department for Environment Food and Rural Affairs (DEFRA), Health and Safety Executive, Department for Business Innovation and Skills, Environment Agency, Food Standards Agency; non-governmental, major land-owning or representative eg The Royal Society for the Prevention of Cruelty to Animals (RSPCA), British Veterinary Association, Royal Horticultural Society, Institute of Groundsmanship, Lantra Sector Skills Council, British Horse Society, National Farmers Union, National Trust

2 Know the relevant legislation and codes of practice within the environmental and land-based sector

Legislation and codes of practice: consideration of the main relevant current legislation relating to an industry in the land and environment sector eg Agriculture Tenancies Act 1995, Wildlife and Countryside Act 1981, Animal Health Act 2002, The Welfare of Animals (Transport) (Amendment) Order 1999, Environment Protection Act 1990, Environment Act 1995, Control of Pesticides Regulations 1986, Riding Establishments Act 1970, Horse Passports (England) Regulations 2004, Control of Dogs Order 1992, Dangerous Dogs Act 1991; codes of practice eg five freedoms welfare of farm or companion animals, Code of Good Agricultural Practice; European legislation; relevant European directives eg relating to employment, the environment and the specific industry in the land and environment sector

Employment law: the main relevant current legislation relating to employment eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health Regulations 1991, Working Time Regulations 1998, Disability Discrimination Acts 1995 and 2005, Employment Act 2002, National Minimum Wage Act 1998, Race Relations (Amendment), Act 2000, Sex Discrimination Act 1975

3 Know common business operations

Common IT software: examples of business uses of word processor eg letters, notices; spreadsheets eg records, timesheets; database eg records; graphics eg advertisements, posters; email; advantages and disadvantages of using IT for business tasks

Common business tasks: financial and banking tasks – taking payments by cash and cheque, ordering procedure for supplies, invoices, types of bank account (current, savings, business) loans, overdraft, methods of payment (cheques, standing order, direct debit, electronic/internet); marketing tasks – ways to promote a business (advertisements, promotional events, referral/word of mouth, importance of customer care); preparation of promotional materials; administrative tasks – file documents, complete simple records eg production, customers; check stock levels and complete stock control records; complete simple single entry cash analysis book; communicate using written and electronic media; importance of accuracy, confidentiality, security and data back up of business records

4 Know how to carry out simple administrative tasks

Preparation, presentation, sorting and retrieval of information: use of IT and paper filing systems; completion of simple business records, preparation of business documents eg letters, advertisements

Accounting and administrative tasks: completion of orders; invoices; cheques; complete stock records; single entry cash analysis book; purpose of accounting and administrative tasks

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<p>P1 describe the structure of one industry within the environmental and land-based sector covering:</p> <ul style="list-style-type: none"> ◊ size ◊ employment ◊ main activities ◊ geographical influence ◊ economic contribution <p>[IE]</p>	<p>M1 explain the roles of principal organisations within an industry in the environmental and land-based sector</p>	<p>D1 discuss how legislation and statutory and representative organisations affect a specified business in the environmental and land-based sector</p>
<p>P2 identify the principal organisations and trade associations within an industry in the environmental and land-based sector</p> <p>[IE, RL]</p>		
<p>P3 identify the main United Kingdom or European legislation and codes of practice relating to one industry within the environmental and land-based sector</p> <p>[IE]</p>	<p>M2 explain the objectives and purpose of important current United Kingdom or European legislation for the environmental and land-based industry</p>	
<p>P4 identify key requirements of current employment law on the environmental and land-based sector</p> <p>[IE]</p>		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P5 describe how common IT software can be used in everyday business operations	M3 explain the advantages and disadvantages of using IT for common business tasks	D2 discuss the importance of accuracy, security, confidentiality and data back up when completing business tasks.
P6 state the purpose and operation of common business tasks: <ul style="list-style-type: none"> ◊ financial and banking ◊ marketing ◊ administrative tasks 		
P7 use appropriate methods to prepare, present, sort and retrieve information [CT]	M4 explain the purpose of specified administrative and accounting tasks.	
P8 carry out simple accounting and administrative tasks appropriate to the business. [SM]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments, and will have links to industrial experience placements.

In outcome 1 learners will study the structure of their industry. They will require the opportunity to investigate the range of businesses and their products/services, and also the ancillary businesses on which the primary businesses depend. They could relate these ideas to a specific business, while also investigating the range of businesses found locally and nationally. They will need access to any published data on the size and economic importance of their industry. Learners will also find out about the principal organisations and trade associations concerned with their industry, and will investigate the roles and impact of selected organisations. They will need support in investigating some of the key trends and issues facing their industry and how it is responding. Delivery of this outcome would be enriched by speakers from selected organisations.

Outcome 2 examines the UK and European legal framework affecting businesses in the particular land-based industry. Learners are not expected to become legal experts, but to develop an awareness of the main pieces of legislation and how they impact on business in their industry. They will need to investigate their legal rights and responsibilities as employees within the workplace.

In outcome 3 learners will identify how common IT software can be used to perform a range of everyday business operations. Some of these are common to all businesses (eg sending emails), but tutors should ensure that examples are vocationally relevant to the subject area of the learners. It is anticipated that delivery will include the opportunity for learners to develop their IT skills so that they gain a better understanding of the use of IT software. Learners will benefit from completing tasks using the range of software, and, by careful planning, these tasks could provide evidence for P7 and P8, for example use of word processor and graphics programmes to produce a marketing poster, a spreadsheet for stock inventory and valuation. Learners will need to find out about day-to-day business activities involving finance and banking. It would help learners to have the opportunity to study a range of records (financial and non-financial) that are kept in a specific business, and how these are maintained and used.

Outcome 4 links closely with outcome 3, and gives learners opportunity to practically engage in business operations and tasks. This should include preparing a range of business outputs using the IT applications listed, which could relate to other items in the content, eg advertisements, posters, specific records appropriate to businesses in their industry. It will be important for learners to have the opportunity to practise completion of paper-based records and ensure that both IT and paper records are filed appropriately. The importance of accuracy, confidentiality, security and regular back up of data should be stressed.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Industry Structure and Organisations (P1, P2, M1)
Tutor introduces the assignment brief.
Classroom theory session and discussion: Structure of an industry in the environmental and land-based sector: activities and types of business, ancillary businesses, regional variations.
Theory session: size of the industry and economic data, development of the industry and current issues.
Classroom activity: use of industry magazines, publications and internet to identify principal organisations and trade associations.
Guest speaker: role of statutory and representative organisations.
Assessment completion and support.
Assignment 2: Legislation (P3, P4, M2, D1)
Tutor introduces the assignment brief.
Theory session: UK and EU legislation and codes of practice relating to an environmental and land-based industry.
Classroom activity: importance of codes of practice.
Theory and supported research: Requirements of employment law.
Visit/guest speaker: how legislation and organisations affect a business in the sector.
Assessment completion and support.
Assignment 3: Business Tasks and Operations (P5, P6, P7, P8, M3, M4, D2)
Tutor introduces the assignment brief.
Use of IT for common business tasks; application of word processor, email, spreadsheets, database and graphics software.
Financial and banking tasks – making and receiving payment, business bank accounts, ordering and invoicing.
Marketing – ways to advertise and promote a business, customer care and referral business.
Administrative – paper and electronic filing systems, stock check, business documents, simple business records, importance of confidentiality and security.
Assessment completion and support.

Assessment

For P1, learners need to describe the structure of one industry within the environmental and land-based sector. This must include the main activities and types of businesses that are found, including ancillary businesses, and regional variations. They should describe the size of the industry, making reference to any available data on employment and economic output. The evidence could be presented as a report or illustrated poster.

P2 requires learners to identify the principal organisations and trade associations within an industry in the environmental and land-based sector. Evidence should cover at least three different organisations, including one statutory, one non-governmental and one representative organisation. It should detail the name, contact details, aims and objectives of each organisation in relation to the land-based industry sector. Evidence could be a report, annotated poster, or verbal presentation.

For P3, learners need to identify the main United Kingdom or European legislation and codes of practice relating to one industry within the environmental and land-based sector. Evidence should include at least three important and relevant pieces of UK or EU legislation and/or codes of practice. It should provide the

full title and date, and briefly summarise the main requirements of the legislation in relation to the industry. Evidence may be a report or guidance booklet.

For P4, learners need to identify key requirements of current employment law on the environmental and land-based sector. Evidence should include at least two important and relevant pieces of UK and/or EU legislation. It should provide the full title and date, and briefly summarise the main requirements of the legislation in relation to the industry. Evidence may be a report or guidance booklet.

P5 requires learners to explain how common IT software can be used in everyday business operations. This must cover word processor, email, spreadsheet, database and graphics software. Evidence may be a verbal or written report, poster or leaflet.

For P6, learners must state the purpose and operation of common business tasks. For financial and banking this will include how businesses make and receive payments, order supplies and raise invoices. Marketing must include suitable ways to advertise and promote a business. Administrative tasks should include paper and electronic filing, simple records relevant to the industry sector, and stock control. Evidence may be in the same format as P5.

For P7 and P8, learners must carry out simple accounting and administrative tasks appropriate to the business and use appropriate methods to prepare, present, sort and retrieve information. Evidence must include all of the content listed; some of this could be IT generated.

For M1, learners need to extend work completed for P1 and P2 to explain the roles of principal organisations within one environmental and land-based industry. Evidence should include an explanation of the roles of at least three organisations (including at least one statutory and one non-governmental) presented in the same format as P1 or P2.

For M2, learners must explain the objectives and purpose of important current United Kingdom or European legislation for the land-based industry. Evidence should cover one piece of employment legislation and one other relevant piece of legislation. These could have been used for evidence towards P3 and P4 and presented in the same format.

For M3, learners are required to explain the advantages and disadvantages of using IT for common business tasks. Evidence could be a verbal or written report, poster or leaflet.

For M4, learners must explain the purpose of four of the tasks completed for P7 and P8. The tasks could be selected by the tutor, or agreed through discussion with the learner. Evidence could be in the same format as M3.

For D1, learners need to discuss the impact of legislation and statutory and representative organisations on the industry. Evidence should consider one piece of legislation and two organisations in detail, including positive or negative impacts and ways that the legislation and organisations affect working practices in the industry.

D2 requires learners to discuss the importance of accuracy, security, confidentiality and data back up when completing business tasks. Evidence should include legal as well as practical reasons, and describe ways in which accuracy can be checked and security and confidentiality ensured. Evidence may be in the same format as M3.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, M1	Industry Structure and Organisations	You are taking part in marketing your industry sector to school leavers. You need to create a poster that gives an overview of your industry and the roles of the principal organisations and trade associations.	Poster.
P3, P4, M2, D1	Legislation	You need to produce a fact sheet for someone starting a business in the industry that informs them of some basic legal requirements. Include the effect of the legislation on the business operations, and the impact of statutory and representative organisations on their working practices.	Fact sheet.
P5, P6, P7, P8, M3, M4, D2	Business Tasks and Operations	You need to assist a business manager in performing a range of tasks, making use of IT. Create a guidance leaflet for the work experience student who is helping you which includes the purpose of the tasks, the advantages and disadvantages of using IT, and the importance of accuracy, security, confidentiality and data back up.	Portfolio of practical tasks and underpinning knowledge, guidance leaflet.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC land-based sector suite. This unit has particular links with:

Level 2	Level 3
Undertake Work Related Experience in Land-based Industries	Business Management in the Land-based Sector

Essential resources

Learners will need to be able to access relevant information about their industry, through personal contacts, work experience or case study visits. They will also need access to IT, administrative and accounting records for completion.

Employer engagement and vocational contexts

This unit provides opportunity for learners to gain an overview of one industry within the environment and land-based sector. They will also gain valuable experience in completing administrative and accounting tasks, including using IT. Learners would benefit from a range of guest speakers and industry visits.

Indicative reading for learners

Textbooks

Canwell D and Sutherland J – *BTEC First Business 2nd edition*. (Nelson Thornes, 2006)
ISBN 9780748783946

Carysforth C – *NVQ Level 2 Business and Administration* (Heinemann, 2006) ISBN 9780435463335

Carysforth C and Neild M – *BTEC First Business 2nd edition*. (Heinemann, 2006) ISBN 9780435499075

Fardon, Nuttall and Prokopiw – *GCSE Applied Business* (Osborne Books, 2002) ISBN 9781872962320

Gookin D – *Word 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 9780470036587

Seliet H – *BTEC Introduction to Business* (Heinemann, 2005) ISBN 9780435401214

Wang W – *Office 2007 for Dummies* (John Wiley & Sons, 2006) ISBN 9780470009239

Websites

www.bized.co.uk

Business Studies Teaching Resources

www.businesslink.gov.uk

Business Link

www.cla.org.uk

Country Land and Business Association

www.defra.gov.uk

Department for Environment, Food and Rural Affairs

www.netregs.gov.uk

Environmental regulations

www.nfuonline.com

National Farmers Union

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	investigating the structure of an industry in the land-based sector researching organisations researching legislation affecting the sector investigating business bank accounts
Creative thinkers	presenting information about an industry using IT software to perform business operations preparing and presenting information
Reflective learners	discussing the importance of customer care discussing the importance of customer care
Self-managers	carrying out accounting and administrative tasks

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Team workers	working with others to complete a stock check
Self-managers	completing assignment work to deadlines

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using software to perform business operations
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	filing electronic information
Follow and understand the need for safety and security practices	maintaining security and back-up copies of information
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	preparing promotional material compiling a stock valuation preparing a database of business information
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	writing a business letter
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
ICT – Use ICT systems	
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	preparing invoices
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	preparing business records
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching legislation affecting the industry
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	completing assignments on the industry, trends and issues affecting it



Unit 17: Participate in Providing Estate Maintenance

Unit code: Y/600/9364

Level 2: BTEC First

Credit value: 10

Guided learning hours: 60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of estate skills and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Developing skills in estate maintenance is fundamental for learners studying any land-based qualification. Workers in many different jobs need to be able to carry out construction, maintenance and repair work on a variety of structures and surfaces. This unit develops these practical skills, together with the required underpinning knowledge.

This unit aims to develop practical skills in the use of hand tools and equipment, together with those required to maintain boundaries and surfaces or habitats in the context of the industry sector being studied by the learner. Learners will work both independently and in group situations to refine their individual skills and abilities.

Throughout this unit learners will be made aware of the health and safety implications of the work they are carrying out and its possible impact on the environment. They will learn the importance of risk assessment, keeping themselves and those around them safe and using personal protective equipment. They will also gain an overview of environmental and health and safety legislation and the consequences of not adhering to these.

On the achievement of this unit, learners will be able to complete a variety of basic maintenance and repair tasks, demonstrating awareness of health and safety and working with due regard to the environment around them. This unit will prepare the learner for work in a variety of vocational jobs within the land-based sector and will provide a sound foundation for further study at a higher level.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to select, transport and use a range of hand tools and equipment for estate maintenance
- 2 Be able to maintain estate boundaries
- 3 Be able to maintain surfaces or habitats
- 4 Know how to work safely and minimise environmental damage.

Unit content

1 Be able to select, transport and use a range of hand tools and equipment for estate maintenance

Selection of hand tools and equipment: for maintenance tasks eg hammer, spanner, saw, spade, shovel, yard brush, fork, rake, loppers, secateurs, shears, pickaxe, wire cutters, wire strainers, trowel, mallet, half moon edging iron, bolster chisel, paint brush, wheelbarrow, string line, tape measure, ladder, spirit level, fence post driver

Tool and equipment use: safe methods of use; checks and maintenance; safe manual handling; tool and equipment transportation; safe storage

Safety: current legislation eg Health and Safety at Work Act 1974; safe working practices including manual handling techniques and working distances; personal protective equipment (PPE); risk assessment

2 Be able to maintain estate boundaries

Boundaries: relevant to the land-based sector being studied eg hedgerows, walls, ditches, canal/river banks, fencing

Maintenance and repairs: pre maintenance checks; relevant safe routine maintenance and repair techniques using correct tools and equipment eg trimming hedges, clearing ditches, restoring banks, repairs to walls and fences; safe working practices; correct disposal of waste; personal protective equipment (PPE); risk assessment

3 Be able to maintain surfaces or habitats

Surfaces: relevant to the land-based sector being studied eg woodchip, concrete, gravel, soil, stone, grass, paving (block, slab); sand, rubber, bitumen, decking, resin, temporary

Habitats: relevant to the land-based sector being studied eg woodland, scrub, grassland, marsh, salt marsh, sand dune, fen, heathland, mire, bog, flush, swamp, standing water, running water, arable land

Maintenance or repairs: pre maintenance checks; relevant safe maintenance and repair techniques using correct tools and equipment eg adding surface, applying a surface treatment, clearing or restoring a habitat; safe working practices; correct disposal of waste; personal protective equipment (PPE); risk assessment

4 Know how to work safely and minimise environmental damage

Health and safety legislation: relevant current legislation eg Health and Safety at Work Act 1974, Reporting of Incidents, Control of Substances Hazardous to Health (COSHH) 2002, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR); reasons for legislation; accident reporting; consequences of accidents at work; personal protective equipment (PPE); risk assessments; safe manual handling techniques

Environmental legislation and codes of practice: relevant current legislation and codes of practice eg Environment Act 1995, Environmental Damage and Liability Regulations 2009, Waste Management (England and Wales) Regulations 2006; reasons for legislation and codes of practice; role of relevant authorities eg Environment Agency, local authorities

Problems presented by services: risk of damage to pipes eg water, gas, sewage; risk of damage to cables eg telephone, electricity; location of pipes and cables; methods to locate pipes and cables; disconnection of services; planning work to avoid pipes and cables; lack of services for work completion eg water, telephone, electricity

Environmental damage: pollution (to water courses, through litter or debris, noise); damage to habitats; wastage of resources; ways of minimising damage

Waste disposal: safe disposal of organic waste eg recycling, composting, chipping, burning; safe disposal of inorganic waste eg recycling, discarding safely, landfill

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 select appropriate tools and equipment for specific estate maintenance tasks [SM]	M1 explain the importance of correct tool selection, transport, usage and maintenance	D1 discuss the purpose of practical work completed, suggesting further maintenance work required
P2 lift tools and equipment safely using appropriate techniques [TW, SM]		
P3 transport and use tools and equipment safely [TW, SM]		
P4 maintain and store tools and equipment according to instructions [TW, SM]		
P5 assess the condition of boundaries to determine maintenance requirements [CT]	M2 plan and carry out the maintenance and repair tasks to agreed timescales and specification	
P6 carry out routine maintenance of boundaries safely [TW, SM]		
P7 carry out routine repairs of boundaries safely [TW, SM]		
P8 dispose of waste materials in line with instructions [TW]		
P9 assess the condition of surfaces or habitats to determine the maintenance requirement [CT]	M3 plan and carry out the maintenance or repair tasks to agreed timescales and specification	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 carry out appropriate maintenance or repairs of surfaces or habitats [TW, SM]		
P11 state the current environmental and health and safety legislation and codes of practice [RL]	M4 explain the importance of planning estate maintenance work.	D2 discuss how to plan and carry out specified estate maintenance tasks to overcome problems and demonstrate responsible working practices.
P12 describe how to overcome problems presented by services [IE, EP]		
P13 describe how environmental damage can be minimised [IE, TW, EP]		
P14 describe how organic and inorganic waste may be disposed of. [IE, TW, EP]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

The delivery of this unit is likely to have a highly practical content, with learners given sufficient time to develop their practical skills. Delivery of the underpinning knowledge is likely to involve a range of techniques, including classroom based sessions, visits, guest speakers and links to appropriate work experience.

Health and Safety and environmental protection should be covered at the beginning of this unit as this will allow the learner to develop underpinning knowledge of the possible hazards and risks involved in their practical activities. The use of a safety officer or an outside speaker would be able to back up theory with up-to-date legislative requirements and also indicate service providers. A clear link to risk assessments should follow so they can be completed prior to undertaking practical tasks. Tutors should be up to date on the key aspects of legislation and ensure that practical activities are carried out safely and legally. Learners should understand how laws affect them while working practically both in the centre and in the workplace.

When using hand tools the tool should be set in context of the industry being studied. It is expected that tutors will cover all tools listed while working practically. This can be achieved by demonstration, supervised practical activities and observation however, if this is not possible the tool should be identified and examples of use given. Safe use, storage and transportation of tools can be achieved through practical activities and observations within the tool shed/workshop and should be backed up with care and maintenance tasks.

The estate maintenance of boundaries, surfaces and habitats are closely related to their delivery. The techniques of this delivery should be varied, but must be practically based to meet the criteria. Learners should have the opportunity to identify different types of boundaries, surfaces or habitats which are already established in order to link theory and practice. This may have to be achieved on visits to different businesses within their own area of study. Learners will also need access to practical areas where they can put into practice those skills learnt in the classroom. It is essential that learners understand the importance of the environmental issues that surround their practical tasks and deal with waste accordingly throughout their work.

It is expected that learners will investigate the uses of boundaries fully, identifying the purpose of those maintained in earlier tasks. During classroom based lessons, active problem solving tasks can be used to cover all listed problems that may occur during estate maintenance activities in the unit content. Learners should have access to a range of path materials to cover both fluid and hard components. Those that cannot be practically accessed should be identified while on visits or via research.

Learners may have the opportunity to contribute to the maintenance of boundaries, surfaces or habitats while on work placements. They should be encouraged to ask for observation records and/or witness statements to be provided as evidence. Guidance on the use of observation records and witness statements is provided on the Pearson website.

Tutors should not expect learners to do physical tasks that are beyond their physical capabilities.

Tutors could integrate the delivery, private study and assessment relating to this unit with any other relevant units and assessment instruments in the learners programme of study.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Being Safe and Considering the Environment (P11, P12, P13, P14, M4, D2)
Tutor introduces the assignment.
Theory based sessions: Introduction to health and safety to develop underpinning knowledge of the possible hazards and risks involved in their practical activities. Accident reporting, consequences of accidents at work, personal protective equipment (PPE), risk assessments, safe manual handling techniques.
Practical: carrying out a risk assessment.
Theory based sessions: Theory based sessions current environmental legislation and codes of practice, environmental protection and waste disposal.
Site visit: potential problems presented by services, disposing of waste, environmental good practice.
Personal study, assessment completion and support.
Assignment 2: Tools and Equipment (P1, P2, P3, P4, M1)
Tutor introduces the assignment.
Theory session: introduction to tools, types and purpose.
Practical sessions: selecting tools and equipment for tasks.
Theory session: safe lifting principles, how to apply in practice, how to transport safely.
Practical sessions: safe lifting and transport of tools and equipment.
Theory: Maintenance and storage of tools and equipment, reasons why important, how to carry out checks and maintenance.
Practical sessions: maintenance and storage of tools and equipment.
Assignment 3: Boundary Maintenance (P5, P6, P7, P8, M2)
Tutor introduces the assignment.
Theory session: assessing maintenance needs and purpose of boundaries, types of maintenance and repair for different boundary types.
Visits to see examples of different boundaries and maintenance required.
Practical demonstrations, activities and assessments on boundaries.
Assignment 4: Surface or Habitat Maintenance (P9, P10, M3, D1)
Tutor introduces the assignment.
Classroom session: types of surface and habitat.
Practical session: assessing condition of surfaces/habitats.
Theory session: planning maintenance of surfaces/habitats.
Practical sessions: maintenance and repair of surfaces/habitats.
Unit review.

Assessment

Learners will need to meet all pass criteria to successfully complete this unit.

Assessment of P1, P2, P3, P4 could be linked. Learners are required to demonstrate the selection (P1), safe lifting (P2), transportation and use (P3) and maintenance (P4) of at least four hand tools or pieces of equipment. Evidence for this criterion should be linked to the work being done for P6, P7, P8 and P10. The range of hand tools provided for evidence will therefore vary in relation to the work that is being

carried out for these criteria during practical activities. Suitable evidence from guided activities would be observation records completed by the learner and tutor. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor. Guidance on the use of observation records and witness statements is provided on the Pearson website.

For P5, learners need to assess the condition of boundaries for maintenance requirement; assessment could be in the form of individual oral questioning or maintenance planning sheets. A minimum of two boundaries should be included. These may be selected by the tutor or agreed through discussion with the learner.

Assessment of P6, P7 and P8 could, as indicated above, be linked with P1, P2, P3, P4 with suitable projects and with assessment evidence in the same format. It is expected that learners will work with at least two different boundaries, for assessment purposes, from the unit content list.

For P9 learners are required to assess the condition of surfaces or habitats for maintenance requirement; assessment could be in the form of individual oral questioning or maintenance planning sheets. A minimum of two surfaces or habitats should be included. These may be selected by the tutor or agreed through discussion with the learner.

Assessment of P10, could be linked with P1, P2, P3, P4 with suitable projects. It is expected that learners will work with at least two different surfaces or habitats, for assessment purposes, from the unit content list.

For P11, learners will be expected to state current health and safety and environmental legislation and codes of practice. Learners should investigate various levels of the laws relating to the individual, other employees and the employer. Evidence for this could take the form of a pictorial presentation with notes, using appropriate software, flipcharts or OHPs, an annotated poster or leaflet, or as answers to short answer questions.

For P12, learners will need to know the services they may encounter while carrying out estate maintenance work, describe problems these present and how these could be overcome. Evidence could be a written or verbal report, or annotated plans of an area showing services and how problems may be overcome.

For P13, learners need to describe how environmental damage can be minimised. A leaflet, annotated poster or project can be used, and could be linked to assessment for P4.

For P14, learners need to identify and describe a range of methods for disposing of organic and inorganic waste. Evidence should bear in mind the legislative controls, and the desire to minimise environmental damage. Evidence could be in the same format as for P3.

In addition to the pass criteria above learners wishing to gain a merit grade will have to meet all merit criteria.

For M1, learners are required to explain the importance of correct tool selection, transport, usage and maintenance. Evidence may be a verbal or written report, leaflet or presentation.

Assessment of M2 links to work completed for P5, P6, P7 and P8. To achieve M2 learners need to have demonstrated planning of the maintenance and repair tasks, and the work needs to have been completed to a high standard. This is expected to include the learner working independently, having a logical approach to completing the task, showing responsibility for the environment and checking their own work.

Assessment of M3 links to work completed for P9 and P10. To achieve M3 learners need to have demonstrated planning of the maintenance or repair tasks, and the work needs to have been completed to a high standard, as for M2.

Assessment of M4 could be an extension of work completed for P11, P12, P13 and P14. Learners are required to explain the importance of planning estate maintenance work, particularly in overcoming the potential problems identified in the pass criteria. Evidence may be a verbal or written report, leaflet or presentation.

In addition to the merit criteria above learners wishing to gain a distinction grade will have to meet all distinction criteria.

For D1, learners are required to review the work they have completed for the pass and merit criteria, and suggest further maintenance work required. These suggestions should include maintenance of tools and equipment, boundaries and surfaces/habitats. Evidence may be a presentation, report, leaflet or guidance booklet.

For D2, learners are required to discuss how to plan and carry out two estate maintenance tasks to overcome problems and demonstrate responsible practices. The tasks chosen may be selected by the tutor or agreed through discussion with the learner. This assessment links to the pass and merit criteria, and the discussion should include, for example, how to plan to work within the legislation, minimise environmental damage, overcome problems and use appropriate tools safely and effectively. Evidence may be in the same format as D1.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Pearson assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P11, P12, P13, P14, M4, D2	Being Safe and Considering the Environment	You are working for a land based business, and have been told a school pupil is planning to work alongside you for their work experience. Create a guidance leaflet for them which explains why planning estate maintenance work is important. Include the legislation that affects your work, how to overcome problems presented by services, how to dispose of waste and minimise environmental damage. Your leaflet should also show how to plan and carry out two tasks to overcome problems and demonstrate responsible practices.	Leaflet.
P1, P2, P3, P4, M1	Tools and Equipment	You are helping a busy countryside ranger with their work. You will be asked to select appropriate tools and equipment, lift them safely, transport and use them, and then maintain and store them. Create some notes for your work experience pupil explaining the importance of correct tool selection, transport usage and maintenance.	Observation records. Witness statements. Guidance notes.
P5, P6, P7, P8, M2	Boundary Maintenance	In your role you have been asked to plan and carry out routine repairs and maintenance of two boundaries. Before starting, assess the condition of the boundaries to plan the work needed. You will need to dispose of any waste in line with instructions.	Observation records. Photographic evidence.
P9, P10, M3, D1	Surface or Habitat Maintenance	Having completed the boundary tasks to a high standard you have now been asked to maintain or repair two surfaces or habitats. Before starting, assess the condition to determine the work needed. After completing these tasks, discuss the purpose of the work completed and suggest further maintenance required.	Observation records. Photographic evidence. Verbal report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Environmental and Land-based sector suite. This unit has particular links with the following unit titles in the Environmental and Land-based suite:

Level 2	Level 3
Element CUI9.1 Construct and maintain boundaries	Undertake Estate Skills
Element CUI9.2 Construct and maintain paths	
Undertake Work Experience in the Land-based Industries	

Essential resources

Access to an area of land where practical work can be carried out is essential. Centres may need to provide transport for learners to travel to suitable sites. First aid facilities and appropriately trained staff are essential for such visits. Also required is a sufficient range and quantity of hand tools and materials to allow the tasks to be undertaken safely.

Ideally, tasks should be carried out 'for real' but, where this is not possible, temporary work is permissible. Powered machinery can be used where appropriate.

Employer engagement and vocational contexts

This unit focuses on the skills of estate maintenance and will provide learners with a basic knowledge of undertaking tasks on boundaries and surfaces or habitats. Learners will be encouraged to develop an understanding of health and safety while working and will consider environmental protection and ways of minimising damage in addition. Centres are encouraged to develop links with local businesses within the sector being studied so learners can experience the day-to-day running of a busy estate via guest speakers and visits.

Indicative reading for learners

Textbooks

Agate E – *Fencing: A Practical Handbook* (BTCV, 2001) ISBN 9780946752294

Agate E – *Footpaths: A Practical Handbook* (BTCV, 2001) ISBN 9780946752317

Agate E – *Toolcare: A Maintenance and Workshop Manual* (BTCV, 2000) ISBN 9780946752249

Agate E – *Tree Planting and Aftercare: A Practical Handbook* (BTCV, 2001) ISBN 9780946752256

Agate E – *Woodlands: A Practical Handbook* (BTCV, 2002) ISBN 9780946752331

Brooks A and Agate E – *Hedging: A Practical Handbook* (BTCV, 1998) ISBN 9780946752171

Brooks A and Agate E – *Waterways and Wetlands: A Practical Handbook* (BTCV, 2001)

Brooks A, Adcock S and Agate E – *Dry Stone Walling: A Practical Handbook* (BTCV, 1999)
ISBN 9780946752195

Butterfield, W H – *Making Fences Walls and Hedges* (BiblioBazaar, 2009) ISBN 9781110871339

Health and Safety Executive leaflets eg Manual Handling Assessment Charts (HSE, 2003)
ISBN 9780946752300

Key R – *Garden Surfaces: 20 Projects for Paths, Decks, Steps Patios and Edgings* (Laurel Glen Publishing, Feb 2003) ISBN 9781571458247

Kindersley D – *Walls and Fences* (RHS Practicals) (Dorling Kindersley; 2nd revised edition, 2003)
ISBN 9780751348620

MacLean M – *New Hedges for the Countryside* (Farming Press Books and Videos, 1992)
ISBN 9780852362426

Negus J and Bradley V – *Garden Tools: An Illustrated Guide to Choosing, Using and Maintaining* (Carroll & Brown Publishers Limited; illustrated edition, 2001) ISBN 9781903258231

Scottish Executive Rural Affairs Department – *Prevention of Environmental Pollution from Agricultural Activity: Code of Good Practice Dos and Don'ts Guide* (Scottish Executive, 2002) ISBN 9780755905188

Stokes A – *Health and Safety Overview for Practical Conservation Project: A Guide to Good Practice for Conservation Groups and Land Managers* (BTCV, 1999)

Sutherland W J – *Managing Habitats for Conservation* (Cambridge University Press; 1st edition, 1995)
ISBN 9780521447768

Websites

www.btcv.org.uk	British Trust for Conservation Volunteers
www.defra.gov.uk	Department for Environment, Food and Rural Affairs
www.fwag.org.uk	Farm Wildlife and Advisory Group
www.hsegov.uk	Health and Safety Executive
www.lantra.co.uk	Lantra Sector Skills Council
www.naturalengland.org.uk	Natural England
www.rhs.org.uk	Royal Horticultural Society

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	reporting how to overcome problems faced while working reporting on how environmental damage can be minimised describing how to overcome typical problems that may occur during estate maintenance activities
Creative thinkers	Assessing the condition of boundaries, surfaces or habitats to determine maintenance requirement
Reflective learners	reviewing the purposes of different types of boundaries presenting current environmental and health and safety legislation and codes of practice
Team workers	taking responsibility for the environment carrying out maintenance tasks safely
Self-managers	selecting appropriate tools/equipment for specific estate maintenance tasks Lifting, transporting, maintaining and storing tools and equipment safely using appropriate techniques
Effective participators	reporting how to overcome problems faced while working reporting on how environmental damage can be minimised describing how to overcome typical problems that may occur during estate maintenance activities.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	investigating key points of the current environmental and health and safety legislation and codes of practice
Creative thinkers	applying techniques to maintenance tasks
Reflective learners	evaluating own performance action planning and target setting for future activities
Team workers	peer help and support during tasks
Self-managers	risk assessment completion
Effective participators	investigating problems that occur when lifting incorrectly.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	presenting information on current environmental and health and safety codes of practice
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	
Manage information storage to enable efficient retrieval	
Follow and understand the need for safety and security practices	
Troubleshoot	
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the internet for current environmental and health and safety codes of practice
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	designing maintenance planning sheets presenting leaflets and pamphlets producing risk assessments for practical tasks
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	presenting information on current environmental and health and safety codes of practice
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	producing risk assessment for practical tasks
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Draw conclusions and provide mathematical justifications	producing risk assessment for practical tasks
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	presenting information on current environmental and health and safety codes of practice
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching for current environmental and health and safety codes of practice
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	reporting how to overcome problems faced while working reporting on how environmental damage can be minimised

Further information

For further information please call Customer Services on 020 7010 2188 (calls may be recorded for training purposes) or email TeachingLandBasedStudies@pearson.com.

Useful publications

Further copies of this document and related publications can be obtained by contacting us:

Telephone: 0845 172 0205

Email: publication.orders@pearson.com

Related information and publications include:

- Functional Skills publications – specifications, tutor support materials and question papers
- the current publications catalogue and update catalogue.

Pearson publications concerning the Quality Assurance System and the internal and external verification of vocationally related programmes can be found on the Pearson website and in the Pearson publications catalogue.

NB: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

● How to obtain National Occupational Standards

Lantra

Lantra House

Stoneleigh Park

Coventry

CV8 2LG

Telephone: 0845 707 8007

Email: connect@lantra.co.uk

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building Functional Skills into your programme
- building in effective and efficient quality assurance systems.

The national programme of training we offer can be viewed on our website (www.pearson.com/training). You can request customised training through the website or by contacting one of our advisers in the Training from Pearson UK to discuss your training needs.

The training we provide:

- is active – ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.

Our training is underpinned by the LLUK standards for those preparing to teach and for those seeking evidence for their continuing professional development.

Annexe A

The Pearson BTEC qualification framework for the environmental and land-based sector

Progression opportunities within the framework.

Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
5		Pearson BTEC Level 5 HND Diplomas in: Animal Management, Environmental Conservation, Horse Management, Horticulture		
4		Pearson BTEC Level 4 HNC Diplomas in: Animal Management, Environmental Conservation, Horse Management, Horticulture		
3	Pearson Level 3 Diploma in Environmental and Land-based Studies	Pearson BTEC Level 3 Certificates, Subsidiary Diplomas, Diploma and Extended Diplomas in Animal Care, Animal Management, Blacksmithing and Metalworking, Countryside Management, Fish Management, Floristry, Forestry and Arboriculture, Horse Management, Horticulture, Land-based Technology		Level 3 Diploma in Work Based Environmental Conservation
2	Pearson Level 2 Diploma in Environmental and Land-based Studies	Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Agriculture, Animal Care, Blacksmithing and Metalworking, Countryside and Environment, Fish Husbandry, Floristry, Horse Care, Horticulture, Land-based Technology		Level 2 Diploma in Work Based Environmental Conservation
1	Pearson Level 1 Diploma in Environmental and Land-based Studies	BTEC Foundation Learning in Land-based Studies	Pearson Qualifications in Caring for Horses	
Entry		BTEC Foundation Learning in Land-based Studies		

Annexe B

Grading domains: BTEC Level 2 generic grading domains

Grading domain 1	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of knowledge and understanding</p> <p>(Learning outcome stem <i>understand or know</i>)</p>	<ul style="list-style-type: none"> • Show depth of knowledge and development of understanding in given situations (for example explain why, make judgements based on analysis). • Apply and/or select relevant concepts. • Apply knowledge to different contexts. • Apply knowledge to non-routine contexts (ie assessor selection). • Make comparisons. • Show relationships between pass criteria. 	<ul style="list-style-type: none"> • Synthesise knowledge and understanding across pass/merit criteria. • Evaluate concepts/ideas/actions. • Analyse/research and make recommendations. • Judges implications of application of knowledge/understanding. • Applies knowledge and understanding to complex activities/context.
Grading domain 2	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Development of practical and technical skills</p> <p>(Learning outcome stem <i>be able to</i>)</p>	<ul style="list-style-type: none"> • Use advanced techniques/processes/skills successfully. • Act under limited supervision/demonstrate independence (note: pass cannot require support). • Apply to non-routine activities. • Demonstrate within time and/or resource constraints. • Produce varied solutions (including non-routine). • Modify techniques/processes to situations. 	<ul style="list-style-type: none"> • Demonstrate creativity/originality/own ideas. • Apply skill(s) to achieve higher order outcome. • Select and use successfully from a range of advanced techniques/processes/skills. • Reflects on skill acquisition and application. • Justifies application of skills/methods. • Makes judgements about risks and limitations of techniques/processes. • Innovates or generates of application of techniques/processes for new situations.

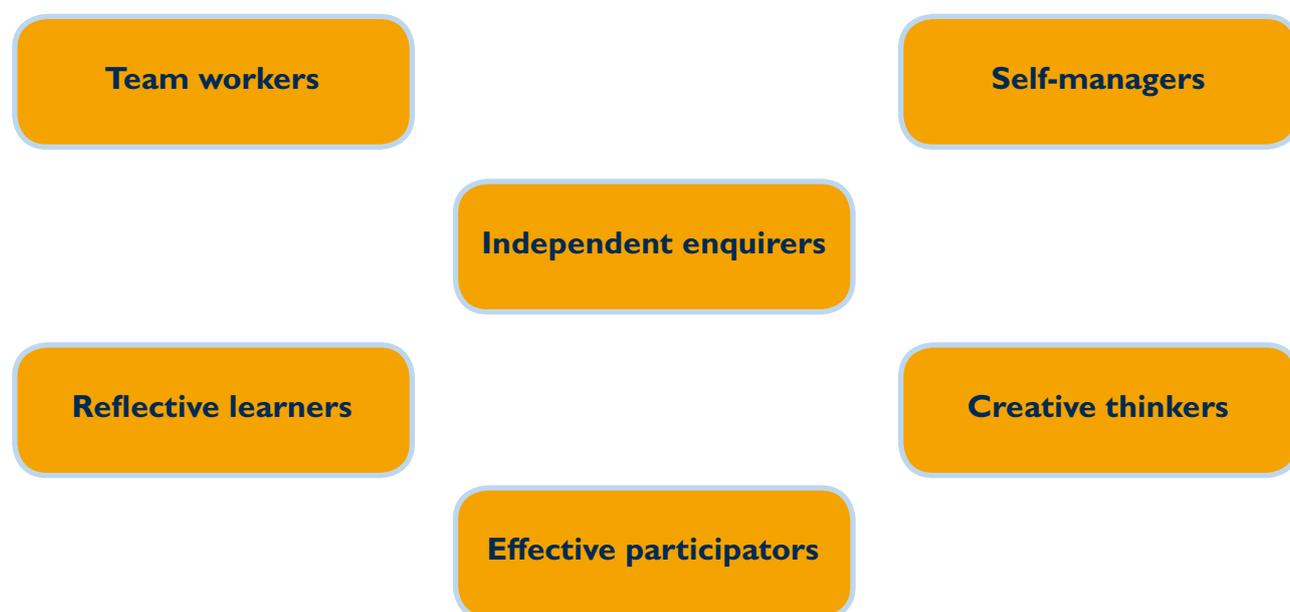
Grading domain 3	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Personal development for occupational roles</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Takes responsibility in planning and undertaking activities. • Reviews own development needs. • Finds and uses relevant information sources. • Acts within a given work-related context showing understanding of responsibilities. • Identifies responsibilities of employers to the community and the environment. • Applies qualities related to the vocational sector. • Internalises skills/attributes (creating confidence). 	<ul style="list-style-type: none"> • Manages self to achieve outcomes successfully. • Plans for own learning and development through the activities. • Analyses and manipulates information to draw conclusions. • Applies initiative appropriately. • Assesses how different work-related contexts or constraints would change performance. • Takes decisions related to work contexts. • Applies divergent and lateral thinking in work-related contexts. • Understands interdependence.
Grading domain 4	Indicative characteristics – merit	Indicative characteristics – distinction
<p>Application of generic skills</p> <p>(Any learning outcome stem)</p>	<ul style="list-style-type: none"> • Communicates using appropriate technical/professional language. • Makes judgements in contexts with explanations. • Explains how to contribute within a team. • Makes adjustments to meet the needs/expectations of others (negotiation skills). • Select and justify solutions for specified problems. 	<ul style="list-style-type: none"> • Presents self and communicates information to meet the needs of a typical audience. • Takes decisions in contexts with justifications. • Produces outputs subject to time/resource constraints. • Reflects on own contribution to working within a team. • Generate new or alternative solutions to specified problems.

Annexe C

Personal, learning and thinking skills

A FRAMEWORK OF PERSONAL, LEARNING AND THINKING SKILLS 11-19 IN ENGLAND

The framework comprises six groups of skills that, together with the Functional Skills of English, mathematics and ICT, are essential to success in learning, life and work. In essence the framework captures the essential skills of: managing self; managing relationships with others; and managing own learning, performance and work. It is these skills that will enable young people to enter work and adult life confident and capable.



The titles of the six groups of skills are set out below.

For each group there is a focus statement that sums up the range of skills. This is followed by a set of outcome statements that are indicative of the skills, behaviours and personal qualities associated with each group.

Each group is distinctive and coherent. The groups are also inter-connected. Young people are likely to encounter skills from several groups in any one learning experience. For example an independent enquirer would set goals for their research with clear success criteria (reflective learner) and organise and manage their time and resources effectively to achieve these (self-manager). In order to acquire and develop fundamental concepts such as organising oneself, managing change, taking responsibility and perseverance, learners will need to apply skills from all six groups in a wide range of learning contexts 11-19.

The Skills

Independent enquirers

Focus:

Young people process and evaluate information in their investigations, planning what to do and how to go about it. They take informed and well-reasoned decisions, recognising that others have different beliefs and attitudes.

Young people:

- identify questions to answer and problems to resolve
- plan and carry out research, appreciating the consequences of decisions
- explore issues, events or problems from different perspectives
- analyse and evaluate information, judging its relevance and value
- consider the influence of circumstances, beliefs and feelings on decisions and events
- support conclusions, using reasoned arguments and evidence.

Creative thinkers

Focus:

Young people think creatively by generating and exploring ideas, making original connections. They try different ways to tackle a problem, working with others to find imaginative solutions and outcomes that are of value.

Young people:

- generate ideas and explore possibilities
- ask questions to extend their thinking
- connect their own and others' ideas and experiences in inventive ways
- question their own and others' assumptions
- try out alternatives or new solutions and follow ideas through
- adapt ideas as circumstances change.

Reflective learners

Focus:

Young people evaluate their strengths and limitations, setting themselves realistic goals with criteria for success. They monitor their own performance and progress, inviting feedback from others and making changes to further their learning.

Young people:

- assess themselves and others, identifying opportunities and achievements
- set goals with success criteria for their development and work
- review progress, acting on the outcomes
- invite feedback and deal positively with praise, setbacks and criticism
- evaluate experiences and learning to inform future progress
- communicate their learning in relevant ways for different audiences.

Team workers

Focus:

Young people work confidently with others, adapting to different contexts and taking responsibility for their own part. They listen to and take account of different views. They form collaborative relationships, resolving issues to reach agreed outcomes.

Young people:

- collaborate with others to work towards common goals
- reach agreements, managing discussions to achieve results
- adapt behaviour to suit different roles and situations, including leadership role
- show fairness and consideration to others
- take responsibility, showing confidence in themselves and their contribution
- provide constructive support and feedback to others.

Self-managers

Focus:

Young people organise themselves, showing personal responsibility, initiative, creativity and enterprise with a commitment to learning and self-improvement. They actively embrace change, responding positively to new priorities, coping with challenges and looking for opportunities.

Young people:

- seek out challenges or new responsibilities and show flexibility when priorities change
- work towards goals, showing initiative, commitment and perseverance
- organise time and resources, prioritising actions
- anticipate, take and manage risks
- deal with competing pressures, including personal and work-related demands
- respond positively to change, seeking advice and support when needed
- manage their emotions, and build and maintain relationships.

Effective participators

Focus:

Young people actively engage with issues that affect them and those around them. They play a full part in the life of their school, college, workplace or wider community by taking responsible action to bring improvements for others as well as themselves.

Young people:

- discuss issues of concern, seeking resolution where needed
- present a persuasive case for action
- propose practical ways forward, breaking these down into manageable steps
- identify improvements that would benefit others as well as themselves
- try to influence others, negotiating and balancing diverse views to reach workable solutions
- act as an advocate for views and beliefs that may differ from their own.

PLTS performance indicator (suggested recording sheet)

Name:	Date:				
	Level of success 1 = low, 5 = high				
Independent enquirers					
Identify questions to answer and problems to resolve	1	2	3	4	5
Plan and carry out research, appreciating the consequences of decisions	1	2	3	4	5
Explore issues, events or problems from different perspectives	1	2	3	4	5
Analyse and evaluate information, judging its relevance and value	1	2	3	4	5
Consider the influence of circumstances, beliefs and feelings on decisions and events	1	2	3	4	5
Support conclusions, using reasoned arguments and evidence	1	2	3	4	5
Creative thinkers					
Generate ideas and explore possibilities	1	2	3	4	5
Ask questions to extend their thinking	1	2	3	4	5
Connect their own and others' ideas and experiences in inventive ways	1	2	3	4	5
Question their own and others' assumptions	1	2	3	4	5
Try out alternatives or new solutions and follow ideas through	1	2	3	4	5
Adapt ideas as circumstances change	1	2	3	4	5
Reflective learners					
Assess themselves and others, identifying opportunities and achievements	1	2	3	4	5
Set goals with success criteria for their development and work	1	2	3	4	5
Review progress, acting on the outcomes	1	2	3	4	5
Invite feedback and deal positively with praise, setbacks and criticism	1	2	3	4	5
Evaluate experiences and learning to inform future progress	1	2	3	4	5
Communicate their learning in relevant ways for different audiences	1	2	3	4	5

Team workers					
Collaborate with others to work towards common goals	1	2	3	4	5
Reach agreements, managing discussions to achieve results	1	2	3	4	5
Adapt behaviour to suit different roles and situations, including leadership roles	1	2	3	4	5
Show fairness and consideration to others	1	2	3	4	5
Take responsibility, showing confidence in themselves and their contribution	1	2	3	4	5
Provide constructive support and feedback to others	1	2	3	4	5
Self-managers					
Seek out challenges or new responsibilities and show flexibility when priorities change	1	2	3	4	5
Work towards goals, showing initiative, commitment and perseverance	1	2	3	4	5
Organise time and resources, prioritising actions	1	2	3	4	5
Anticipate, take and manage risks	1	2	3	4	5
Deal with competing pressures, including personal and work-related demands	1	2	3	4	5
Respond positively to change, seeking advice and support when needed	1	2	3	4	5
Manage their emotions, and build and maintain relationships.	1	2	3	4	5
Effective participators					
Discuss issues of concern, seeking resolution where needed	1	2	3	4	5
Present a persuasive case for action	1	2	3	4	5
Propose practical ways forward, breaking these down into manageable steps	1	2	3	4	5
Identify improvements that would benefit others as well as themselves	1	2	3	4	5
Try to influence others, negotiating and balancing diverse views to reach workable solutions	1	2	3	4	5
Act as an advocate for views and beliefs that may differ from their own	1	2	3	4	5

Note to learner: The circled number represents an indication of your PLTS performance so far.

Note to tutor: Indicate the level of success by circling the appropriate number during your feedback with the learner.

Summary of the PLTS coverage throughout the programme

Personal, learning and thinking skills	Unit																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Independent enquirers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Creative thinkers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Reflective learners	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Team workers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Self-managers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Effective participators	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
✓ – opportunities for development																		

Annexe D

Wider curriculum mapping

Study of the Pearson BTEC Level 2 Firsts in Horse Care gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

The Pearson BTEC Level 2 Firsts in Horse Care makes a positive contribution to wider curricular areas as appropriate.

Spiritual, moral, ethical, social and cultural issues

The qualification contributes to an understanding of:

- spiritual issues – for example moral and ethical issues involved in the care and appreciation of horses as part of the natural world
- social and cultural issues – for example issues around horse welfare and uses.

Citizenship issues

Learners undertaking the Pearson BTEC Level 2 Firsts in Horse Care will have the opportunity to develop their understanding of citizenship issues, for example public and private involvement in horse roles and welfare.

Environmental issues

Learners undertaking the Pearson BTEC Level 2 Firsts in Horse Care will have the opportunity to develop their understanding of environmental issues throughout the units.

European developments

Much of the content of the Pearson BTEC Level 2 Firsts in Horse Care applies throughout Europe even though delivery is in a UK context.

Health and safety considerations

The Pearson BTEC Level 2 Firsts in Horse Care are practically based and health and safety issues are encountered throughout the units.

Equal opportunities issues

Equal opportunities issues are implicit throughout the Pearson BTEC Level 2 Firsts in Horse Care.

Wider curriculum mapping

Level 2

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17
Spiritual																	
Moral and ethical									✓								
Social and cultural									✓								
Citizenship issues																	
Environmental issues	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
European developments																	
Health and safety considerations	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Equal opportunities issues																	

Annexe E

National Occupational Standards/mapping with NVQs

The grid below maps the knowledge covered in the Pearson BTEC Level 2 Certificate, Extended Certificate and Diploma in Horse Care against the underpinning knowledge of the Level 2 NVQ in Horse Care.

KEY

- ✓ indicates that the Pearson BTEC Level 2 Firsts cover all of the underpinning knowledge of the NVQ unit
- # indicates partial coverage of the NVQ unit
- a blank space indicates no coverage of the underpinning knowledge

NVQs	Units																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Level 2 NVQ in Horse Care																		
201.1,2			#															
202.1		#																
202.2,3				#														
203.1,2,3					#		#											
204.1,2								#										
205.1					#													
205.5																		
212.2																	#	
213.2,3																	#	
216.3									#									

Annexe F

Unit mapping overview

BTEC First in Horse Care legacy (specification end date 31/08/2010)/new versions of the BTEC First qualifications in Horse Care (specification start date 01/09/2010) – the BTEC Level 2 Certificate in Horse Care, BTEC Level 2 Extended Certificate in Horse Care and the BTEC Level 2 Diploma in Horse Care.

Old units	New units																
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17
Unit 1	F																
Unit 2																P	
Unit 3		P	P					P									
Unit 4						P				P							
Unit 5															P		
Unit 6																	F
Unit 7																	
Unit 8				P	P							P					
Unit 9							P		P								
Unit 10													P	P			
Unit 11																	
Unit 12																	
Unit 13																	
Unit 14																	

KEY

P – Partial mapping (some topics from the old unit appear in the new unit)

F – Full mapping (topics in old unit match new unit exactly or almost exactly)

X – Full mapping + new (all the topics from the old unit appear in the new unit, but new unit also contains new topic(s))

Unit mapping in depth

BTEC First in Horse Care legacy (specification end date 31/08/2010)/new versions of the BTEC First qualifications in Horse Care (specification start date 01/09/2010) – the BTEC Level 2 Certificate in Horse Care, BTEC Level 2 Extended Certificate in Horse Care and the BTEC Level 2 Diploma in Horse Care.

New units	Old units	Mapping/comments (new topics in italics)	
Number	Name	Number	Name
Unit 1	Undertake Work Related Experience in the Land-based Industries	Unit 1	Work Related Experience in the Horse Industry
Unit 2	Carry Out and Understand the Principles of Feeding and Watering Horses	Unit 3	Introduction to Horse Care
Unit 3	Undertake Routine Stable Duties		
Unit 4	Undertake Horse Handling	Unit 8	Horse Handling and Exercise

New units	Old units	Mapping/comments (new topics in italics)	
Number	Name	Number	Name
Unit 5	Fit and Maintain Horse Tack and Clothing		
		Focus of unit on horse tack and clothing. Transportation of horses removed from unit. Be able to fit and remove horse clothing. Be able to fit and remove tack for exercise. Be able to clean and maintain tack. Know how to fit horse clothing and tack.	
Unit 6	Maintain Animal Health and Welfare	Unit 4	Horse Behaviour and Welfare
			Focus of unit on animal health. Life style of wild horses and breed development removed from unit. <i>Be able to monitor and maintain the health and wellbeing of animals.</i> <i>Know common diseases and disorders, their prevention and treatment.</i> <i>Know the practices and principles of animal first aid.</i>
Unit 7	Undertake Horse Grooming, Trimming and Plaiting	Unit 9	Horse Preparation and Presentation
			Planning for competitions and show preparations removed from unit. Focus on horse grooming. <i>Horse foot care and grooming.</i>
Unit 8	Introduction to Keeping Horses at Grass	-	N/A
Unit 9	Introduction to Caring for Competition Horses	Unit 9	Horse Preparation and Presentation
			Focus of unit on competition horses. <i>Know how to assist with caring for competition horses.</i> <i>Be able to assist with the preparation and loading of horses for travelling.</i> <i>Be able to assist with the day- to- day care of competition horses.</i>
Unit 10	Introduction to the Principles of Horse Behaviour	Unit 4	Horse Behaviour and Welfare
			Welfare issues that affect horses removed from unit. Focus on horse behaviour. <i>Understand the impact of domestication on the horse.</i>
Unit 11	Introduction to Equine Stud Practice	-	N/A

New units	Old units	Mapping/comments (new topics in italics)	
Number	Name	Number	Name
Unit 12	Introduction to Lungeing Horses	Unit 8	Horse Handling and Exercise
Unit 13	Introduction to Riding Horses on the Flat	Unit 10	Riding Horses
Unit 14	Introduction to Riding Horses over Fences		
Unit 15	Understand the Principles of Horse Biology	Unit 5	Introduction to Animal and Plant Biology
Unit 16	Environmental and Land-based Business	Unit 2	Horse Industry and Organisations
Unit 17	Participate in Providing Estate Maintenance	Unit 6	Practical Land-based Skills

Annexe G

Examples of calculation of qualification grade above pass grade

Pearson will automatically calculate the qualification grade for your learners when your learner unit grades are submitted.

The generic examples below demonstrate how the qualification grade above pass is calculated using the following two tables which are also shown in the section earlier on in the specification *Calculation of the qualification grades above pass grade*.

Points available for credits achieved at different levels and unit grades

The table below shows the **number of points scored per credit** at the unit level and grade.

Unit level	Points per credit		
	Pass	Merit	Distinction
Level 1	3	4	5
Level 2	5	6	7
Level 3	7	8	9

Learners who achieve the correct number of points within the ranges shown in the 'qualification grade' table below will achieve the qualification merit or distinction or distinction* grade.

Qualification	Points range above pass grade		
	Merit	Distinction	Distinction*
BTEC Level 2 Certificate	85–94	95–99	100 and above
BTEC Level 2 Extended Certificate	170–189	190–199	200 and above
BTEC Level 2 Diploma	340–379	380–399	400 and above

Example 1

Achievement of pass qualification grade

A learner completing a 15-credit Pearson BTEC Level 2 Certificate achieves the credit required to gain a pass qualification grade and does not achieve the points to gain a merit grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Pass		80

Example 2

Achievement of merit qualification grade

A learner completing a 15-credit Pearson BTEC Level 2 Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Pass	5	$5 \times 5 = 25$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Merit	6	$5 \times 6 = 30$
Qualification grade totals		15	Merit		85

Example 3

Achievement of distinction qualification grade

A learner completing a 15-credit Pearson BTEC Level 2 Certificate achieves the points required to gain a distinction qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Merit	6	$5 \times 6 = 30$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Qualification grade totals		15	Distinction		95

Example 4

Achievement of merit qualification grade

A learner completing a 30-credit Pearson BTEC Level 2 Extended Certificate achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Pass	5	$10 \times 5 = 50$
Unit 8	3	5	Pass	7	$5 \times 7 = 35$
Qualification grade totals		30	Merit		175

Example 5

Achievement of merit qualification grade

A learner completing a 60-credit Pearson BTEC Level 2 Diploma achieves the points required to gain a merit qualification grade.

	Level	Credit	Grade	Grade points	Points per unit = credit x grade
Unit 1	2	5	Merit	6	$5 \times 6 = 30$
Unit 2	2	5	Pass	5	$5 \times 5 = 25$
Unit 3	2	5	Distinction	7	$5 \times 7 = 35$
Unit 6	2	10	Merit	6	$10 \times 6 = 60$
Unit 9	1	5	Merit	4	$5 \times 4 = 20$
Unit 10	2	10	Distinction	7	$10 \times 7 = 70$
Unit 11	2	10	Merit	6	$10 \times 6 = 60$
Unit 14	2	10	Merit	6	$10 \times 6 = 60$
Qualification grade totals		60	Merit		360

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