

Unit 10: Working Horses from the Ground

Unit code:	T/601/0389
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of ground schooling 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

Non-ridden exercise is a key element in the training of all horses and is an essential component of preparing horses to be ridden, their ongoing education and rehabilitation from injury. This unit will equip learners with both the practical ability to work horses from the ground and an understanding of the principles of ground schooling techniques and aims.

The unit will investigate a range of techniques, including lungeing, long reining and loose schooling. The unit will help learners to gain an understanding of and apply and evaluate the value of these methods. Learners will be able to recognise the ways different horses move and perform when being worked from the ground.

Within the unit learners will be able to demonstrate a safe lungeing technique. Learners will show an ability to lunge a variety of trained horses in a school environment to industry standards. Learners will also show their ability to critically evaluate and reflect on individual horse performance.

Throughout the unit health and safety considerations will be considered and demonstrated carefully.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand approaches to training horses from the ground
- 2 Be able to exercise horses on the lunge
- 3 Be able to long rein horses
- 4 Be able to assess horses being worked from the ground.

Unit content

1 Understand approaches to training horses from the ground

Ground schooling equipment: different equipment for lungeing, long reining and loose schooling, training aids; chambon; pessa; de gogue; harbridge rein; balancing rein; bungee

Ground schooling techniques: correct use of equipment; different methods; contemporary and traditional; parelli; join up; improved performance; handling from ground in training routine

Health and safety: use of PPE; rules of arena; safe handling techniques

2 Be able to exercise horses on the lunge

Fit of tack and equipment: use of PPE; use and correct application of tack eg bandages, boots, bridle, cavesson, lunge lines; roller; saddle; side reins

Lungeing technique: correct use of equipment; improved performance

Health and safety: use of PPE; rules of arena; safe handling techniques

3 Be able to long rein horses

Value of use: when to long rein; techniques; improve performance

Long reining technique: correct use of equipment; improved performance

Health and safety: use of PPE; rules of arena; safe handling techniques

4 Be able to assess horses being worked from the ground

Fit of equipment: select and fit training aids for ground schooling

Observation of movement: links to scales of training; basic static and dynamic conformation; value of different methods; improvements

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 compare the different approaches to foundation training from the ground		D1 analyse own strengths and areas of improvement when lungeing a horse for exercise, recommending improvements where necessary
P2 discuss the value of routine training using handling techniques from the ground		
P3 review contemporary approaches to retraining from the ground		
P4 discuss the value of training horses on the lunge		
P5 fit and use appropriate tack and equipment for exercising horses on the lunge		
P6 carry out lungeing to exercise horses		
P7 discuss the value of training horses in long reins [IE, CT]	M1 discuss in detail the value of training horses on the lunge, drawing on valid examples	D2 plan and evaluate a programme of work for selected horses incorporating routine handling and ground schooling sessions.
P8 fit and use appropriate tack and equipment for long reining		
P9 carry out long reining [SM]		
P10 describe the way of going of horses on worked from the ground	M2 discuss the correct procedure for long reining horses	
P11 select and fit schooling aids to work horses from the ground		
P12 assess horses' way of working and suggest improvements. [TW, EP]	M3 discuss the value of training horses using a selected range of schooling aids.	

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate 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. Delivery should stimulate, motivate, and educate 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.

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

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. Adequate PPE must be provided and used following the production of suitable risk assessments.

It is expected that the delivery of this unit will be mainly practical, but will include classroom-based work and observation of horses working to give learners the necessary underpinning knowledge. The practical sessions should enable learners to develop and apply their skills and develop their underpinning knowledge further. It is expected that learners will lunge an assortment of safe, trained horses and fit and select training equipment, giving them the opportunity to gain a strong foundation in lunging skills. Underpinning knowledge will cover the different approaches to lunging and assessing horse performance on the lunge, and using other ground schooling methods.

Learning outcome 1 covers different approaches to ground schooling. Delivery is likely to be mainly theory sessions, in addition to demonstrations, discussion, observation of peers, and independent learner research. Visiting expert speakers and visits to lecture demonstrations could add to the relevance of the subject for learners. For example, a trainer could discuss their work, the situations they encounter and the methods they use.

Learning outcome 2 covers lunging horses. Delivery is likely to be mainly supervised practical sessions, in addition to demonstrations, discussion, observation of peers, and independent learner research.

Learning outcome 3 considers the principles of long reining horses. Delivery is likely to be mainly theory sessions, in addition to demonstrations, discussion, observation of peers, and independent learner research. Visiting expert speakers and visits to lecture demonstrations could add to the relevance of the subject for learners. For example, a trainer could discuss their work, the situations they encounter and the methods they use.

Learning outcome 4 considers the assessment of horses working from the ground and fitting different schooling aids. Delivery is likely to be in the form of practical and theory sessions, in addition to demonstrations, discussion, observation of peers, and independent learner research. Visiting expert speakers and visits to lecture demonstrations could add to the relevance of the subject for learners. For example, a trainer could discuss their work, the situations they encounter and the methods they use.

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.
Assignment 1: Approaches to Training (P1, P2, P3)
Explanation of assignment brief.
Review both traditional and contemporary approaches to training and handling from the ground. Videos, guest speakers, demonstrations to evaluate methods.
Retraining problems using both traditional and contemporary methods.
Assignment 2: Lungeing Horses (P4, P5, P6, M1, D1)
Explanation of assignment brief.
Lungeing theory: methods, equipment, health and safety.
Lungeing practical: practising skills for lungeing.
Observation: observing horses on the lunge, discussion of techniques and performance, self-reflection of own performance.
Assignment 3: Long Reining Horses (P7, P8, P9, P10, M2)
Explanation of assignment brief.
Long reining theory: methods, equipment, health and safety.
Observation: observing horses being long reined, discussion of techniques and performance, value of use.
Assignment 4: Assessing Horses (P11, P12, M3, D2)
Explanation of assignment brief.
Practical: select and fit different schooling aids.
Practical: assist tutors to work horses with selected schooling aids.
Theory: basic conformation, scales of training, video, demonstrations, review of horse's movement, planning programmes.
Observation: assess horses working on the lunge and with selected schooling aids, discuss basic conformation, temperament, scales of training.
End of unit review.
Unit review.

Assessment

For P1, learners must compare traditional and contemporary approaches to foundation training using specific examples. This should cover similarities and differences of these methods of training. Evidence could be in the form of a written report or oral presentation.

For P2, learners must explain the value of routine handling techniques from the ground. They should state the reasons the horse would benefit from selected handling techniques. The techniques selected should be the same for all learners to ensure fairness and consistency of assessment. A written report or discussion would be suitable evidence.

For P3, learners must review the contemporary approaches to retraining horses, using specific examples. Evidence could be in the form of a written report, case study, or oral presentation.

For P4, learners must discuss the correct procedure for exercising horses on the lunge. There must be consideration for PPE and health and safety. Evidence can be in the form of a presentation or written evidence.

P5 requires learners to fit and use appropriate tack and equipment for lungeing. Evidence should be from observation records, and practical assessment completed by the tutor.

P6 requires learners to demonstrate safe and effective lungeing when exercising horses. Tutors should identify objectives which could be based on industry standards. Where possible the environment should be the same for all learners to ensure fairness and consistency of assessment. Evidence could be from tutor/witness observation during practical sessions.

For P7, learners must discuss the value of training horses in long reins. Learners should state at what point in its training the horse would benefit from long reining sessions and link this clearly to the scales of training. A written report or discussion would be suitable evidence.

For P8, learners must explain how long reining can further improve the horse's way of going at different stages of training, specific examples should be included. A written report or discussion would be suitable evidence. P9 requires learners to carry out practical long reining. Evidence could be from tutor/witness observation during practical sessions.

P10 requires learners to observe and then assess the horse's way of going on the lunge. A written report or discussion with the tutor during observation of a practical session would be suitable evidence. The learner's assessment should link to the scales of training.

P11 requires learners to select and fit a selected range of schooling aids to work horses on the lunge. Tutors should identify objectives which could be based on industry standards. Where possible the environment should be the same for all learners to ensure fairness and consistency of assessment. Evidence should be from tutor observation during practical sessions.

P12 requires learners to observe and then assess the horse's way of going on the lunge using a selected range of schooling aids. A written report or discussion with the tutor during observation of a practical session would be suitable evidence. The learner's assessment should link to the scales of training.

For M1, learners must discuss the value of training horses on the lunge. Learners should state the reasons why the horse would benefit from lungeing sessions. A written report or discussion would be suitable evidence.

For M2, learners must discuss the correct procedure for long reining horses. There must be consideration for PPE and health and safety. Evidence can be in the form of a presentation or written evidence.

For M3, learners must discuss the value of selected schooling aids for lungeing. Learners should discuss the ways in which each aid may help or hinder performance linked to the scales of training. The tutor should select the range of schooling aids and each learner must have the same choices to ensure fairness and consistency of assessment. Evidence can be in the form of a presentation or written report.

For D1, learners must analyse their own performance when lungeing a horse for exercise with appropriate recommendations for improvement. This would be formulated post-practical sessions and evidence can be a written report or oral evidence. This assessment may be linked to P6.

For D2, learners must plan and evaluate a programme of work for selected horses incorporating routine handling and ground schooling sessions. The tutor must state the horses that are to be used and to ensure fairness and consistency these must be the same for each learner. Evidence can be a presentation or written 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 Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3	Approaches to Training	You work at a training stable and are involved in the development of a new horse training course. You need to produce a guide to working horses from the ground including information on its value, how of different approaches compare and a review of contemporary approaches.	Completed guide.
P4, P5, P6, M1, D1	Lungeing Horses	You are running an event on lungeing horses. You need to fit and use appropriate tack and equipment and demonstrate practical lungeing techniques. You must demonstrate your understanding of the value of lungeing and provide an analysis of your strengths and areas of improvement when lungeing horses for exercise.	Observation records. Assignment.
P7, P8, P9, M2	Long Reining Horses	You are running an event on long reining horses. You need to fit and use appropriate tack and equipment and demonstrate practical long reining techniques. You must demonstrate your understanding of the value of long reining.	Observation records. Assignment.
P10, P11, P12, M3, D2	Assessing Horses	You have been asked to plan and carry out a programme of routine horse handling and ground schooling sessions. You need to assess the improvement of different horses involved in the programme. You must provide an evaluation of the programme.	Completed programme of 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
Introduction to Lungeing Horses	314.2 Exercise and improve the performance of horses using lungeing and long-reining.
	Riding and Exercising Horses

Essential resources

Learners will need access to an enclosed riding surface and outdoor area appropriate for teaching novice handlers with a safe surface. Resources should include a suitable range of experienced horses and the associated tack and equipment. A good range of training/schooling aids must be available to use on experienced horses.

Tutors delivering this unit should be competent and experienced equestrian teachers. Ideally, they should have recent industrial experience with the commercial equestrian training industry and show evidence of regular technical updating.

Employer engagement and vocational contexts

This unit focuses on the practical and theoretical aspects of ground schooling and will give learners the background knowledge covering safe procedures while training horses and suitable equipment, and an understanding of horse movement and behaviour. Centres are encouraged to create and develop links with local equestrian professionals and training yards. This could be via guest lectures, visits and lecture demonstrations. Learners should be encouraged to watch training sessions of different levels. Vocational placements are vital for practising and updating skills.

Indicative reading for learners

Textbooks

Funnell P and Green K – *Training the Young Horse: Schooling For Success* (David Charles, 2005)

Henderson C – *Training Aids* (Compass Equestrian Ltd Publishing, 1999)

Klimke R and Klimke I – *Cavelletti; The Schooling of the Horse and Rider Over Ground Poles* (J A Allen, 2000)
ISBN 1585741957

Loch S, Schothof–Lesmeister E and Mistral K – *Horse Training in Hand: A Modern Guide to Working from the Ground* (Trafalgar Square Publishing, 2009)

Loriston–Clarke J -*Lungeing and Long Reining* (Kenilworth Press, 2006)

Loriston–Clarke J – *Lungeing and Long-reining* (Kenilworth Press, 1993)

McBane S – *Conformation for the Purpose; the Make, Shape and Performance of the Horse* (Swan Hill Press, 2000)

Rachen-Schoneich G and Schoneich K – *Correct Movement in Horses; Improving Straightness and Balance* (Kenilworth Press, 2007)

Magazines

Horse and Hound

Your Horse

Websites

www.montyroberts.com

www.parellinaturalhorsetraining.com

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 and comparing training methods
Creative thinkers	researching and comparing training methods
Team workers	fitting tack and equipment lungeing horses for exercise
Self-managers	fitting tack and equipment lungeing horses for exercise
Effective participators	comparing training methods.

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 ...
Creative thinkers	assessing the value of schooling aids
Reflective learners	evaluating own performance when lungeing horses
Self-managers	making recommendations for improvement for own practical performance
Effective participators	making recommendations for improvement for own practical performance.

● 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 oral presentation using PowerPoint
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching training methods
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 presentations to assess training methods
Bring together information to suit content and purpose	producing presentations to assess training methods
Present information in ways that are fit for purpose and audience	producing presentations to assess training methods
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing the observation of horses
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching training methods
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing report about training methods.