

# Unit 13: Prepare and Provide Care for Competition Horses

<b>Unit code:</b>	<b>L/601/0303</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This unit aims to provide learners with an understanding of the principles of care of the competition horse 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

The primary use of horses today is for competition. The need for grooms to have a sound knowledge of the increasing variety of athletic equine events is greater than ever. Those employed in the horse care industry need to be practical and have a sound knowledge of the disciplines they are working in. They must show a sympathetic and consistent approach to the horses in their care.

This unit provides the knowledge and skills required to work in the competition sector. Legal requirements and health and safety will be highlighted during delivery of the unit.

Learners will investigate pre-event preparations and the competition season. The formalities and registration needed to enter a horse in a competition will be explored as well as the related preparation standards for horse and rider. Learners will examine the management of the horse during competition. Care of the horse at an event will be carried out and learners will gain an insight into the rules, regulations and etiquette governing the various disciplines.

Learners will cover post-competition care for the horse and consider the immediate and longer-term requirements of the horse and the importance of after care including exercise, transport, tack, clothing, and equipment.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Know how to undertake pre-competition preparations
- 2 Be able to prepare horse and rider for competition activities
- 3 Be able to care for a horse at competitions
- 4 Be able to provide post-competition care and exercise.

# Unit content

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## 1 Know how to undertake pre-competition preparations

*Event tack, equipment and clothing:* equipment eg permitted tack, schooling aids, lungeing equipment, grooming kit, tack cleaning equipment, rugs; clothing, eg boots; materials eg bandages, provisions for the horse, first aid kit

*Competition seasons:* competitions eg dressage, endurance, horse trials, hunter trials, polo, showing, show jumping, tetrathlon, Trec; dates and timings in the year; frequency and duration of competitions

*Formalities and paperwork:* passports; vaccinations (influenza, tetanus); registrations; memberships; height certificates

*Journey and timetable:* timings of journeys; location and route planning; pre-journey checks eg road conditions, driving styles, driving speed; breaks within the journey; effects of travel on horses

*Legal aspects:* records of journeys; weight limits; heavy goods vehicle (HGV)/non-HGV; trailer test; transport times; provision of water; tack, equipment and clothing eg bandages for travel, travel boots, knee boots, hock boots, poll guard

## 2 Be able to prepare horse and rider for competition activities

*Preparation of lorry or trailer:* fuel; oil; water; lights; brakes; flooring; hitch; equipment; safety checks

*Event tack, equipment and clothing:* equipment eg permitted tack, schooling aids, lungeing equipment, grooming kit, tack cleaning equipment, rugs; clothing, eg boots; materials eg bandages, provisions for the horse, first aid kit

*Journey and timetable:* timings of journeys; location and route planning; pre-journey checks eg road conditions, driving styles, driving speed; breaks within the journey; effects of travel on horses

*Loading and unloading:* safety of horse, handler and assistants; equipment; strategies for dealing with reluctant or difficult horses

*Health and welfare:* feeding and watering during transportation; ill health (recognition, awareness) eg dehydration

## 3 Be able to care for a horse at competitions

*Factors:* overnight stabling; site plan; location of facilities; security; care of horses in adverse weather conditions eg cold, wet, humid, hot

*Appropriate presentation of horse for disciplines:* mane and tail; feet and shoes; trimming; washing; finishing touches; tack and equipment

*Rules, regulations and etiquette:* events eg dressage, endurance, horse trials, hunter trials, polo, showing, showjumping, tetrathlon, Trec

#### 4 Be able to provide post-competition care and exercise

*Immediate and long-term aftercare of the horse:* eg walking, cooling procedures, removal of tack, washing off, feeding and watering, veterinary surgeon checks, bandages and leg treatments, rehydration, field turn-out, rest periods

*Aftercare of tack and equipment:* cleaning and storage eg tack, schooling aids, lungeing equipment, boots, grooming kit, rugs; checks and replenishment eg first aid kit, bandages

*Aftercare of transport:* clean out; re-fuel; re-pack; vehicle checks

*Record keeping:* competition records update

## 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:
<b>P1</b> describe the routine and specialist care for competition horses [IE]	<b>M1</b> explain the pre-event preparation and paperwork necessary for given competition calendars	<b>D1</b> evaluate pre-event preparations and paperwork for selected competition calendars and make appropriate recommendations for improvement
<b>P2</b> describe methods of monitoring and recording fitness progression [IE]		
<b>P3</b> identify the competition seasons, characteristics, formalities and requirements [IE]		
<b>P4</b> identify permitted tack and equipment for a competition [IE]	<b>M2</b> explain the preparation, care and presentation for a selected horse before a competition	
<b>P5</b> prepare tack and rider equipment for the competition discipline		
<b>P6</b> check, prepare and load equipment and horses for travelling		
<b>P7</b> present horse appropriately for a competition discipline	<b>M3</b> explain the preparation, care and presentation for a selected horse during a competition	<b>D2</b> evaluate methods involved in the competition and post-competition care of a horse, tack, equipment, transport and records, recommending appropriate improvements where relevant.
<b>P8</b> prepare and tack up a horse for a competition following rules for permitted tack and equipment		
<b>P9</b> care for horse for the duration of the competition event [TW, SM]		

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><b>P10</b> identify immediate and long-term after care requirements of the horse, including exercise</p>	<p><b>M4</b> explain post-competition care of a horse to meet given objectives.</p>	
<p><b>P11</b> provide aftercare of tack and equipment</p>		
<p><b>P12</b> carry out activities to clean and maintain the vehicle after use.</p>		

**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.

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

# Essential guidance for tutors

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## Delivery

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

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised fitness and training practicals, internet and/or library-based research 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 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 demonstrate competition preparation, and they should 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 Edexcel website.

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 personal protective equipment (PPE) must be provided and used following the production of suitable risk assessments.

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 to give learners the necessary underpinning knowledge, but practical sessions should also be used to give learners the opportunity to prepare horses for transportation and become familiar with a lorry or trailer, as well as relevant tack and equipment.

Learning outcomes 1 and 2 cover pre-event preparations. Delivery is likely to be through formal lectures, discussion, supervised practical sessions and independent learner research. Health and safety issues must be addressed before any practical activities are undertaken including the production of suitable risk assessments. Appropriate visits could add to the relevance of the subject for learners. For example, a visit to a county show, one-day event, affiliated or unaffiliated dressage competition or British Show Jumping Association competition, as well as visits to competition yards, may be used to gather information.

Learning outcome 3 looks at the care and presentation of a horse at a competition. Delivery is likely to be through formal lectures, discussion, site visits and supervised practical sessions. Learners will be aware of the methods and associated activities commonly used to maintain the horse's wellbeing and health and safety.

Learning outcome 4 covers the care of horse and equipment following a competition. Delivery is likely to be through formal lectures, discussion, supervised practical sessions and independent learner research. Visiting expert speakers could add to the relevance of the subject for learners. For example, a show producer, event rider or stable manager from a competition yard could talk about 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 the unit, assessment schedule.
<b>Assignment 1: Pre-event Preparation – Theory</b> (P1, P2, P3, P4, M1, M2) Tutor introduces assignment.
Theory sessions for pre-event preparation: horse handling, health and safety, grooming, presentation of horse, equipment, tack, transport checks, loading, competition seasons, rules and regulations.
<b>Assignment 2: Pre-event Preparation – Practical</b> (P5, P6, P7)
Tutor introduces assignment.
Practical sessions for pre-event preparations: horse handling, health and safety, grooming, presentation of horse, equipment, tack, transport checks, loading.
<b>Assignment 3: At the Competition</b> (P8, P9, P10, P11, P12, M3, M4)
Tutor introduces assignment.
Practical sessions: care and presentation of horse during and after a competition, practical activity, trips to competitions, observations, videos.
Theory sessions: discussion of care and presentation of horse during and after a competition.
<b>Assignment 4: Competition Analysis</b> (D1, D2)
Tutor introduces assignment.
Theory sessions: discussion of self reflection and analysis of performance during and post- competition.
End of unit review.
Unit review.

## Assessment

For P1, learners must describe the routine and specialist care for competition horses. Learners can compare the care of riding school horses to that of competition horses using specific examples. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project.

For P2, learners must describe methods of monitoring and recording fitness. This should include the use of heart rate monitors and discuss changes in the horse as the fitting programme progresses. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project.

For P3, learners must identify the competition seasons, characteristics, formalities and requirements. Tutors should identify the discipline or agree this through discussion with learners, although this is likely to be influenced by the programme of study. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence could take the same form as for P1.

For P4, learners are expected to identify permitted tack and equipment and all the necessary paperwork to accompany the horse to a competition. Tutors should identify the discipline or agree this through discussion with learners. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project.

For P5, learners must prepare tack and rider equipment for the competition. Tutors should identify the horse or agree this through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Evidence should be in the form of a practical assessment.

P6 requires learners to check, prepare and load horses and equipment for travelling. Tutors should identify the horse or agree this through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Evidence should be in the form of a practical assessment.

For P7, learners must present a horse appropriately for a competition discipline. This may include appropriate grooming, plaiting and handling. Tutors should identify the horse or agree this through discussion with learners. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence should be in the form of a practical assessment.

For P8, learners must prepare and tack up a horse appropriately for a competition discipline following the rules for permitted tack and equipment. Tutors should identify the horse or agree this through discussion with learners. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence should be in the form of a practical assessment.

For P9, learners must care for a horse for the duration of the competition. Tutors should identify the horse or agree this through discussion with learners. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence should be in the form of a practical assessment or observation at a competition.

P10 requires learners to identify immediate and long-term after care requirements of the horse including exercise. Tutors should identify the discipline or agree this through discussion with learners. Evidence could take the form of a pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project.

P11 requires learners to provide aftercare of tack and equipment. Tutors should identify the horse or agree this through discussion with learners. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence should be in the form of a practical assessment or observation at a competition.

P12 requires the learner to carry out activities to clean and maintain the vehicle after use at a competition. Where possible, to ensure fairness of assessment the size and complexity of the tasks should be the same for all learners. Evidence should be in the form of a practical assessment or observation after a competition.

For M1, learners must explain the pre-event preparation and paperwork necessary for given competition calendars. Tutors should identify the competition calendars or agree them through discussion with learners. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. It is expected that, as a minimum, learners will provide evidence covering at least two different competition calendars. Learners should report on the importance of all aspects of preparation for the lorry or trailer and the tack and equipment to be taken to an event and explain the necessity for all the related paperwork. In addition, a calendar of two competitions should be produced. Evidence could be a presentation or project that links to D1.

For M2, learners need to explain preparation, care and presentation for a selected horse before a competition to meet given objectives. Tutors should identify the objectives which are likely to be based on competition rules and regulations and industry standards. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence could be in the same format as that suggested for M1.

M3 requires learners to explain the preparation, care and presentation for a selected horse during a competition to meet given objectives. Tutors should identify the objectives which are likely to be based on competition rules and regulations, industry standards and etiquette. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence could be in the same format as suggested for M1.

For M4, learners are required to explain post-competition care of a horse to meet given objectives. Tutors should identify the objectives. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. This is likely to be based on activities undertaken for P10, P11 and P12. Evidence may be in the same format as for M1.

For D1, learners must evaluate pre-event preparations and paperwork for selected competition calendars and make appropriate recommendations for improvement. Tutors should identify the competition calendars or agree them through discussion with learners. These are likely to be based on activities undertaken for P1 or M1. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. It is expected that, as a minimum, learners will provide evidence covering at least two different competition calendars. Learners are required to evaluate the importance of all aspects of preparation for the lorry or trailer and tack and equipment to be taken to an event and explain the necessary paperwork. Learners are expected to produce a calendar of competitions for these two disciplines for a year. Evidence could be in the form of a presentation or project that links to P1 or M1.

D2 requires learners to evaluate the methods involved in the competition and post-competition care of a horse, tack, equipment, transport and records, and make appropriate recommendations for improvement. Tutors should identify the horse or agree this through discussion with learners. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence could be in the form of a presentation or project that links to practical activities. Evidence could also be collected from observation records and work placements where learners gain varied types of experience.

### 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, P4, M1, M2	Pre-event Preparation – Theory	Learners are given a selected horse and discipline calendar in order to discuss the necessary preparations.	Written project or presentation.
P5, P6, P7	Pre-event Preparation – Practical	Learners are given a selected horse and discipline calendar to make the necessary preparations.	Practical and oral questioning on yard before a competition.
P8, P9, P10, P11, P12, M3, M4	At the Competition	Demonstration of skills at competition under supervision.	Practical and oral questioning at a competition.
D1, D2	Competitive Analysis	Self-reflection and evaluation of pre- and post- competition experience.	Written project or 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
Introduction to Caring for Competition Horses	304.1 Prepare for transportation 303.2 Prepare horses for public appearance 304.2 Care for horses during and after transportation and escort horses to competition
Undertake Horse Grooming, Trimming and Plaiting	Prepare Horses for Presentation
Environmental and Land-based Business	Prepare Horses for Transport

### Essential resources

Learners will need access to horses to prepare for and take to an event. There should be a sufficient number of horses to enable learners to practise safe working skills. Learners should gain experience of a realistic working environment and have sufficient opportunity to develop practical competence and confidence over a period of time.

Access to a horse trailer or lorry is essential, as is access to complete travelling equipment and specialist tack, equipment and clothing for at least three disciplines.

Tutors delivering this unit should be competent and experienced horse handlers with up-to-date knowledge of transporting horses. Ideally, they should have recent industrial experience within the horse industry and show evidence of regular contact with the industry and updating of knowledge.

### Employer engagement and vocational contexts

This unit focuses mainly on the practical aspects of competition grooming and will also give learners the background knowledge covering safe procedures whilst caring for horses, suitable equipment and environment. Centres are encouraged to create and develop links with local equestrian professionals and competition centres. This could be via guest lectures, visits and demonstrations. Learners should be encouraged to attend competition regularly. Vocational placements are vital for practising and updating skills.

### Indicative reading for learners

#### Textbooks

Bradwell J – *Eventing: Preparation, Training and Competition* (Crowood Press, 1988) ISBN 1 852230339

Henderson J – *The Glovebox Guide to Transporting Horses* (J A Allen, 2005) ISBN 0851318789

Holderness-Roddam J – *Showing* (Kenilworth Press, 2006) ISBN 1 872119794

Marshall B – *Dressage from All Angles* (J A Allen & Co, 1996) ISBN 0851316611

Morgan J – *The Care and Management of Native Ponies: An Owner's Manual* (J A Allen, 1999) ISBN 0851317685

Pavord M – *Endurance: Start to Finish* (J A Allen, 1996) ISBN 0851316484

Pocklington A – *The Essential Guide to Professional Horse Care* (J A Allen, 2004) ISBN 0851318681

The Pony Club – *Correct Dress for Riding* (J A Allen, 2006) ISBN 0900226471

Vogel C – *Complete Horse Care Manual, Second Edition* (Dorling Kindersley, 2003) ISBN 0751337587

### **Other publications**

British Dressage Group – *Dressage Rule Book 2006* (British Dressage, 2006)

British Eventing – *British Eventing Rules 2006* (British Horse Society, 2006)

British Horse Society – *The BHS Hunter Trial Rules and Regulations* (British Horse Society, 2006)

British Horse Society – *TREC Rulebook* (British Horse Society, 2006)

British Show Jumping Association – *BSJA Rules* (British Show Jumping Association, 2006)

### **Magazines**

*Eventing*

*Horse and Hound*

### **Websites**

[www.bef.co.uk](http://www.bef.co.uk)

British Equestrian Federation

[www.bhs.org.uk](http://www.bhs.org.uk)

British Horse Society

[www.britishdressage.co.uk](http://www.britishdressage.co.uk)

British Dressage

[www.britisheventing.co.uk](http://www.britisheventing.co.uk)

British Eventing

[www.britishshowponysociety.co.uk](http://www.britishshowponysociety.co.uk)

British Show Pony Society

[www.bsja.co.uk](http://www.bsja.co.uk)

British Show Jumping Association

[www.endurancegb.co.uk](http://www.endurancegb.co.uk)

Endurance GB

[www.horseandhound.co.uk](http://www.horseandhound.co.uk)

Horse and Hound

[www.hpa-polo.co.uk](http://www.hpa-polo.co.uk)

Hurlingham Polo Association

[www.nationalponysociety.org.uk](http://www.nationalponysociety.org.uk)

National Pony Society

[www.pcuk.org](http://www.pcuk.org)

The Pony Club

[www.poniesuk.org](http://www.poniesuk.org)

Ponies Association UK

[www.showhackandcob.org.uk](http://www.showhackandcob.org.uk)

British Show Hack, Cob and Riding Horse 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 ...
<b>Independent Inquirers</b>	planning the care of competition horses, their equipment, tack and fitness
<b>Team Workers</b>	demonstrating caring for competition horses, equipment, tack and transportation
<b>Self Managers</b>	demonstrating the care of competition horses, their equipment, tack and transportation.

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 ...
<b>Reflective Learners</b>	Analysing the care of competition horses, their equipment, tack and transportation
<b>Independent enquirers</b>	analysing the care of competition horses, their equipment, tack and transportation.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records.</li> </ul>	planning and monitoring the care of the competition horse
Bring together information to suit content and purpose	creating word documents for written tasks
Present information in ways that are fit for purpose and audience	creating word documents for written tasks
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	delivering presentations and oral assessments to evaluate the care of competition horses
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching rules and regulations of disciplines and transport legislation
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating word documents for written tasks.