

Unit 17: Riding and Exercising Horses

Unit code:	L/601/0351
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 riding and exercising 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

Horse ownership and participation in riding activities is on the increase. This is partly due to an interest in horses but also to an awareness of the benefits of physical activity.

This unit focuses on developing the rider and providing a safe foundation for further flatwork and jumping units. The unit will give those learners seeking employment in the equine industry practical riding experience.

Within the unit learners will be able to demonstrate a safe riding technique on the flat. They will show an ability to ride with an independent seat on a variety of trained horses in a school environment to an acceptable industry standard. Learners will also show their ability to critically evaluate and reflect on their performance.

Learners will be able to demonstrate a safe riding technique whilst carrying out gymnastic jumping exercises and over a small course of fences. They will show their ability to ride with a balanced position between and over fences on a variety of trained horses. Learners will also show their ability to critically evaluate and reflect on their performance.

In this unit learners will develop an awareness of the dangers of riding on the road and an understanding of the Highway Code. They will be able to ride a quiet horse safely on the road and in the open. Throughout the unit health and safety considerations will be considered and demonstrated.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to ride a trained horse in the school
- 2 Be able to ride gymnastic jumping
- 3 Be able to ride a trained horse over fences
- 4 Be able to ride a quiet horse on the road and in the open.

Unit content

1 Be able to ride a trained horse in the school

Rider's position: independent seat; correct use of aids; correct posture; balance and security in all three paces; independent seat with and without stirrups in walk, trot and canter

Flatwork: checking fit of bridle and saddle, tightness of girth, fit of boots, mounting and dismounting; giving and receiving a leg up; adjusting stirrups; rules of arena riding; correct paces and footfall; basic school movements eg circles, turns, serpentine, loops, transitions; health and safety

Environment: indoor arena, outdoor arena

2 Be able to ride gymnastic jumping

Rider's position: independent seat; correct use of aids; correct posture; balance and security; adjusting position

Appropriate planning: trot poles, canter poles; grids; related distances; health and safety

3 Be able to ride a trained horse over fences

Rider's position: independent seat; correct use of aids; correct posture; balance and security; adjusting position

Jumping (fences 2'6"): balanced position; different types of fences; adjusting speed; maintaining control at trot and canter; correct approach and riding good lines; warm up and cool down; health and safety

Environment: Indoor arena, outdoor arena, paddock

4 Be able to ride a quiet horse on the road and in the open

Highway Code: road signs; rules of riding on the road

Health and safety: appropriate clothing for horse and rider; equipment eg tack, rain sheet, stirrup leathers, knee boots, brushing boots, visibility, reflective or fluorescent clothing; environment; procedures to follow in the event of an accident or incident; risk assessment

On the road: road junctions; dealing with traffic and other hazards; riding alone and in company; riding conditions eg wet, windy, ice, at dawn, at dusk, night

Riding in the open: rules of riding in the open with others; ride forwards; influence gaits; undulating ground

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 for riding by checking and adjusting tack [IE,SM]	M1 explain the safety implications for checking tack before mounting and dismounting	D1 explain the consequences of using ill fitting tack
P2 mount and dismount and adjust girth and stirrups without assistance [IE,SM]		
P3 ride school movements at walk, trot and canter with and without stirrups [TW,SM]	M2 demonstrate an independent balance whilst carrying out accurate school movements in all three paces with and without stirrups M3 demonstrate an independent balance whilst riding over a grid of jumps 2'6" in height.	D2 evaluate riding on the flat making appropriate recommendations for improvement D3 evaluate their secure jumping position making appropriate recommendations for improvement.
P4 ride down a grid of jumps of the height 2' 6" (80cm) [TW,SM]		
P5 maintain rhythm, balance, speed and coordination		
P6 ride horses over a course of show jumps to the height of 2'6" (80cm)		
P7 demonstrate a balanced position between and over fences		
P8 maintain pace and line when approaching fences, and rhythm, balance and speed between fences		
P9 ride a quiet horse on the road		
P10 ride a quiet horse in the open.		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. 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 were made aware of the requirements of this unit.

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

Health and safety issues relating to working with horses must be stressed and regularly reinforced 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 delivery of this unit will be mainly practical, but may include some classroom-based work to give learners the necessary underpinning knowledge. Practical sessions should enable learners to develop and apply their skills and have an opportunity to develop their underpinning knowledge further. It is expected that learners will ride an assortment of safe, trained horses in a variety of situations, giving them the opportunity to gain a strong foundation in riding skills.

Learning outcome 1 covers riding on the flat. Delivery is likely to be in the form of mainly supervised practical sessions in addition to demonstration, 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 outcomes 2 and 3 explore riding over fences. Delivery is likely to be in the form of mainly supervised practical sessions in addition to demonstration, discussion, observation of peers, and independent learner research. Appropriate visits and competitive experience would add to the relevance of the subject for learners. For example, a visit to a show may be used to develop understanding and good techniques.

Learning outcome 4 considers safe riding on the road and in the open. Delivery is likely to be in the form of mainly supervised practical sessions, in addition to formal lectures, demonstration, discussion, and independent learner research. Learners will need to develop their knowledge of the Highway Code.

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: Riding on the Flat (P1, P2, P3, M1, M2, D1)

Tutor introduces assignment.

Topic and suggested assignments/activities and/assessment

Practical equitation – flatwork riding, school movements, improving position, balance and independence. Work with and without stirrups. Develop skills whilst riding a range of trained horses.

Theory and oral discussion during practical sessions –checking tack, evaluating risk of ill fitting tack, safe procedures for mounting and dismounting, arena rules.

Assignment 2: Gymnastic Jumping (P4, P5, M3)

Tutor introduces assignment.

Practical equitation – riding over poles, introducing small fences, related distances and grid work. Develop secure and effective light seat position and develop feel for rhythm, stride and speed whilst riding a range of trained horses.

Assignment 3: Jumping a Small Course of Fences (P6, P7, P8)

Tutor introduces assignment.

Practical equitation – developing course riding. Rhythm, line, coordination, speed, approach, position for all phases of the jump.

Assignment 4: Riding Evaluation- Flat and Over Fences (D3, D3)

Tutor introduces assignment and discusses methodology.

Self-assessment of flatwork and jumping position and independence. Use diary and tutor feedback to critically evaluate strengths and weaknesses in relation to established theories and practices.

Assignment: Riding in the Open and on the Roads (P9, P10)

Tutor introduces assignment.

Practical equitation – improving technique and balance when riding over undulating ground individually and in groups in the open ie field.

Practical equitation – improving technique of riding on the roads, both simulated routes and actual roads, risk assessment, Highway Code.

Evaluation and review of unit.

Unit review.

Assessment

For P1, learners must demonstrate safe techniques for checking and adjusting tack. Learners are expected to cover the range of methods listed in the unit content. This could be assessed directly by the tutor during practical activities.

For P2, learners must demonstrate safe techniques for mounting and dismounting and adjusting girth and stirrups without assistance. Learners are expected to cover the range of methods listed in the unit content. This could be assessed directly by the tutor during practical activities.

P3 requires learners to demonstrate safe riding on the flat in an arena to meet given objectives. Tutors should identify the 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 observation records completed by the tutor. Video evidence must be suitably authenticated.

P4 requires learners to demonstrate a safe position over a grid of jumps to meet given objectives. Tutors should identify the 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 observation records assessment completed by the tutor. Video evidence must be suitably authenticated.

P5 can be assessed in the same format and in conjunction with P4. Learners are required to demonstrate

rhythm, balance, speed control, and coordination whilst riding through a grid of fences.

P6 requires learners to demonstrate a safe position over a course of show jumps to meet given objectives. Tutors should identify the 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 observation records completed by the tutor. Video evidence must be suitably authenticated.

P7 can be assessed in the same format and in conjunction with P6. Learners are required to demonstrate a balanced position between and over fences whilst riding over a course of show jumps.

P8 can be assessed in the same format and in conjunction with P6. Learners are required to demonstrate an ability to maintain pace and line when approaching fences, and rhythm, balance, and speed between fences, whilst riding over a course of show jumps.

For P9, learners are required to demonstrate safe techniques and control whilst riding on a road to meet given objectives. Where possible the environment should be the same for all learners to ensure fairness and consistency of assessment. It is important that a comprehensive risk assessment is undertaken before the assessment. This should be assessed directly by the tutor during practical activities.

For P10, learners are required to demonstrate safe technique and control whilst riding in the open to meet given objectives. Where possible the environment should be the same for all learners to ensure fairness and consistency. This should be assessed directly by the tutor during practical activities.

For M1, learners must explain the checks made to tack before mounting and dismounting from a horse. Evidence can be in the form of a written or oral presentation.

M2 requires learners to demonstrate safe and balanced school movements on the flat in an arena to meet given objectives. 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 observation records completed by the tutor. Video evidence must be suitably authenticated. Assessment can be in the same form as for P3.

M3 requires learners to demonstrate a safe and balanced position over a grid of jumps to meet given objectives. 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 observation records completed by the tutor. Video evidence must be suitably authenticated.

For D1, learners must explain the consequences of ill fitting tack when a riding horse. Evidence can be in the form of a written or oral presentation and may be produced in conjunction with M1.

D2 requires learners to evaluate their riding on the flat and make appropriate recommendations for improvement linked to established theories and practices. This is likely to be based on activities carried out P3 and M2. This could be assessed through written evidence and observation sheets. Learners need to evaluate their performance over a period of time covering at least three different horses. This should be agreed and discussed with the tutor.

D3 requires learners to evaluate their riding over fences and make appropriate recommendations for improvement linked to established theories and practices. This is likely to be based on activities carried out for P4 and M2. This could be assessed through written evidence and observation sheets. Learners need to evaluate their performance over a period of time covering at least three different horses. This should be agreed and discussed with the tutor.

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, M1, M2, D1	Riding on the Flat	Participate in riding on the flat in open and closed order, with and without stirrups. Produce a summary of the main rules in relation to arena riding and the importance of using safe, well fitting tack. Complete a diary commenting on your own development, describing the strengths and weaknesses of your riding on the flat.	Practical observation and assessment. Completed observation records for self-assessment. Written evidence.
P4, P5, M3	Gymnastic Jumping	Participate in riding over poles and a simple grid of fences.	Practical observation.
D3, D3	Riding Evaluation – Flat and Over Fences	Complete a diary commenting on your own development, describing the strengths and weaknesses of your position, balance and security riding over fences.	Completed observation records for self-assessment.
P6,P7,P8	Jumping a Small Course of Fences	Participate in riding individually over a small course of fences.	Practical observation assessment.
P9,P10	Riding in the Open and on the Roads	Participate in riding individually and as a group in the open over undulating ground. Ride individually over a simulated route and on actual roads.	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
Introduction to Lungeing Horses	314.1 Contribute to the design and implementation of daily exercise programmes for horses 315.1 Ride horses for exercise
Introduction to Riding Horses on the Flat	Riding Horses on the Flat
Introduction to Riding Horses over Fences	Riding Horses over Fences

Essential resources

Learners will need access to an enclosed riding surface and outdoor area appropriate for teaching novice riders, and access to an adapted road with a safe surface. Resources should include a suitable range of experienced flatwork and jump horses for teaching Level 3 riders, and the associated tack and equipment.

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

Employer engagement and vocational contexts

This unit focuses on practical aspects of equitation and will give learners background knowledge covering safe procedures and suitable equipment whilst training horses, and an understanding of the Highway Code.

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 watch equitation sessions of different levels and take part in competitions themselves. Work placements are vital to practising and updating skills.

Indicative reading for learners

Textbooks

British Horse Society – *Riding and Road Craft: The BHS Riding and Road Safety Manual, Eleventh Edition* (The Kenilworth Press, 2006) ISBN 1872119638

British Horse Society – *The BHS Manual of Equitation: The Training of Horse and Rider Fourth Edition* (The Kenilworth Press, 2006) ISBN 1872119336

Cave M – *The Course Companion I & II* (J A Allen, 1995) ISBN 0851316514

Cave M – *The Course Companion III & IV* (J A Allen, 1995) ISBN 0851316565

Edwards E – *Saddlery, Second Edition* (J A Allen, 1991) ISBN 0851315402

Harris C – *Fundamentals of Riding: Theory and Practice, Second Edition* (J A Allen, 1995) ISBN 0851316594

Holstein G – *Advanced Techniques of Riding: The Official Instruction Handbook of the German National Equestrian Federation* (Half Halt Press, 1987) ISBN 0939481030

Klimke R – *Basic Training of the Young Horse, 2nd Edition* (J A Allen, 2006) ISBN 0851319270

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

Paalman A – *Training Showjumpers, Second Edition* (J A Allen, 1998) ISBN 0851315488

Magazines

Horse and Hound

Your Horse

Websites

www.bhs.org.uk

British Horse Society

www.britishdressage.co.uk

British Dressage

www.bsja.co.uk

The British Show Jumping Association

www.britisheventing.co.uk

British Eventing

www.horseandhound.co.uk

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 rules and regulations for arena riding investigating the techniques used to ride horses Investigating risk assessments when preparing to ride hoses in the open and on the road
Creative thinkers	producing an observation checklist, with tutor support, that could be used when evaluating performance in flatwork and jump riding
Reflective learners	producing an observation checklist, with tutor support, an observation checklist that could be used when evaluating performance of in flatwork and jump riding
Team workers	working with other riders in the arena and open to produce a productive environment and ensure safety
Self-managers	responding positively to change, seeking advice from peers and managing self-development to improve skills
Effective participators	participating in practical team activities and applying the techniques, skills and tactics 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	investigating the techniques used by industry professionals to ride horses
Creative thinkers	applying techniques whilst participating in individual activities
Reflective learners	analysing own performance whilst participating in riding sessions on the flat and over jumps identifying targets for future performance
Team workers	showing fairness and consideration to others whilst riding horses in the arena and in the open
Self-managers	managing their self-development in order to improve their skills
Effective participators	identifying improvements that would benefit others as well as themselves during practical sessions

● 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 websites and producing written documents
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	choosing appropriate information when using the internet to research the rules of arena riding and safety aspects of preparing for riding analysing skills and techniques for flatwork and jumping.
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	choosing appropriate information when using the internet to research the rules of arena riding and safety aspects of preparing for riding analysing skills and techniques for flatwork and jumping
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
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	listening to riding instructors discussing rider strengths and weaknesses whilst performing practical sessions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising riding theories and opinions reading and selecting appropriate arena rules reading and gathering evidence of safety checks for tack
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	completing written summary of rules for arena riding completing evaluation of riding techniques and safety.