

Unit 21: Riding Horses over Fences

Unit code:	T/601/0361
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 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

This unit focuses on developing and improving learners' ability to ride over fences through learners taking part in practical activities in a variety of environments. On completion of this unit, learners will be able to practise and refine their individual skills and techniques for riding over fences, experience cross country riding and ride a horse through a jumping grid.

Learners will review techniques for riding horses over fences and ensuring an effective jumping position. They will identify the safety considerations for horse and rider when jumping, a correct approach, landing and getaway for different types of fences, and correct distances for and construction of show jumps and cross-country fences.

Learners will have the opportunity to ride a horse through a jumping grid and develop the ability to maintain a balanced canter in a light/forward seat and jump through a grid of small fences, maintaining a balanced position. They will develop their ability to ride a course of fences and maintain the horse's level of training over a course of show jumps, demonstrating the ability to maintain a secure and balanced position. Learners will be given the opportunity to develop their ability to ride over cross country fences safely and at the correct speed for the terrain. They will demonstrate their ability to maintain a secure and balanced position when riding over a course of cross country fences.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand effective jumping techniques
- 2 Be able to ride a horse through a jumping grid
- 3 Be able to ride a course of fences
- 4 Be able to ride over cross country fences.

Unit content

1 Understand effective jumping techniques

Rider's position: the seat; balance; leg aids; rein aids; safety equipment

Environment: indoor eg indoor arena; outdoor eg outdoor arena, paddock

Health and safety: personal protective equipment (PPE), rules of the arena, current relevant codes of practice

Technique: phases of the jump; the importance of straightness, maintaining balance, rhythm and impulsion; quality of the pace during the approach; terrain, pace, style of fence, ability of horse; safety considerations for horse and rider; health and safety

2 Be able to ride a horse through a jumping grid

Jumping grid (up to 0.70 m): correct use of aids; balanced light/forward seat, independent seat; effective control of pace and speed; health and safety; PPE

Environment: indoor eg indoor arena; outdoor eg outdoor arena, paddock

Correct distances and construction: one non-jumping stride double, bounce; related distances, length of course; safety features of British Show Jumping Association (BSJA) standard fences eg plastic and wooden, use of collapsible and fixed fences at British Eventing (BE) and novelty style fences eg the use of Mitsubishi trucks in a fence at Badminton Horse Trials; upright, parallel, ascending parallel; siting; banks, ditches; health and safety

3 Be able to ride a course of fences

Show jumping (up to 0.91 m): correct use of aids; balanced seat; health and safety; PPE; secure position when jumping; effective control of pace and speed; correct lines of approach; suitable corrections if dealing with refusals or run-outs; riding courses including doubles and related distances; appropriate warm up and cool down practices; maintaining horse's level of training

Environment: indoor eg indoor arena; outdoor eg outdoor arena, paddock

Course design: current relevant legislation and codes of practice; governing body requirements eg British Show Jumping Association (BSJA); health and safety; style of fences, impact style of fence has on both horse and rider; effect of terrain in designing fences; course speeds

4 Be able to ride over cross country fences

Cross-country (up to 0.91 m): balanced position; correct use of aids; secure position when jumping; appreciation of speed with regard to terrain; ground conditions and style of fence; suitable corrections if dealing with refusals or run-outs; appropriate warm up and cool down practices; health and safety; PPE

Environment: indoor eg indoor arena; outdoor eg outdoor arena, paddock

Course design: current relevant legislation and codes of practice; governing body requirements eg British Eventing (BE); health and safety; style of fences, impact style of fence has on both horse and rider; effect of terrain in designing fences; course speeds

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 discuss an effective jumping position for the rider		
P2 explain safety considerations for horse and rider when jumping		
P3 describe a correct approach, landing and getaway for different types of fences		
P4 describe correct distances and construction of show jumps and cross-country fences		
P5 maintain a balanced canter in a light/forward seat		
P6 jump through a grid of small fences		
P7 maintain a balanced position when riding through a jumping grid		
P8 ride a horse to maintain its level of training round a course of show jumps	M1 explain how selected fences and their design affect the horse and rider	D1 maintain a secure and balanced position when riding a range of horses over a course of show jumps
P9 maintain a secure and balanced position when riding round a course of show jumps		
P10 demonstrate correct speed with regard to the terrain	M2 explain how selected cross country fences and their design affect the horse and rider.	D2 maintain a secure and balanced position when riding a range of horses over a course of cross country fences.
P11 demonstrate riding over cross country fences safely		
P12 maintain a secure and balanced position when riding round a course of cross country fences.		

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 and written assessments, discussions and link to work experience placements.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Practical demonstrations, discussions, peer assessment, videos/DVDs, internet and/or library-based research and the use of personal and/or industrial experience would all be suitable. Delivery should 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 ride or work with jumping horses, 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 health and safety and the need to manage the resource using legal methods, and that they ensure the environment and horses are suitable for the level required for this unit.

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.

Delivery of this unit is expected to be mainly practical, but may include some classroom-based work to give learners the necessary underpinning knowledge. Practical sessions should be used to enable learners to develop and apply their skills and have an opportunity to develop this underpinning knowledge further. Learners are expected to jump an assortment of horses in a variety of situations to gain experience and a strong jumping foundation on which to develop.

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: Jumping Techniques (P1, P2, P3, P4, P5, P6, P7)
Tutor introduces the assignment.
Introduce correct jumping position.
Discuss and undertake health and safety considerations for the horse and rider when jumping.

Topic and suggested assignments/activities and/assessment

Introduce the phases of jumping.

Practical application of correct distances for, and construction of, show jumps and cross country fences.

Introduce a grid of small fences.

Practical application of maintaining a balanced canter in light/forward seat.

Practical application of maintaining a balanced position when riding through a jumping grid.

Assignment 2: Riding over Fences – Show Jumping (P8, P9, M1, D1)

Tutor introduces the assignment.

Introduce a course of fences.

Practical application of a secure and balanced position.

Discuss different designs of show jumping fences and courses and how their design affects the horse and rider.

Practical application to ride a range of horses.

Assignment 3: Riding over Fences – Cross Country (P10, P11, P12, M2, D2)

Tutor introduces the assignment.

Introduce cross country fences.

Discuss and undertake correct speed with regard to the terrain and ride over cross country fences safely.

Practical application of a secure and balanced position.

Discuss different designs of cross country fences and courses and how their design affects the horse and rider.

Practical application to ride a range of horses.

Unit review.

Assessment

For P1, learners must discuss an effective jumping position for the rider. Learners are expected to refer to safe technique, correct application of aids and a balanced seat when riding an experienced horse over fences.

For P2, learners are required to explain safety considerations for horse and rider when jumping. Learners are expected to refer to safety equipment, PPE, rules of the arena and current relevant codes of practice.

For P3, learners must describe the correct approach, landing and getaway for different types of fences. Learners should refer to the importance of straightness, maintaining balance, rhythm and impulsion, quality of the pace during the approach, terrain, pace, style of fence, ability of horse, and safety considerations for horse and rider. Tutors should identify the show jumping and cross-country fences or agree these 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.

For P4, learners must describe the correct distances for, and construction of, show jumps and cross country fences. Learners are expected to describe the distances for one non-jumping stride double, bounce and related distances, construction of show jumps and cross country fences including plastic and wooden designs, safety features of British Show Jumping Association (BSJA) standard fences, use of collapsible and fixed fences at British Eventing (BE) and novelty style fences, for example the use of Mitsubishi trucks in a fence at Badminton Horse Trials, parallel, ascending parallel, siting, banks, ditches, health and safety. Learners are not expected to use all the techniques listed in the unit content in learning outcome 2.

Evidence for P1, P2, P3 and P4 could be in the form of a completed assignment or riding report.

For P5, learners must maintain a balanced canter in a light/forward seat in an indoor or outdoor environment. Learners are expected to demonstrate an independent seat, balance, use of correct leg and rein aids and

health and safety. Evidence could be through the use of observation records and/or witness statements.

For P6, learners must jump through a grid of small fences. Learners are required to jump a grid consisting of at least three fences up to 0.70 m in an indoor or outdoor environment. Learners are not expected to use all the techniques listed in the unit content in learning outcome 2. Evidence could be the same as suggested for P5.

For P7, learners must maintain a balanced position when riding through a jumping grid. Learners are required to jump a grid consisting of at least three fences up to 0.70 m in an indoor or outdoor environment demonstrating correct use of aids, balanced light/forward independent seat, independent seat, effective control of pace and speed, and compliance with health and safety regulations. Evidence could be the same as suggested for P5.

For P8, learners must ride a horse to maintain its level of training round a show jumping course. Tutors should identify a course that includes a double and related distances, with fences of up to 0.91 m in an indoor or outdoor environment. Where possible, to ensure assessment is fair the size and complexity of the task should be the same for all learners. Learners are not expected to use all the techniques listed in the unit content for learning outcome 3 but they must maintain the horse's level of training. Evidence could be the same as that suggested for P5.

For P9, learners must maintain a secure and balanced position when riding over a course of show jumps. Tutors should identify a course that includes a double and related distances, with fences of up to 0.91 m in an indoor or outdoor environment. Where possible, to ensure assessment is fair the size and complexity of the task should be the same for all learners. Learners are expected to use all the techniques listed in the unit content in learning outcome 3. Evidence could be the same as suggested for P5.

For P10, learners must demonstrate correct speed with regard to terrain. Learners are required to demonstrate an appreciation of speed with regard for terrain, ground conditions and style of fence when riding over cross country fences. Learners are expected to ride over a minimum of five cross country fences up to 0.91 m in an outdoor environment. Where possible, to ensure assessment is fair the size and complexity of the task should be the same for all learners.

For P11, learners must ride over cross country fences safely. Tutors should identify fences, a minimum of five up to 0.91 m in an outdoor environment, and learners should ride an experienced horse safely. Where possible, to ensure assessment is fair the size and complexity of the task should be the same for all learners. Learners are not expected to use all the techniques listed in the unit content for learning outcome 4 but they must wear correct PPE, be safe at all times and demonstrate effective control of pace and speed.

For P12, learners must maintain a secure and balanced position when riding over a course of cross country fences. Learners are required to demonstrate an ability to maintain a secure, balanced position when jumping and when riding in between fences. Tutors should identify the course, a minimum of five fences up to 0.91 m in an outdoor environment. Where possible, to ensure assessment is fair the size and complexity of the task should be the same for all learners. Evidence for P10, P11 and P12 could be the same as that suggested for P5.

For M1, learners need to design a show jumping course and explain how selected fences and their design affect horse and rider. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Learners should identify health and safety aspects, style of fence used and the effect this has on the horse, rider and course, and governing body requirements, for example British Show Jumping Association (BSJA).

For M2, learners need to design a cross country course and explain how selected fences and their design affect horse and rider. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Learners should identify health and safety aspects, style of fence used and the effect this has on the horse, rider and course, and governing body requirements, for example British Eventing (BE).

For D1, learners will need to maintain a secure and balanced position when riding a range of horses over a course of show jumps. Tutors should identify a course, to include a double and related distances with fences of up to 0.91 m in an indoor or outdoor environment. Where possible, to ensure assessment is fair the size and complexity of the task should be the same for all learners. Learners are expected to ride at least three different horses and demonstrate all the techniques listed in the unit content for learning outcome 3.

For D2, learners must maintain a secure and balanced position when riding a range of horses over a course of cross country fences. Learners are required to demonstrate their ability when jumping and when riding in between fences on at least three different horses. Tutors should identify the course, a minimum of eight fences up to 0.91 m in an outdoor environment. Where possible, to ensure assessment is fair the size and complexity of the task should be the same for all learners. Learners are expected to ride at least three 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 Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P6, P7	Jumping Techniques	You are working towards your British Horse Society (BHS) Stage exams and have been invited to attend a mock jump assessment at your local BHS centre. You are required to jump through a grid of fences, discuss effective jumping techniques showing awareness of correct distances for, and construction of, show jumps and cross country fences.	Practical observation. Discussion.
P8, P9, M1, D1	Riding over Fences – Show Jumping	You are participating in a selection session for the centre equine team. You are required to jump a horse(s) round a course of show jumps to show your ability to maintain a secure and balanced position. To demonstrate your knowledge of show jumping you are required to produce your own design of a show jumping course.	Practical observation. Discussion. Course design.
P10, P11, P12, M2, D2	Riding over Fences – Cross Country	You are attending a job interview for a position as a groom. The advert states that you must be able to ride over cross country fences in a secure and balanced position, as well as know about cross country fences. You are also to show your knowledge of cross country fences by providing your own design of a cross country course.	Practical observation. Discussion. Course design.

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	NOS 316.2 Jump schooled horses to maintain training
	Riding Horses on the Flat

Essential resources

Learners will need access to an enclosed riding surface and outdoor area appropriate for teaching novice riders, and access to show jumps and cross country fences. Resources should include a suitable range of experienced jumping horses for teaching riders to level 3, 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 the practical riding skills required by those seeking employment in the equine industry as competitive riders, trainers and instructors. Centres are encouraged to create and develop links with local professional riders, trainers and competition centres. This could be via guest speakers, lecture demonstrations or visits.

Indicative reading for learners

Textbooks

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

Brown J – *Teaching Jumping* (Blackwell Science, 1997) ISBN 0632041277

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

Coldrey C – *Courses for Horses: Complete Guide to Constructing Show Jumping Courses, Second Edition* (J A Allen, 1991) ISBN 0851315410

Etherington-Smith M – *Cross-country Course Design and Construction* (J A Allen, 2003) ISBN 0851318444

Green L – *Cross-country Riding, 2nd Edition* (Kenilworth Press, 1995) ISBN 0600587525

Harris C – *Fundamentals of Riding: Theory and Practice, Second Edition* (J A Allen, 1995) ISBN 0851316514

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

Lowe N – *Judging Fences for Cross-country* (J A Allen, 1994) ISBN 0851315925

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

Thomson B – *Constructing Cross-Country Obstacles* (J A Allen, 1986) ISBN 0851313507

Tinney S – *Making the Time: An Expert Guide to Cross-Country Riding* (Blackwell Science, 2004) ISBN 1405102926

Magazines

Eventing

Horse and Hound

Websites

www.badminton-horse.co.uk

www.bhs.org.uk

www.britisheventing.co.uk

www.bsja.co.uk

www.burghley-horse.co.uk

www.hickstead.co.uk

www.horseandhound.co.uk

Badminton Horse Trials

British Horse Society

British Eventing

British Show Jumping Association

Burghley Horse Trials

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...
Creative thinkers	producing their own show jumping and cross country course designs.
Self managers	producing their own show jumping and cross country course designs.

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 correct distances for and construction of show jumps and cross country fences investigating different designs of fences used in show jumping and cross country.
Creative thinkers	applying techniques whilst participating in riding activities.
Team workers	discussing topics describing an effective jumping position for the rider identifying safety considerations for horse and rider when jumping describing a correct approach, landing and getaway for different types of fences.
Effective participators	participating in practical group sessions and applying techniques and skills learned in previous sessions.

● Functional Skills – Level 2

ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet to research the construction of show jumps and cross country fences researching different designs of show jumping and cross country courses
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 designs of show jumping and cross country fences
Mathematics	
Select and apply a range of skills to find solutions	producing correct distances for show jumps and cross country fences
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	participating in a discussion describing an effective jump position, safety considerations for horse and rider when jumping, a correct approach, landing and getaway for different types of fences
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and summarising information on the construction of show jumps and cross country fences and course design.
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	