

# Unit 28: Contribute to Managing an Equine Event

|                               |                      |
|-------------------------------|----------------------|
| <b>Unit code:</b>             | <b>F/601/1514</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 introduce learners to the skills and knowledge needed in equine event management and how these can be applied in practice. It is designed for learners in centre-based settings looking to progress into the sector or onto further/higher education.

## ● Unit introduction

Equine events are becoming an increasingly popular pastime for horse enthusiasts and people interested in countryside pursuits, and having staff who are suitably trained and informed to run these events is becoming increasingly crucial. This unit covers the detailed and different aspects of planning, running and assessing equine events.

The unit is a good pre-requisite for learners who may wish to continue to focus on equine business management or related subjects in higher education.

## ● Learning outcomes

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

- 1 Know the regulatory framework relevant to equine event management
- 2 Be able to apply business management skills to running an equine event
- 3 Be able to plan and take part in running an equine event
- 4 Be able to evaluate the success of an equine event.

# Unit content

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## 1 Know the regulatory framework relevant to equine event management

*Rules and regulations of competition:* relevant competition rules set by affiliated and other bodies eg British Dressage (BD), British Equestrian Vaulting, British Eventing (BE), British Harness Racing Club (BHRC), British Horse Ball Association, British Horse Driving Trials Association (HDT), British Reining, British Show Jumping Association (BSJA), British Show Hack, Cob and Riding Horse Association (BSHCRHA), British Show Pony Society (BSPS), Endurance GB, Hurlingham Polo Association (HPA), Ponies Association UK, Mounted Games Association GB Ltd, Trec, UK Polocrosse Association (UKPA)

*Governing bodies:* eg British Equestrian Federation (BEF), British Horse Society (BHS), International Federation for Equestrian Sports (FEI), The Pony Club

*Law:* current relevant legislation and codes of practice eg Health and Safety at Work Act 1974, Animal Welfare Act 2006, Horse Passport Regulations 2004; environmental regulations; insurance requirements

## 2 Be able to apply business management skills to running an equine event

*Financial management skills:* income (forecast, actual) eg entry money, sponsorship, trade stands; expenditure (forecast, actual) eg judges' expenses, gifts, toilet facilities, public address system, score sheets, prizes and rosettes, catering and hospitality, advertising, printing schedules; profit, loss; reconciliation of projected and actual costs, income

*Financial operations:* budget forecast; profit and loss account; petty cash

*Advertising and marketing:* eg schedules, posters, flyers, press releases, radio and TV coverage, newspaper and magazine advertising

## 3 Be able to plan and take part in running an equine event

*Forward planning:* services eg judges, catering, first aid; administration eg insurance, allocation of roles before and during an event; equipment and materials eg prizes, rosettes; ensuring availability and maintenance of equipment (tools, facilities); competitor times plan; contingency plans in event of eg weather, schools out of use

*Site management:* plan of site; parking considerations; toilet facilities; catering considerations; roped-off areas; signs; course building; setting up arenas; secretary's and scorer's facilities; site health and safety; security

*People management:* hospitality for judges and other VIPs; care of the public; care of competitors; roles of organisers

*Competition management:* allocation of competitor times and numbers; score calculation; display of results; adherence to competition rules; prize giving

#### 4 Be able to evaluate the success of an equine event

*Measures of success:* personal performance; success at carrying out allocated role; problems encountered and solutions; reflection on the experience; weather; ground conditions

*Success of the event in financial terms:* profit or loss; how financial aspects could be improved in future; evaluation of how finances are allocated and used (income, profit)

*Organisational success:* participant enjoyment of the event; successful running of the event according to the plan; enhancement of organiser reputation; value of the event to the local community

## 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 rules and regulations of competitions [IE, CT]                       | <b>M1</b> create a summarised guide for an organiser of an equine event, outlining rules, governing bodies and legislation involved | <b>D1</b> examine how the relevant legislation impacts on the organisation and running of an equine event                       |  |
| <b>P2</b> outline the roles of governing bodies in competitions [IE, RL]                    |   |   |  |
| <b>P3</b> outline the relevant legislation to adhere to when running an event [IE, RL, SM]  |   |   |  |
| <b>P4</b> contribute to financial operations required for a competition [TW, EP, RL]        | <b>M2</b> summarise the different types of promotion available for an equine event, and the advantages and disadvantages of each    |   |  |
| <b>P5</b> contribute to the promotion of an event [TW, EP]                                  |   |   |  |
| <b>P6</b> produce promotional material for an event [TW, EP, SM]                            |   |   |  |
| <b>P7</b> contribute to organising forward planning activities for an equine event [TW, EP] |   |   | <b>D2</b> analyse a recent equine event for its planning, management, and success and make justified suggestions for improvements. |
| <b>P8</b> contribute to site and people management of an equine event [TW, EP]              |   |   |  |
| <b>P9</b> contribute to managing an equine event [TW, EP]                                   |   |   |  |

| 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>P10</b> report the results of the equine event as appropriate to the type of competition [TW, EP, RL] |   |   |
| <b>P11</b> contribute to the monitoring and evaluation of an equine event [TW, EP]                       | <b>M3</b> evaluate personal performance in contributing to an equine event.                                     |   |
| <b>P12</b> display the financial outcome of an equine event in an appropriate format [CT, IE, RL]        |   |   |
| <b>P13</b> recommend improvements for future events. [RL, TW, EP]  |   |   |

**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

## Delivery

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

Delivery of this unit is based around both national and local equine events. It is therefore essential that learners have adequate opportunities to visit these events and gain an insight, if possible, into the planning and marketing of these events and the financial information available. If it is not possible to obtain this information, the tutor should provide realistic information for learners to use. Delivery should work towards learners hosting an equine event themselves (this could be a small centre-based event), and then evaluating this event.

## Outline learning plan

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

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

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

| Topic and suggested assignments/activities and/assessment  |
|--|
| Introduction to the unit and to different types of equine events.  |
| <b>Assignment 1: Equine Event Organisation</b> (P1, P2, P3, M1, M2, D1)<br>Introduction to the assignment and guided research.                 |
| Theory: rules and regulations of equine events, governing bodies and their roles, legislation when running an event.                           |
| <b>Assignment 2: Running an Equine Event</b> (P4, P5, P6, P7, P8, P9)<br>Introduction to the assignment and guided research.                   |
| Visit to equine events (shows, large and small competitions etc.) and guest speakers who run events.   |
| Practical: organising and managing an event.   |
| Theory: business management – advertising, marketing and managing finance at an equine event.  |
| <b>Assignment 3: Monitoring and Evaluation of an Event</b> (P10, P11, P12, P13, M3, D2)<br>Introduction to the assignment and guided research. |
| Theory: review of running an equine event.   |
| Practical: evaluating and reporting on an equine event.  |
| Evaluation of own equine event.  |
| Unit review.   |

## Assessment

P1, P2 and P3 could be assessed using one assignment.

For P1, learners are required to describe the rules and regulations of competitions, for P2 they must outline the roles of the relevant governing bodies, and for P3 they must outline the legislation that must be adhered to when running an equine event. Evidence could be a verbal presentation with an accompanying leaflet.

This could be put into in practice for M1, where learners could create a summarised guide aimed for an event organiser that explains the rules and regulations, governing bodies and relevant legislation.

For D1, learners are required to evaluate how the relevant legislation influences or contributes to the organisation and running of an equine event. Evidence could be a written essay.

For P4, P5, P6, P7, P8, P9 and P10, learners are required to plan, promote, manage and report the results of an equine event. This could all be assessed practically when learners are organising an event. These criteria, along with P11, P12 and P13, could be assessed through a project with learners documenting what they have carried out at each stage of the planning, with a diary, photographs, witness testimonies, case studies etc to validate their involvement.

For M2, learners should gather a range of promotional materials for an equine event, and then analyse them, giving the advantages and disadvantages of each method.

For D2, learners should analyse a recent equine event in terms of planning, management and success, making justified suggestions for improvement. This could be presented as a written essay.

Finally, for M3, learners should evaluate their personal performance in planning and executing an equine event. This could be presented as a written account.

### 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  | Equine Event Organisation             | Describe the rules and regulations of competitions, and outline the roles of governing bodies.<br><br>Create a guide aimed for an event organiser that explains the rules and regulations, governing bodies and relevant legislation and how these influence or contribute to the organisation or running of the event. | Verbal presentation.<br>Leaflet.<br>Summary guide.<br>Written essay.         |
| P4, P5, P6, P7, P8, P9, | Running and Equine Event              | Learners should document what they have carried out at each stage of the planning and running of an equine event.   | Project including diary, photographs, case studies, witness testimonies etc. |
| P10, P11, P12, M3, D2   | Monitoring and Evaluation of an Event | Analyse a recent equine event for in terms of promotion methods, planning, management and success.<br><br>Evaluate own personal performance in planning and executing an equine event.  | Written essay.<br>Written account.   |

## 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   | Prepare Horses for Transport                    |
| Undertake Horse Grooming, Trimming and Plaiting | Prepare and Provide Care for Competition Horses |
| Maintain Animal Health and Welfare              | Introduction to the Horse Racing Industry       |

### Essential resources

Learners must be able to visit at least two equine events, small or large, and have access to the event's promotional materials and financial information. They should also have the facilities to be able to host an equine event (although it can be a small centre-based one). Learners should also have adequate access to an up-to-date reference library and computers with an internet facility.

### Employer engagement and vocational contexts

Learners can be introduced to a variety of professionals involved with different equine events and organisations to broaden their depth of knowledge and make the learning experience interesting and contextualised. This could be through guest lectures or off-site visits to different establishments. All sites should be checked for health and safety before any visits.

### Indicative reading for learners

#### Textbooks

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

Brown J – *Horse Business Management: Managing a Successful Yard, Third Edition* (Blackwell Science, 2001) ISBN 0632058269

Eastwood S, Jensen A and Jordon A – *Business Management for the Equine Industry* (Blackwell Publishers, 2005) ISBN 1 4051 2606X

Equi Study – *Accounting in the Horse Industry* (Equi-Study, 2003) ISBN 1 873587538

Noughton B – *Equine Business Guide* (Warwickshire College, 1999) ISBN 0951095560

#### 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)

## **Journals and magazines**

*British Dressage*

*British Eventing*

*BSJA*

*Horse and Hound*

## **Websites**

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

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

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

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

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

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

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

British Equestrian Federation

British Horse Society

British Dressage

British Eventing

British Show Pony Society

British Show Jumping Association

Endurance GB

## Delivery of personal, learning and thinking skills (PLTS)

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

| Skill                   | When learners are ...  |
|-------------------------|--|
| Independent enquirers   | describing rules and regulations relevant to equine competitions                   |
| Reflective learners     | recommending improvements relevant to future equine events                         |
| Team workers            | contributing to the monitoring and evaluation of an event                          |
| Self-managers           | producing promotional material for an event  |
| Effective participators | contributing to the organising of forward planning activities for an equine event. |

## ● Functional Skills – Level 2

| Skill   | When learners are ...  |
|---|--|
| <b>ICT – Use ICT systems</b>  |  |
| Select, interact with and use ICT systems independently for a complex task to meet a variety of needs   | designing a leaflet  |
| Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used  |  |
| Manage information storage to enable efficient retrieval  |  |
| Follow and understand the need for safety and security practices  |  |
| <b>ICT – Find and select information</b>  |  |
| Select and use a variety of sources of information independently for a complex task   | researching the legislation and regulations for running an event<br>researching how to organise and manage an event, including marketing and finance |
| Access, search for, select and use ICT-based information and evaluate its fitness for purpose   |  |
| <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> | producing a presentation on competition rules and regulations, relevant legislation and governing bodies   |
| Bring together information to suit content and purpose  |  |
| Present information in ways that are fit for purpose and audience   |  |
| Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists  |  |
| <b>Mathematics</b>  |  |
| Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations  |  |
| Identify the situation or problem and the mathematical methods needed to tackle it  |  |
| Select and apply a range of skills to find solutions  |  |

| Skill   | When learners are ...   |
|---|---|
| Use appropriate checking procedures and evaluate their effectiveness at each stage  |   |
| Draw conclusions and provide mathematical justifications  |   |
| <b>English</b>  |   |
| Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts        |   |
| Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions                    |   |
| Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively | <p>producing a summary guide on competition rules and regulations, relevant legislation and governing bodies</p> <p>analysing a recent equine event, including own performance.</p> |