

Unit 29: Prepare Horses for Transportation

Unit code:	M/601/0746
QCF Level 3:	BTEC National
Credit value:	5
Guided learning hours:	30

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of horse transportation 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 horse industry requires employees who are practical, and able to demonstrate a sympathetic, consistent and logical approach towards the horses in their care. Those employed to look after horses must have the knowledge and skills to provide safe, efficient and effective routines to ensure the wellbeing of the horses in their care.

This unit provides the knowledge and skills required to adopt safe working practices and develop a confident and adaptable approach to horses. Practical competence is necessary and learners will develop an understanding of caring for the wellbeing of the horse.

Learners will be required to prepare and present horses in an efficient and effective manner for presentation and inspection. Learners will develop the theoretical and practical skills of transporting horses safely and the legislative and other considerations of undertaking transportation.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare horses and vehicles for transportation
- 2 Understand the requirements of transporting horses.

Unit content

1 Be able to prepare horses and vehicles for transportation

Preparation: vehicle checks; tack, equipment and clothing for travelling eg bandages for travel, travel boots, knee boots, hock boots, poll guard, tail guard, cooler

Loading and unloading: siting of trailer or lorry for safe loading/unloading; dealing with reluctant horses; risk assessment; health and safety

2 Understand the requirements of transporting horses

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

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, tail guard, cooler

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 check vehicle for roadworthiness and legal requirements	M1 explain the correct and safe loading and unloading of a given horse	D1 discuss methods of dealing with difficult horses when loading and unloading.
P2 prepare horses for travelling [TW, EP]		
P3 load and unload horses including reluctant/difficult loaders [SM]		
P4 describe the legal requirements for transporting horses by road [IE]	M2 discuss how legislation affects the transportation of horses on a long journey.	
P5 explain the requirements of animal welfare when transporting horses [RL]		
P6 describe how to deal with a horse that is difficult or reluctant to load.		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

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

Tutors delivering this unit must ensure that learners have considerable opportunities to develop their knowledge and practical skills. Lectures, discussions, seminar presentations, internet and/or library-based research would be suitable to ensure coverage of the underpinning theoretical requirements of the unit. Development of practical skills should be facilitated through extensive use of supervised practical activities, personal and work experience utilising the tack and equipment detailed in the unit content. 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 carry out stable practicals, 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.

Health and safety issues relating to working in a stable environment must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities. Adequate PPE must be provided for practical work and used following the production of suitable risk assessments.

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

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.

Learners will need access to either a horse trailer or lorry. Learners should have an opportunity to assist with loading horses in a variety of circumstances. Delivery techniques could involve an appraisal of a video demonstrating the various methods available to load reluctant horses. It would also be expected that learners undertake individual research into the legislation that applies to the transport of horses on long journeys.

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

Assignment 1: Load and Unload a Horse Correctly Following Appropriate Horse Preparation and Vehicle Checks (P1, P2, P3, M1)

Tutor introduces the assignment. Practical and oral assessment.

Directed study: practical loading and unloading of horses.

Topic and suggested assignments/activities and/assessment

Assignment 2: Issues When Transporting Horses (P5, P6, D1)

Tutor introduces the assignment. Written and oral assessment.

Directed study: personal investigation into issues applicable to horse transportation.

Assignment 3: Appraisal of the Legislation That Applies to the Transport of Horses on a Long Journey (P4, M2)

Tutor introduces the assignment. Written assessment.

Unit review.

Assessment

For P1, learners must be presented with an appropriate vehicle for transporting a horse, such as a trailer or lorry, and will be required to undertake appropriate checks on the vehicle in preparation for travelling. This will include commenting on the location of the vehicle in terms of the health and safety of the horse and handler whilst loading and unloading. Evidence could be obtained through oral questioning of the learner by the tutor. If this format is used then suitable evidence would be report sheets completed by the tutor and countersigned by the learner. For P2 and P3, learners must demonstrate safe preparation and loading of horses. Where possible, to ensure assessment is fair the size and complexity of the task should be the same for all learners. This could be assessed directly by the tutor during practical activities. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor, report sheets and video or photographic evidence. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor. P4, P5 and P6 could be assessed through the submission of an assignment or report underpinning practical activities carried out.

For M1, learners are required to explain the correct and safe loading and unloading of a given horse. Tutors should identify the horse and trailer/vehicle or agree them through discussion with learners.

Learners will also need to explain how to manage a horse that is difficult to load. Evidence could be obtained through oral questioning of the learner by the tutor. If this format is used then suitable evidence would be report sheets completed by the tutor and countersigned by the learner. For M2, evidence could be provided in the context of a given scenario relating to the transport of horses on a long journey by road. Learners need to discuss how legislation is relevant to the transportation of horses. Evidence could be in the same format as for P4.

For D1, it is anticipated that learners will be provided with a scenario relating to the loading and unloading of difficult horses. Learners could present their findings in the form of a written report.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1,	Load and Unload a Horse Correctly Following Appropriate Horse Preparation and Vehicle Checks	Prepare a horse for transport to a competition including vehicle checks and loading the horse into a trailer or lorry.	Practical assessment and oral questioning.

Criteria covered	Assignment title	Scenario	Assessment method
P5, P6, D1	Issues when Transporting Horses	Explain animal welfare requirements related to transporting horses and how to manage a horse that is reluctant to load.	Written assessment and oral questioning.
P4, M2	Appraisal of the Legislation That Applies to the Transport of Horses on a Long Journey	Research the legislation that applies to the transport, by road, of horses from the UK to a competition in Germany.	Written assessment.

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	Element 304.1 Prepare for transportation Element 304.2 Care for horses during and after transportation
Undertake Horse Handling	Prepare and Provide Care for Competition Horses

Essential resources

There should be a sufficient number of horses to enable learners to handle a range and practise their safe working skills. Learners should gain experience of a realistic working environment and have sufficient opportunity to develop their practical competence and confidence over a period of time.

Access to a horse box or trailer is required, as is travelling equipment and horse clothing for travelling.

Tutors delivering this unit should be competent and experienced horse handlers with an up-to-date knowledge of first aid and health and safety at work. 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 on the practical aspects of horse transportation. Centres are encouraged to create and develop links with local yards and horse producers. Learners will benefit from guest lectures or visits to horse shows or sales to observe the requirements for horse turnout firsthand. Learners should be encouraged to undertake practical work experience in order to develop their practical horse care skills.

Indicative reading for learners

Textbooks

Brown J, Pilliner S and Davies Z – *Horse and Stable Management, Fourth Edition* (Blackwell Publishing, 2003) ISBN 1405100079

Edwards E – *Ultimate Horse Book, Third Edition* (Dorling Kindersley, 2002) ISBN 0751344486

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

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

Rose M and Auty I – *The Horsemaster's Notebook, Fourth Edition* (Kenilworth Press, 2006) ISBN 1872082920

Magazines

Horse and Hound

Your Horse

Websites

www.aht.org.uk

Animal Health Trust

www.bef.co.uk

British Equestrian Federation

www.bhs.org.uk

British Horse Society

www.defra.gov.uk

Department for Environment, Food and Rural Affairs

www.hse.gov.uk

Health and Safety Executive

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	investigating legal requirements for the transportation of horses
Reflective learners	considering the requirements of horse welfare when transporting horses
Team workers	working with others in the preparation of horses for travelling
Self-managers	organising time and resources when transporting horses
Effective participators	organising self when planning the transportation of horses.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Creative thinkers	adapting ideas to suit different horse transportation circumstances
Self-managers	managing emotions in difficult circumstances.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching the issues related to transporting horses, including welfare requirements researching the legislation that applies to transporting horses
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	
English	
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	producing a report on the legislation that applies to transporting horses.