

Unit 6: Undertake Stable and Yard Management

Unit code:	J/601/0378
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 stable yard management 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 equine industry has expanded rapidly in recent years with a greater number of people now employed working with horses. It is a diverse industry with many different jobs available, but the horse is central to them all. The industry needs people who have the essential knowledge, understanding and skills needed to care for horses effectively.

This unit covers the knowledge and skills required to maintain a stable and yard and care for horses safely, efficiently and effectively. Learners will develop skills that can be transferred to a variety of equine environments and the unit encourages a flexible response to changing circumstances within the industry.

Learners will investigate the stable duties and horse care tasks that ensure the wellbeing of the horse and handler and be taught practical activities while working within safety guidelines.

The horse's living environment is essential to its wellbeing. Learners will look at the horse's requirements within the stable and living out at grass. Environmental issues will be highlighted during delivery of the unit. Learners will consider safety and accident procedures, how to proceed in the event of an accident and basic first aid.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan, carry out, monitor and maintain daily routines
- 2 Be able to undertake horse care tasks to maintain the health of horses
- 3 Understand the requirements for stabled and grass-kept horses
- 4 Be able to work safely around horses.

Unit content

1 Be able to plan, carry out, monitor and maintain daily routines

Plan: daily and weekly routines; regular jobs; team working; effective use of time

Monitor: check routine stable management undertaken, record tasks

Stable duties: bedding and mucking out; sweeping and raking; yard maintenance; feeding (principles of feeding and watering, rules of feeding, common feedstuffs and forages, preparation and weighing of feeds and forages, feed charts); grassland (grazing requirements, daily inspections and grassland checks, poisonous plants, maintenance of grassland); tack cleaning; care of saddler

2 Be able to undertake horse care tasks to maintain the health of horses

Horse care tasks: health (health checks, signs of good and ill health in the horse, recognition and treatment of common diseases, minor injuries and wounds, health records, veterinary reporting); foot care, shoeing; preventative treatments (vaccinations, worming and care of teeth, isolation procedures); first aid cabinet for horses

3 Understand the requirements for stabled and grass-kept horses

Stable environment: stable and yard design; stable planning eg site, environmental considerations, planning permission; stable construction (materials and fixtures and fittings, costings); waste disposal; current relevant legislation eg waste, water; bedding and storage; water provision; yard equipment and storage; identify risks

Grass kept: ideal field, daily checks to horses and field, identify risks

4 Be able to work safely around horses

Safety and first aid: personal protective equipment (PPE), clothing for safe work, potential hazards; accident prevention; diseases (prevention and treatment); manual handling and lifting techniques; health and safety in the stable environment; fire risk and prevention eg procedures in the event of fire, fire fighting equipment; procedures in the event of an incident (priorities of first aid, accident reporting)

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 plan and carry out daily and weekly stable routines [SM]	M1 plan and perform stable duties safely and independently to meet given objectives within agreed timescales	D1 discuss how selected horse care tasks can contribute to the prevention of given diseases and minor injuries	
P2 monitor daily and weekly stable routines [RL]			
P3 maintain the stable yard and environment [TW, SM]			
P4 perform health checks on horses on a yard [SM]	M2 recognise and explain symptoms of, and preventative measures for, given horse diseases and minor injuries		
P5 produce preventative care schedules for horses on a yard			
P6 assess the conditions of horses' foot and shoes			
P7 compare different stable designs and their impact on equine welfare	M3 analyse the layout of a selected stable yard with reference to environmental considerations		D2 evaluate a given stable and yard environment and the duties carried out in terms of environmental, costing and legal considerations, recommending valid improvements where relevant.
P8 assess potential hazards and risks to horses kept at grass			
P9 evaluate benefits of caring for horses that are stabled, grass-kept and those on combined systems			
P10 carry out working practices in line with current health and safety legislation	M4 explain accident, first aid and fire responses and reporting in the stable environment.		
P11 maintain health and safety records during routine activity			
P12 monitor health and safety in an equine environment.			

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	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.

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, site visits, supervised horse care practicals, duties on the yard, 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 undertake practical stable procedures, 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 horse welfare and sound environmental management and the need to manage the resource using legal methods.

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 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.

Learning outcomes 1 and 2 are linked. They are likely to be delivered through formal lectures, discussion, supervised practical sessions, duties on the yard and independent learner research. Learners will be aware of the methods and associated activities commonly used to maintain the stable environment and horse wellbeing. Visiting expert speakers could add to the relevance of the subject for learners. For example, a stable manager, veterinary surgeon/nurse or farrier could talk about their work, the situations they face and the methods they use.

Learning outcome 3 covers the requirements of the stable and field environment and environmental issues. Delivery techniques should be varied and can be linked to learning outcomes 1 and 2. It is expected that formal lectures, discussions and site visits will form part of the delivery of this learning outcome. Visiting expert speakers could add to the relevance of the subject for learners. For example, a planning officer or environmental officer could talk about their work and the implications of building stables and waste disposal.

Learning outcome 4 looks at working safely around horses including health and safety considerations and first aid. Delivery techniques should be varied and it is expected that formal lectures, demonstrations and supervised practical sessions will form part of the delivery. Visiting expert speakers could add to the relevance of the subject for learners. For example, a fire officer or first aider could assist with delivery and assessment.

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.
Assignment 1: Practical Stable Duties (P1, P2, P3, P10, P11, M1)
Tutor introduces aims of stable duties and assessment.
Practical sessions: supervised stable duties; introduce skills and techniques. Develop skills over time working on the yard (in addition to unit hours).
Theory sessions for stable duties: horse handling, health and safety, turning in and out, mucking out, yard maintenance, feeding.
Practical sessions for stable duties: mucking out, horse handling, turning out, yard maintenance, feeding, health and safety.
Assignment 2: Horse Health (P4, P5, P6, M2, D1)
Tutor introduces assessment.
Practical sessions: health checks, treatment of minor injuries and wounds, foot care, common diseases.
Theory sessions: health checks, treatment of minor injuries and wounds, first aid cabinet, common diseases, health records, worming, vaccinations, teeth, isolation procedure, foot care.
Assignment 3: The Horse's Environment (P7, P8, P9, M3)
Tutor introduces assessment.
Practical sessions: stable and yard design, links to welfare, planning permission, waste disposal, bedding and storage, grassland checks.
Theory sessions: stable and yard design, links to welfare, grassland checks, analysing how horses are kept.
Assignment 4: Health and Safety (P12, M4, D2)
Tutor introduces assessment.
Theory sessions: risk assessment, PPE, fire procedure, incident reporting, manual handling, accident prevention.
End of unit review.
Unit review.

Assessment

For P1, learners must plan daily and weekly stable routines under supervision to meet given objectives. Tutors should identify the objectives 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. Learners are expected to cover the range of duties listed in the unit content. This should be assessed directly by the tutor/yard manager during practical activities. If this format is used then suitable evidence from guided activities would be observation records completed by learners and the tutor. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor. Planning could be evidenced through an assignment or project that links to assessment for P2.

For P2, learners must monitor daily and weekly stable routines to meet given objectives. Tutors should identify the objectives 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. Learners are expected to monitor the range of duties listed in the unit content. This could be evidenced through an assignment or written worksheet that links to assessment for P1.

P3 relates to the maintenance of the yard and environment.

P4 requires learners to carry out routine horse health checks to meet given objectives. Tutors should identify the objectives 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. This could be assessed directly by the tutor during practical activities and recorded through observation records or a witness statement on placement.

P5 requires learners to complete preventative care schedules outlining the main horse health issues during the year. Tutors should identify the objectives 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. This could be assessed directly by the tutor via completing worksheets or during practical activities.

P6 requires learners to complete health records assessing the condition of the horse's feet and shoes. Tutors should identify the objectives 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. This could be assessed directly by the tutor via completing worksheets or during practical activities.

P7 requires learners to compare different stable designs in relation to equine welfare considerations. Tutors should identify the stable yard or agree it 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. Learners should describe the advantages and disadvantages of the yard environment. Evidence could be a written or verbal report.

P8 requires learners to assess potential hazards and risks to horses kept out at grass. Learners should identify daily and weekly checks needed to keep horses free from illness and injury when out at grass. Where possible, to ensure assessment is fair the size and complexity of the tasks should be the same for all learners. Evidence could be a written or verbal report.

P9 requires learners to evaluate the benefits of caring for horses that are stabled and grass kept and those on combined systems. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Learners should describe the advantages and disadvantages of the yard, grass and combined environments. Evidence could be a written or verbal report.

P10 requires learners to demonstrate safe procedures when carrying out given practical work around horses. Tutors should identify the work 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. This activity should underpin all practical activities and should be assessed and recorded in a practical situation. Evidence could be in the same format as for P1. This could provide the basis for additional first aid training for appointed persons, although this is not a requirement for this unit.

P11 requires learners to complete and maintain health and safety records during routine stable activities. Tutors should identify the work 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. This activity should underpin all practical activities and should be assessed and recorded in a practical situation. Evidence could be in the same format as for P1.

P12 requires learners to monitor health and safety during routine stable activities. Tutors should identify the work 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. This activity should underpin all practical activities and should be assessed and recorded in a practical situation. Evidence could be in the same format as for P1.

For M1, learners must plan and perform stable duties safely and independently to meet given objectives within agreed timescales. Tutors should identify the objectives and timescales 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. This could be assessed directly by the tutor during practical observations of all relevant yard activities. Appropriate forms of evidence will include suitably constructed yard duty report sheets. Care and responsibility for individual horses will be a useful source of evidence. Assignment-based work, for

example the preparation of feed charts and posters/presentations on the requirements of grazing land, could provide evidence to show understanding of the underpinning knowledge.

For M2, learners must recognise and explain symptoms of and preventative measures for given diseases and minor injuries. Tutors should identify the diseases and minor injuries 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. Learners could produce either an assignment or poster identifying causes, symptoms, first aid, treatments, management and preventative measures of common diseases and minor injuries. Learners should be able to differentiate between minor situations that they could deal with, the importance of reporting to a senior member of staff and the need for immediate reporting to a veterinary surgeon where necessary.

M3 requires learners to analyse the layout of a selected stable yard with reference to environmental considerations. Tutors should identify the stable yard or agree it 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. Learners should describe the advantages and disadvantages of the yard environment. Evidence could be a written or verbal report in which learners demonstrate an awareness of environmental considerations.

For M4, learners are required to explain accident, first aid and fire procedures and considerations in the stable environment. This could be evidenced by a written report or yard simulation. Evidence could be captured during practical activities using observation records or witness statements, or through a project linked to D2.

For D1, learners need to discuss how selected horse care tasks can contribute to the prevention of given diseases and minor injuries. Written assignments, case studies and oral presentations would be appropriate evidence. Alternatively, evidence could be collected during practical activities.

D2 requires learners to evaluate a stable and yard environment, and the duties carried out, in terms of legal, costing and environmental considerations. Learners may contextualise their evidence for M3 which should be as realistic as possible. Evidence may be in the same format as for M3.

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, P10, P11, M1	Practical Stable Duties	You have been employed as the assistant manager at your local stables. You must plan and perform daily and weekly stable duties, maintaining the stable yard and environment.	Yard-based observations via supervised stable duties.
P4, P5, P6, M2, D1	Horse Health	You must recognise and explain symptoms and preventative measures for given horse disorders. This must include horse health checks carried out including the horse's feet and shoes and development of a preventative care schedule.	Completed schedule. Worksheets to. Practical observation on the yard.

Criteria covered	Assignment title	Scenario	Assessment method
P7, P8, P9, M3	The Horse's Environment	You must produce a project on different stable designs and include an evaluation of the benefits to horses of stable kept and grass- kept systems. You must then perform a quality assurance inspection of a given stable yard, recommending improvements to environmental, financial and legal considerations. You must also include monitoring.	Completed project.
PI2, M4, D2	Health and Safety	You must explain health and safety in and around the stable including appropriate risk assessments and responses to hazards.	

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
Undertake Routine Stable Duties	301.2 Monitor and maintain stocks of feed and bedding 302.1 Promote the health and wellbeing of horses
Maintain Animal Health and Welfare	Undertake and Review Work Related Experience in the Land-based Sector

Essential resources

Learners will need regular access to a range of horses of different ages, types, breeds and temperaments. There should be a sufficient number of horses to enable learners to handle a range and put into practice 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 stable yards and surrounding facilities, as well as grassland, is essential and must allow for comparative study of a number of types of design and features. Stable yards need a range of equipment for stable and yard maintenance.

Equipment needs include a range of stable skills equipment, saddlery and tack cleaning equipment, shoeing equipment, equine first aid, bandages, thermometers, stable management equipment, human first aid equipment, PPE and firefighting equipment.

Physical resources include areas for demonstrating practical skills.

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 or show evidence of regular contact with the industry and/or updating.

Employer engagement and vocational contexts

This unit focuses mainly on the practical aspects of stable management and horse care and will give learners the background knowledge covering safe procedures while caring for horses, equipment and the environment. Centres are encouraged to create and develop links with local equestrian professionals and competition centres. This could be via guest lectures, visits and lecture demonstrations. Learners should be encouraged to complete regular supervised yard duties. Vocational placements are vital for practising and updating skills.

Indicative reading for learners

Textbooks

Auty I – *The BHS Complete Manual of Stable Management* (Kenilworth Press, 2006) ISBN 1872119034

Cooper B – *The Manual of Horsemanship: The Official Manual of the Pony Club, Thirteenth Edition* (The Pony Club, 2006) ISBN 0954886313

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

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

Humphrey M – *The Horse Shoeing Book* (J A Allen, 1995) ISBN 0851316174

Pilliner S – *Horse Nutrition and Feeding, Second Edition* (Blackwell Science, 1999) ISBN 0632050160

St Andrews' Ambulance Association and St John Ambulance British Red Cross – *First Aid Manual, Eighth Edition* (Dorling Kindersley, 2006) ISBN 1405315733

Stewart H – *The BHS Veterinary Manual* (Kenilworth Press, 2006) ISBN 1872082572

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.environment-agency.gov.uk

Environment Agency

www.horseandhound.co.uk

Horse and Hound

www.hse.gov.uk

Health and Safety Executive

www.redcross.org.uk

British Red Cross

www.rvc.ac.uk

The Royal Veterinary College

www.sja.org.uk

St John Ambulance

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 ...
Team workers	maintaining the care of horses and the stable yard/field environment
Self-managers	planning and monitoring the care of horses and the stable yard/field environment
Reflective Learners	monitoring daily and weekly stable routines.

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	analysing the stable yard and field environment with reference to welfare and environmental issues.

● Functional Skills – Level 2

Skill	When learners are ...
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. 	planning and monitoring stable duties
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
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	delivering presentations to evaluate yard design and health and safety procedures
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching welfare, building and environmental legislation
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating word documents for written tasks