



Pearson BTEC Level 3 Nationals in Equine Management

Sample Assessment Materials:

Unit 3: Managing Equine Disease

For use with Extended Diploma

Pre-publication - Version 2.0

Write your name here

Surname			Other names		
Centre Number			Learner Registration Number		

Pearson BTEC Level 3 Nationals	
<h1>Equine Management</h1> <p>Set task: Unit 3 Managing Equine Disease</p> <p>For use with Extended Diploma in Equine Management</p> <p>Instructions</p> <ul style="list-style-type: none">○ This booklet contains material for the completion of the set task under supervised conditions.○ This booklet is specific to each series and this material must only be issued to learners who have been entered to undertake the task in the relevant series.○ This booklet must be kept securely until the start of the 3-hour supervised assessment session.○ This booklet must be issued to learners for the specified session. <p>Information</p> <ul style="list-style-type: none">○ The total mark for this paper is 66○ Materials allowed in the supervised assessment:<ul style="list-style-type: none">- Information booklet	<p>Level 3</p> <p>Supervised hours 3</p>

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Paper Reference (s)
XXXX/XX
PXXXXXA

Instructions to Teachers/Tutors and/or Invigilators

Learners will be provided with an information booklet containing key information about the set task, which must be issued at the same time as the task booklet.

All learner work must be completed independently and authenticated before being submitted to Pearson by the teacher/tutor.

The supervised assessment will take place in a 3 hour session specified by Pearson.

Centres should schedule all learners at the same time or supervise cohorts to ensure there is no opportunity for collusion.

Teachers/tutors should note that:

- Learners should not be given any direct guidance or prepared materials
- All work must be completed independently by the learner.

Learners must not bring anything into the supervised environment or take anything out without your approval.

Centres are responsible for putting in place appropriate checks to ensure that only permitted material is introduced into the supervised environment.

Maintaining security:

- During the supervised assessment session, the assessment areas must only be accessible to the individual learner and to named members of staff.
- Learners can only access their work under supervision.
- Any work learners produce under supervision must be kept secure.
- During any permitted break and at the end of the session materials must be kept securely and no items removed from the supervised environment.
- Learners are not permitted to have access to the internet or other resources during the supervised assessment session.

After the session the teacher/tutor will confirm that all learner work had been completed independently as part of the authentication submitted to Pearson.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document to ensure that the supervised assessment is conducted correctly and that learners submit evidence that is their own work.

Outcomes for Submission

This task and answer booklet.

Each learner must complete an authentication sheet.

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Instructions for Learners

Read the set task information carefully.

In this booklet you will be asked to carry out specific activities.

You will also be provided with an information booklet containing key information about the set task.

Plan your time carefully to allow for the completion of all the activities.

You will complete the activities within the set task under supervision and your work will be kept securely during any breaks taken.

You must work independently throughout the supervised assessment session and should not share your work with other learners.

Your teacher/tutor may clarify the wording that appears in this task but cannot provide any guidance on completion of the task.

Outcomes for Submission

You should complete the set task in the answer book.

You must complete a declaration that the work you submit is your own.

Set Task

In this task you need to complete 4 activities.

You need to read the information booklet carefully before attempting the activities.

Activity	Suggested timings	Total Marks
Activity 1	You should spend approximately 45 minutes on this activity	16 marks
Activity 2	You should spend approximately 25 minutes on this activity	10 marks
Activity 3	You should spend approximately 55 minutes on this activity	20 marks
Activity 4	You should spend approximately 55 minutes on this activity.	20 marks

Activity 1: Health assessment of two horses

You are a supervisor working on a yard, who has been asked by your manager to complete health assessments of two new horses:

- Horse 1: Piper
- Horse 2: Samba.

In each health assessment you must include the horse's condition and the factors that have contributed to it.

Information about Piper and Samba is on page 4 of the information booklet.

(Total for Activity 1 = 16 MARKS)

You should spend approximately 45 minutes on this activity.

Horse 1

A large rectangular box containing 20 horizontal dotted lines for writing the health assessment for Horse 1.

Handwriting practice paper with horizontal dotted lines and a large, light gray watermark reading "Draft".

A large rectangular area containing horizontal dotted lines for writing. A large, light grey watermark reading "Draft" is oriented diagonally across the page.

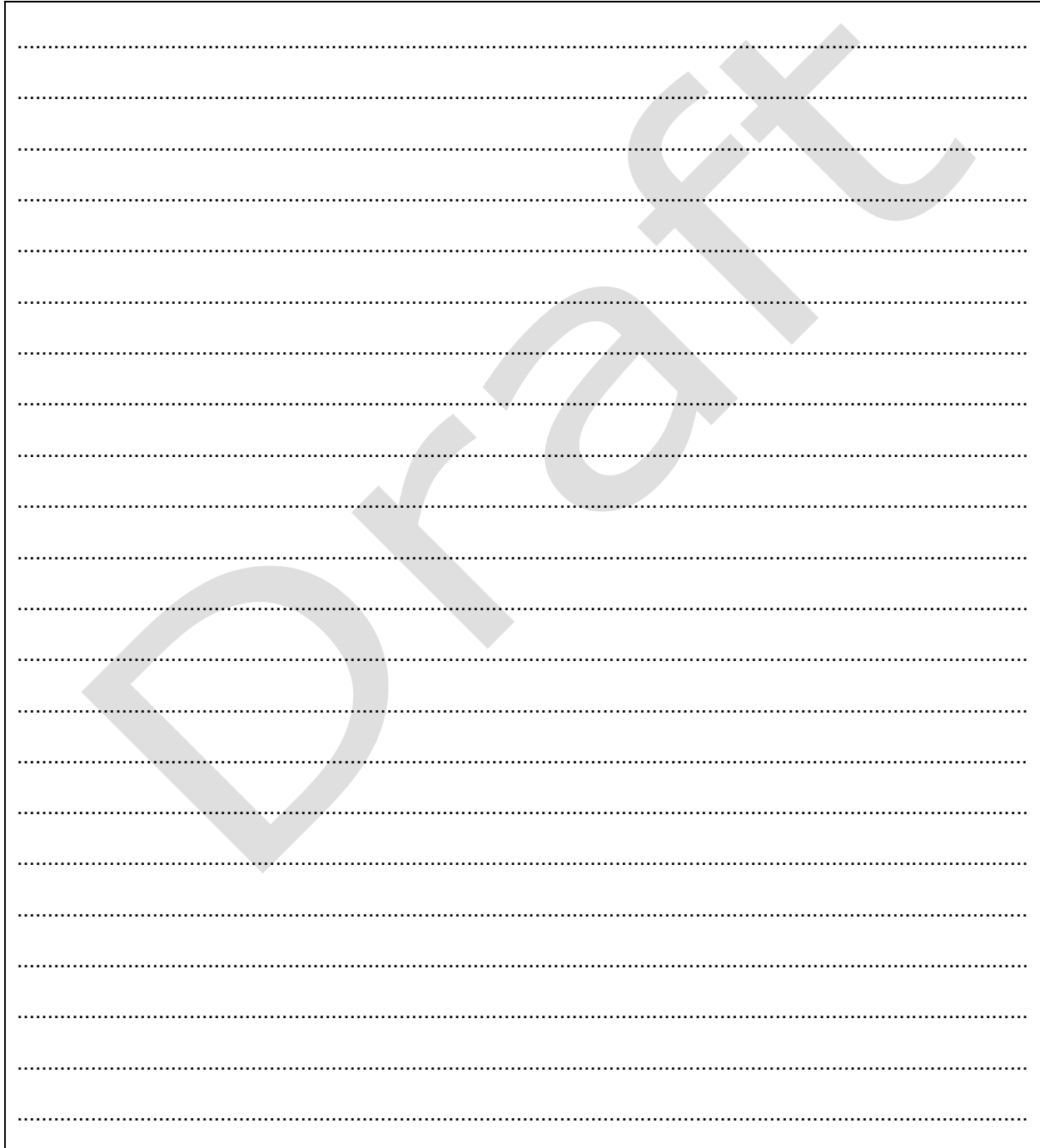
Activity 2: Recommendations for changes to disease management plan

Make recommendations for changes to Rafa's disease management plan. You must consider the purpose/impact of the changes on managing the disease.

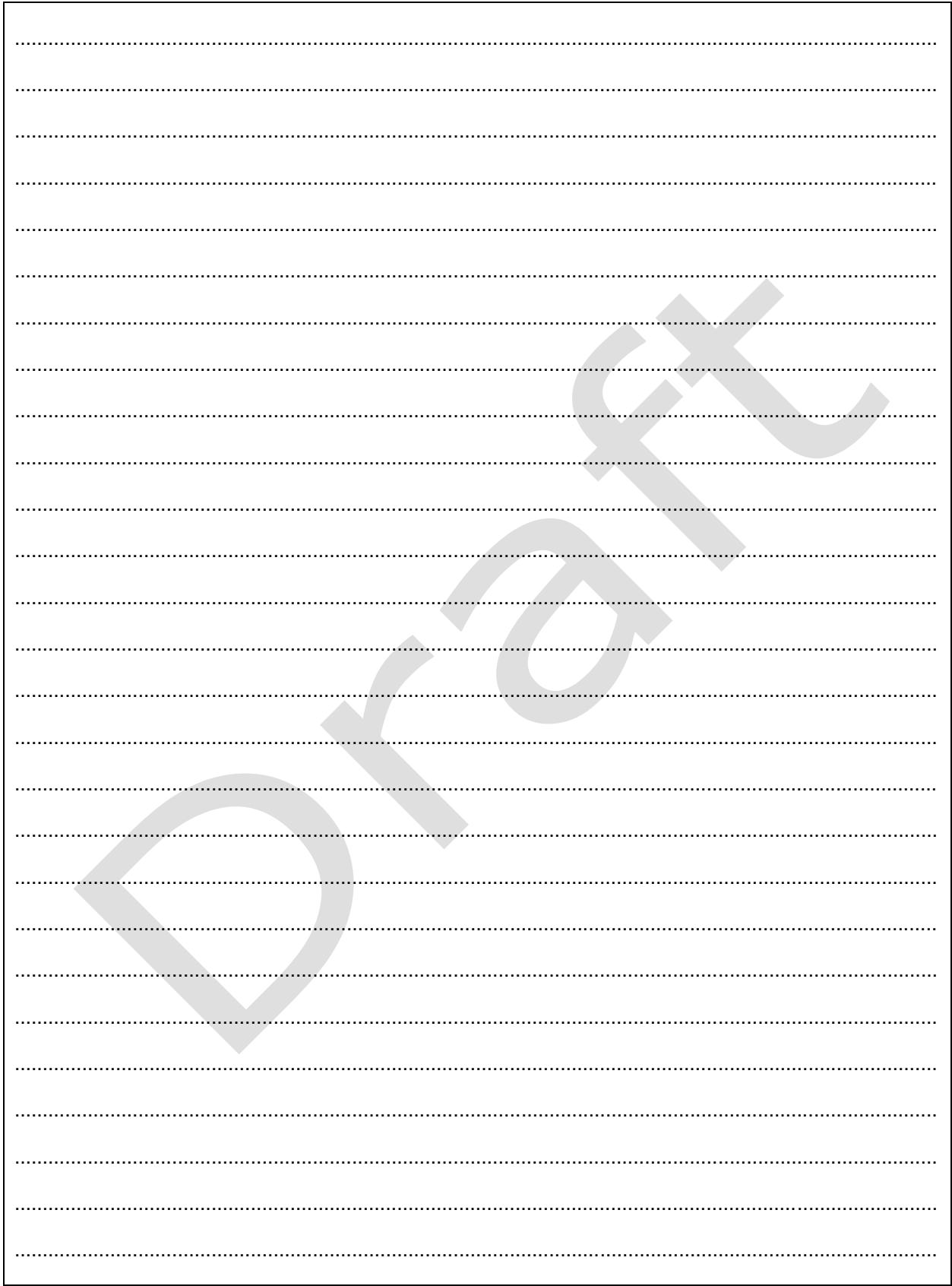
Information about Rafa is on page 5 of the information booklet.

(Total for Activity 2 = 10 MARKS)

You should spend approximately 25 minutes on this activity.



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Activity 3: Evaluation of disease management plan

Evaluate the disease management plan for Bingo, a horse with **Ringworm**, using the information provided in your information booklet.

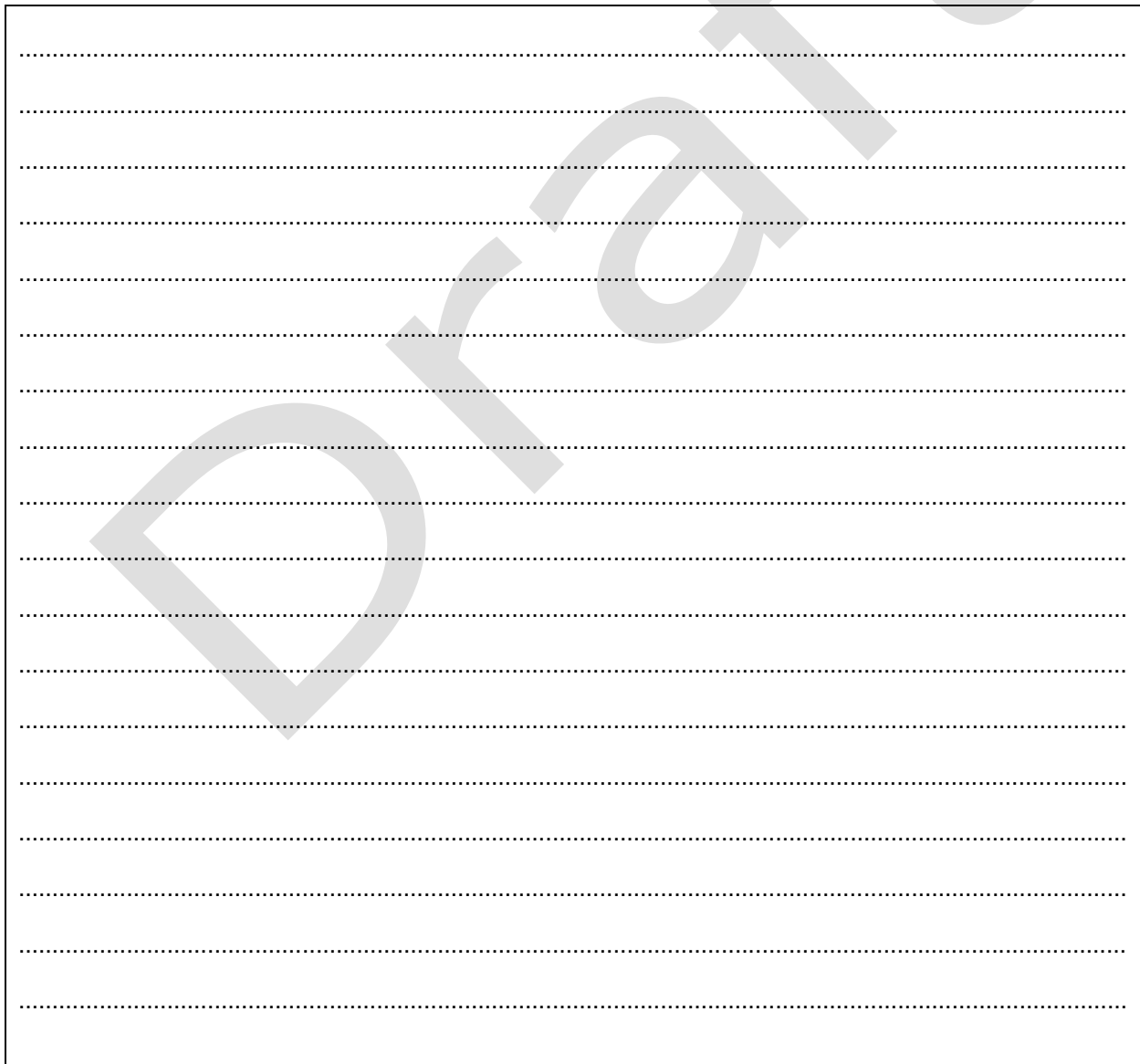
In your evaluation you should address:

- the proposed choice of stable/paddock of the horse
- the horse’s routine day-to-day care
- the biosecurity measures
- pasture management

Information about Bingo is on page 6 of the information booklet.

(Total for Activity 3 = 20 MARKS)

You should spend approximately 55 minutes on this activity.



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Activity 4: Prevention or treatment strategies and the immune system

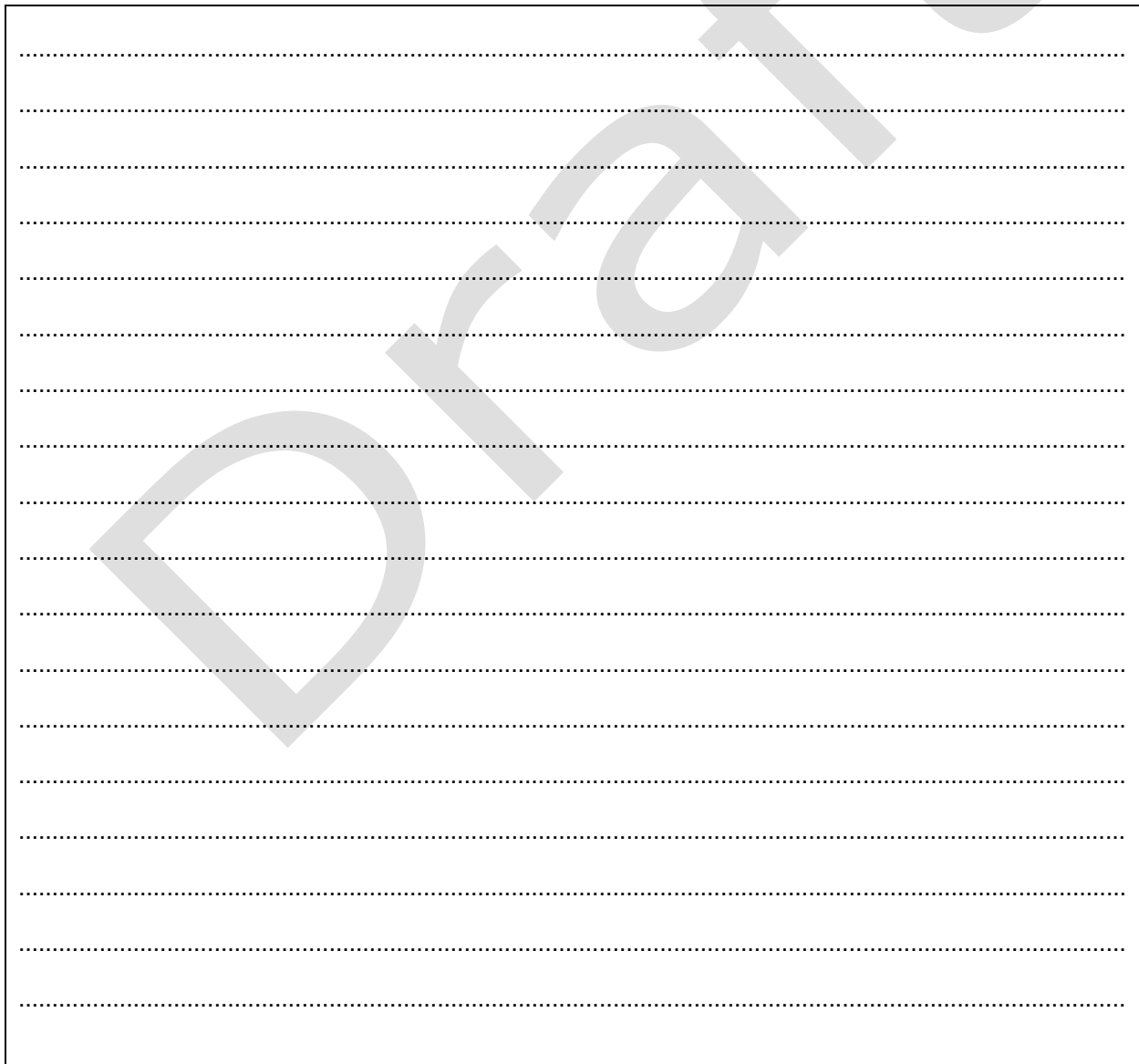
There has been a confirmed case of equine influenza in the yard. Milton, one of the horses in your care, has not been vaccinated against this disease. You are asked to recommend a programme to prevent the spread of disease to horses such as Milton.

Make recommendations, to include:

- discussion of alternative prevention strategies
- discussion of the proposed prevention programme
- discussion of the physical defence barriers that horses have against the disease
- justification of why your programme would be effective

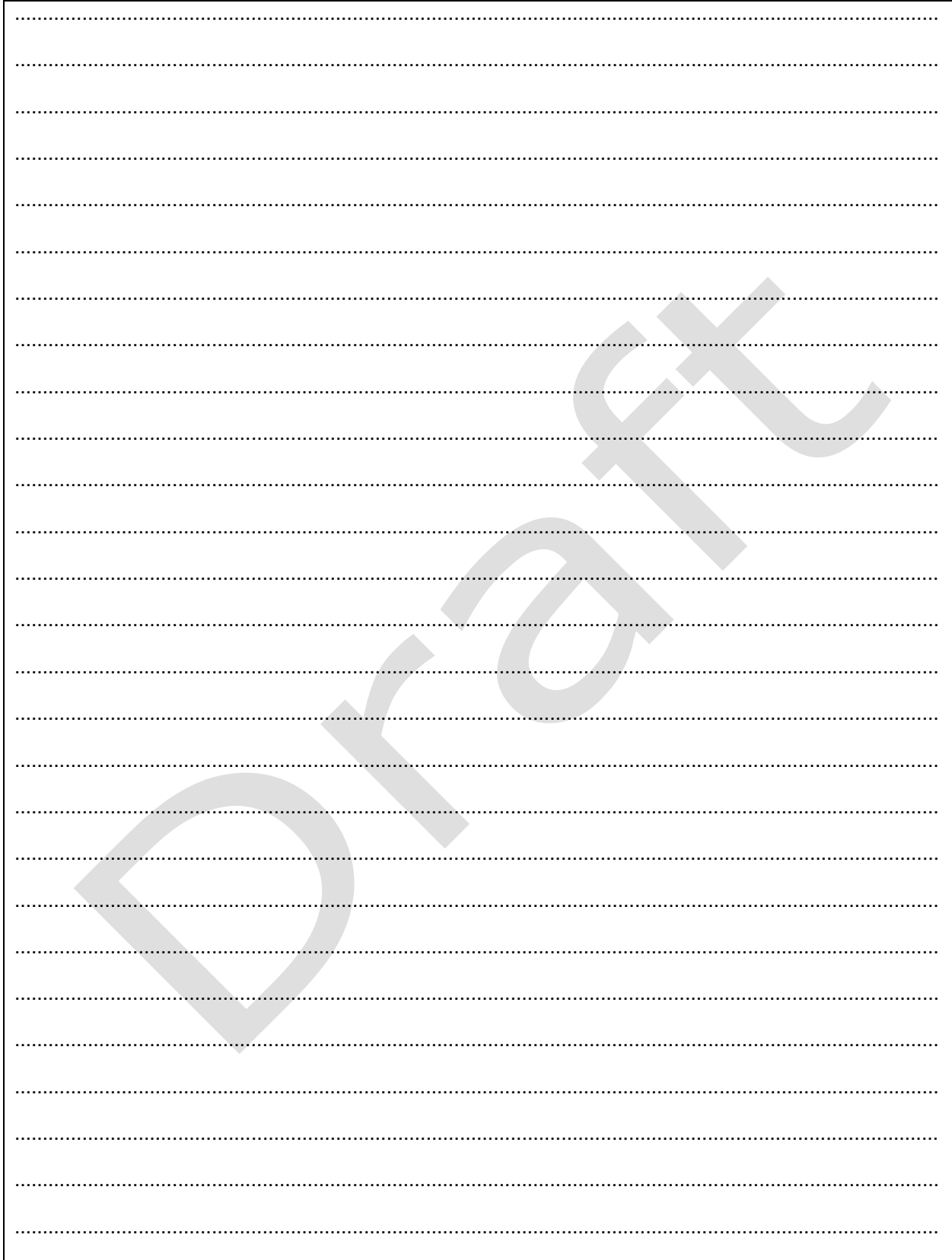
(Total for Activity 4 = 20 MARKS)

You should spend approximately 55 minutes on this activity.



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Unit 3: Managing Equine Disease - Sample marking grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the marking grid.
- Where judgment is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific Marking guidance

The marking grids have been designed to assess learner work holistically. Rows within the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1 – Health assessment of two horses

Assessment focus	Band 0	Band 1	Band 2	Band 3
		1–3	4–6	7–8
Assessment of conditions of Horse 1	No rewardable material.	<ul style="list-style-type: none"> Health assessment of Horse 1's condition shows limited understanding of: <ul style="list-style-type: none"> the condition the factors that have contributed to the condition 	<ul style="list-style-type: none"> Health assessment of Horse 1's condition shows clear understanding of: <ul style="list-style-type: none"> the condition the factors that have contributed to the condition 	<ul style="list-style-type: none"> Health assessment of Horse 1's condition shows detailed and accurate understanding of: <ul style="list-style-type: none"> the condition the factors that have contributed to the condition

Assessment focus	Band 0	Band 1	Band 2	Band 3
		1–3	4–6	7–8
Assessment of conditions of Horse 2	No rewardable material.	<ul style="list-style-type: none"> Health assessment of Horse 2's condition shows limited understanding of: <ul style="list-style-type: none"> the condition the factors that have contributed to the condition 	<ul style="list-style-type: none"> Health assessment of Horse 2's condition shows clear understanding of: <ul style="list-style-type: none"> the condition the factors that have contributed to the condition 	<ul style="list-style-type: none"> Health assessment of Horse 2's condition shows detailed and accurate understanding of: <ul style="list-style-type: none"> the condition the factors that have contributed to the condition

Activity 2 – Recommendations for changes to disease management plan

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
		1–2	3–5	6–8	9–10
Recommendations for a disease management plan	No rewardable material.	<ul style="list-style-type: none"> Limited recommendations for changes to the management plan might be attempted. Recommendations consider limited purposes/impacts on the management of the disease 	<ul style="list-style-type: none"> Some recommendations for changes to the management plan are present and are generally relevant to given context. Recommendations consider some purposes/impacts on the management of the disease 	<ul style="list-style-type: none"> Detailed recommendations for changes to the management plan are present and are relevant to given context. Recommendations consider detailed purposes/impacts on the management of the disease 	<ul style="list-style-type: none"> Comprehensive recommendations for changes to the management plan are present and have specific relevance to given context. Recommendations consider comprehensive and accurate purposes/impacts on the management of the disease

Activity 3 – Evaluation of disease management plan

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
		1–5	6–10	11–15	16–20
Evaluation of disease management plan	No rewardable material.	<ul style="list-style-type: none"> • Evaluation shows limited understanding of routine care and husbandry in relevance to the given disease, disorder or parasite. • Evaluation shows limited understanding of the environmental conditions in relevance to the given disease, disorder or parasite. • Evaluation shows limited understanding of biosecurity in relevance to the given disease, disorder or parasite. • Evaluation shows limited understanding of the impact of pasture management in relevance to the given disease, disorder or parasite. 	<ul style="list-style-type: none"> • Evaluation shows some understanding of routine care and husbandry in relevance to the given disease, disorder or parasite. • Evaluation shows some understanding of the environmental conditions in relevance to the given disease, disorder or parasite. • Evaluation shows some understanding of biosecurity in relevance to the given disease, disorder or parasite. • Evaluation shows some understanding of the impact of pasture management in relevance to the given disease, disorder or parasite. 	<ul style="list-style-type: none"> • Evaluation shows clear understanding of routine care and husbandry in relevance to the given disease, disorder or parasite. • Evaluation shows clear understanding of the environmental conditions in relevance to the given disease, disorder or parasite. • Evaluation shows clear understanding of biosecurity in relevance to the given disease, disorder or parasite. • Evaluation shows clear understanding of the impact of pasture management in relevance to the given disease, disorder or parasite. 	<ul style="list-style-type: none"> • Evaluation shows detailed and accurate understanding of routine care and husbandry in relevance to the given disease, disorder or parasite. • Evaluation shows detailed and accurate understanding of the environmental conditions in relevance to the given disease, disorder or parasite. • Evaluation shows detailed and accurate understanding of biosecurity in relevance to the given disease, disorder or parasite. • Evaluation shows detailed and accurate understanding of the impact of pasture management in relevance to the given disease, disorder or parasite.

Activity 4 – Prevention or treatment strategies and the immune system

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
		1–5	6-10	11-15	16-20
Prevention or treatment strategies	No rewardable material.	<ul style="list-style-type: none"> • Discussion shows basic understanding of the horse’s defences/physical barriers to disease. • Discussion makes basic recommendations of prevention or treatment strategies that may be available for condition of given horse. • Discussion shows basic understanding of the type and schedule of prevention or treatment 	<ul style="list-style-type: none"> • Discussion shows sound understanding of the horse’s defences/physical barriers to disease. • Discussion makes sound recommendations of prevention or treatment strategies that may be available for condition of given horse, showing understanding of the impact on health monitoring, husbandry and pasture management. • Discussion shows sound understanding of the type and schedule of prevention or treatment 	<ul style="list-style-type: none"> • Discussion shows detailed understanding of the horse’s defences/physical barriers to disease. • Discussion makes detailed recommendations of prevention or treatment strategies that may be available for condition of given horse, showing understanding of the impact on health monitoring, husbandry and pasture management. • Discussion shows detailed understanding of the type and schedule of prevention or treatment 	<ul style="list-style-type: none"> • Discussion shows comprehensive understanding of the horse’s defences/physical barriers to disease. • Discussion makes comprehensive recommendations of prevention or treatment strategies that may be available for condition of given horse, showing understanding of the impact on health monitoring, husbandry and pasture management. • Discussion shows comprehensive understanding of the type and schedule of prevention or treatment

Equine Management

Unit 3: Managing Equine Disease

Extended Diploma in Equine Management

Instructions

- This booklet contains information for use in the set task.
- This information booklet must be given to learners alongside the task booklet
- This booklet should be kept secure until the start of the 3-hour supervised assessment period.

Level

3

Information
booklet

Paper Reference (s)

XXXX/XX

PXXXXXA

Scenario

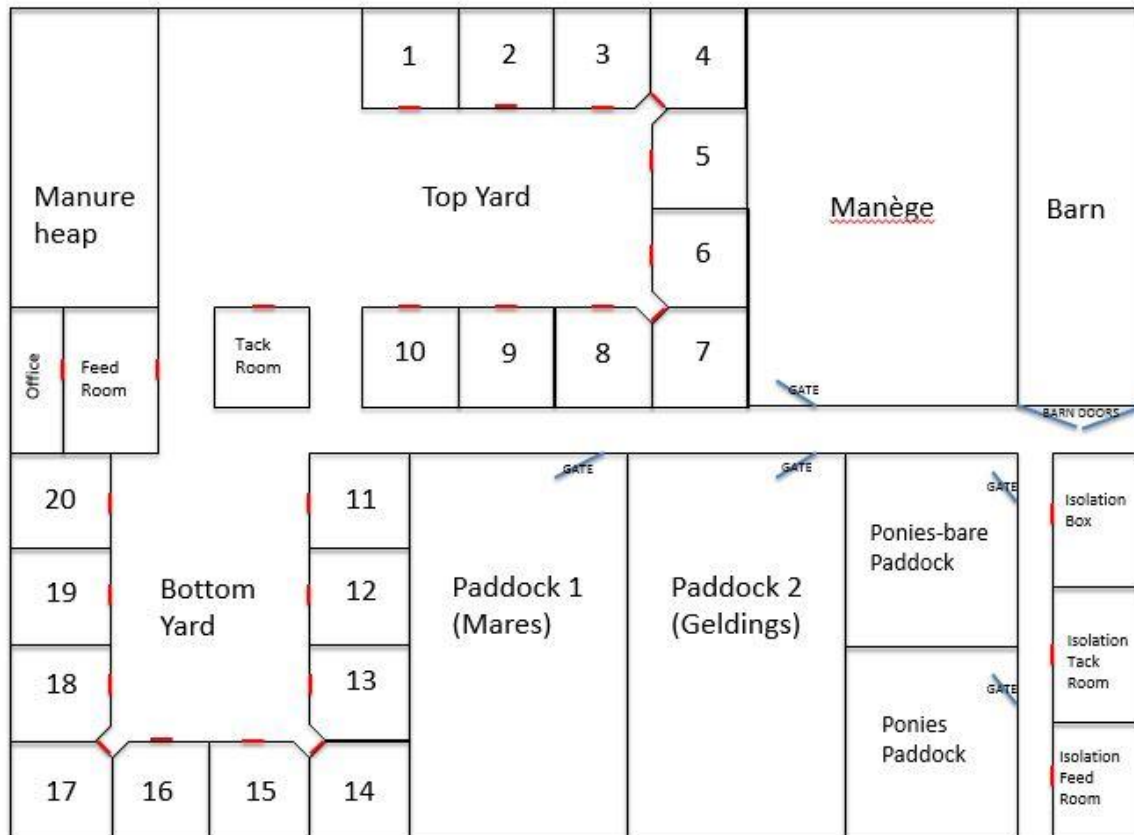
Pleasant Pastures is a charitable horse sanctuary that is open to the public at weekends and during school holidays. There is no charge for the public to visit. While visiting the sanctuary the public are educated about diseases, disorders and parasites to help maintain good health in their own equines and also to make visitors aware of the costs of treating and rehabilitating horses and ponies.

To educate visitors and to encourage them to make charitable donations, the sanctuary provides them with case histories of some of their horses and ponies.

Due to the fact that many of the horses and ponies at Pleasant Pastures have been rescued or rehomed there are a number of horses and ponies with pre-existing conditions and there are management plans in place to provide them with the correct treatment and husbandry.

Pleasant Pastures has 3 members of staff, Kelly the yard manager oversees the running of the yard and carries out all the ordering, scheduling of vets, farriers visits, ordering supplies etc and deals with the public. Ted carries out the routine husbandry of all the horses on the top yard and Aisha carries out the routine husbandry of all the horses on bottom yard and in isolation.

Pleasant Pastures' yard layout plan



All paddock fences are wooden post and rail

Pleasant Pastures' turnout schedule

Paddock 1 (Mares)	Paddock 2 (Geldings)	Ponies bare Paddock
Monty Harvey Milton Beauty Seren Piper Chelsey	Rafa Ziggy Samba Bobby Miffy	Teddy Bobo Sparkles Princess
		Ponies Paddock
		Bingo

Paddock 1 - 3 acres with short, lush grass

Paddock 2 - 3 acres with long grass

Ponies Bare Paddock - half an acre very short, sparse grass

Ponies Paddock – half an acre, good grass

Horse 1

Piper is a 12hh 7 year old mare who is stabled at night and turned out in a 1 acre paddock with good grass during the day. Piper arrived at pleasant pastures in good health. Piper has been turned out all day and when staff have gone to catch her she is reluctant to walk in from the field, displaying lameness/reluctance to weight-bear on all 4 hooves.

Horse 2

Samba is a 15.2hh 10 year old gelding, he arrived in a reasonable state of health although was underweight. Since arriving he has been stabled at night and turned out during the day. He has lost further condition and weight despite no changes to his care, and has watery diarrhoea.

Horse 3

Rafa is a 12hh Welsh section A cross gelding, he has been at pleasant pastures for over a year and has had laminitis 3 times during this time. He is stabled at night and turned out with the gelding during the day. He has come in from the field showing symptoms of having laminitis again so this is the plan that has been put into action.

Name: Rafa	Condition: Laminitis
Feed: 1.5 scoops of pony nuts at night and turnout during the day and 3kg of hay at night	
Grooming: Rafa needs a full groom daily and pick out hooves morning and night paying them extra care and attention as he is prone to hoof problems.	
Health check morning: A full health check before turnout . Check his digital pulse is not faster than normal.	Health check evening: A thorough health check. Check his digital pulse is not faster than normal.
Treatment a.m. N/A	Treatment p.m. N/A
Turnout: Turn out in paddock 2 with the other geldings	
Cleaning full muck out once Rafa has been turned out	Cleaning skip out when carrying out final check of the day
Additional comments: Report to Kelly if Rafa is getting worse so his management plan can be changed	

Horse 4

Bingo is 14.2hh part bred welsh, 13 year old gelding. He arrived at Pleasant Pastures 3 weeks ago in good health, is stabled during the day and turned out at night. However he has now developed circular lesions on his body which have been diagnosed as ringworm. Bingo was seen by the vet 2 days after the lesions developed and following the diagnosis has been moved to the isolation box. There are currently no horses being turned out in the ponies' paddock, so Bingo will be turned out in here on his own.

Bingo's disease management plan

Name: Bingo	Condition: Ringworm
Feed: 1 scoop of pony nuts at night and turnout with good grass during the day and 5kg of hay at night	
Grooming: Bingo needs to be thoroughly groomed prior to his treatment as it will not be possible to brush him once areas of his skin are wet. Pick out hooves morning and night.	
Health check morning: check to see how his general health is and check if any more lesions have developed. If more lesions are present do not turn out.	Health check evening: check to see if any more lesions have developed, how his general health is.
Treatment a.m. Wear gloves and wash all of the lesions using cotton wool and fungicidal shampoo. Dry the affected areas with paper towels. Tip away the used water and place the used cotton wool, paper towels and gloves in a yellow clinical waste bag and place in the yellow bin in the isolation tack room.	Treatment p.m. Wear gloves and wash all of the lesions using cotton wool and fungicidal shampoo. Dry the affected areas with paper towels. Tip away the used water and place the used cotton wool, paper towels and gloves in a yellow clinical waste bag and place in the yellow bin in the isolation tack room.
Turnout: Turn out in ponies paddock on his own to prevent the spread of the ringworm	
Cleaning full muck out once Bingo has been turned out	Cleaning skip out when carrying out final check of the day
Additional comments: Report to Kelly if Bingo is getting worse so that the vet can be contacted	