



Pearson BTEC Nationals in Equine Management

Delivery Guide

Pearson BTEC Level 3 National Extended Certificate in Equine Management

First teaching September 2017

Pearson BTEC Level 3 National Foundation Diploma in Equine Management

Pearson BTEC Level 3 National Diploma in Yard Management

Pearson BTEC Level 3 National Diploma in Equitation

Pearson BTEC Level 3 National Extended Diploma in Equine Management

First teaching September 2018

Edexcel, BTEC and LCCI qualifications

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Welcome to your BTEC National delivery guide

This delivery guide is a companion to your BTEC Level 3 National specifications, Authorised Assignment Briefs (AABs) and Sample Assessment Materials (SAMs). It contains ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery, ways of managing independent learning and how to approach assessments. The aim of this guide is to show how the specification content might work in practice and to inspire you to start thinking about different ways to deliver your course.

The guidance has been put together by tutors who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver a BTEC programme in the context of the new qualifications from 2017/2018.

Guidance around what you will need to consider as you plan the delivery of the qualification(s) has been provided. You will find information around the structure of your course, how you may wish to build the course for your learners, suggestions for how you could make contact with employers and information around the other support and resources available to you.

Unit-by-unit guidance has been provided that includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find coverage of assessments, including useful advice about external assessment, as well as tips and ideas around how to plan for and deliver your assignments.

You will also find a list of carefully selected resources for each unit. The lists include suggestions for books, websites and videos that you can either direct your learners to use or that you can use as a way to complement your delivery.

We hope you will find this guidance relevant and useful.

Enjoy your course!

What's new

The BTEC Level 3 Nationals 2017/2018 are the result of more than three years' consultation with employers, higher education institutions, and many thousands of tutors and managers in colleges and schools. Our aim has been to ensure that the BTEC Level 3 Nationals continue to allow a recognised and well-respected route into employment or higher education by meeting the needs of these key stakeholders and that learners continue to enjoy a stimulating course of study and develop the skills and attributes that will enable them to progress.

As a result of this consultation and on the advice of employers, higher education institutions and most importantly of those of you who teach BTEC, some key changes have been made to the BTEC Level 3 Nationals. These are described throughout this delivery guide and include the following.

- **Updated content and a larger proportion of mandatory content** – both employers and universities said they wanted a greater consistency in coverage of the subject for BTEC learners. Employers wanted to see systematic coverage of core knowledge and skills for their sector, and for the Nationals to reflect up-to-date industry practice.
- **The reintroduction of external assessment** – employers were keen to see an element of rigour and consistency across the country in terms of assessment, while higher education institutions wanted learners to be better prepared for meeting deadlines and preparing for formal exams, where appropriate. Both were keen to see learners applying their knowledge and skills to new contexts through synoptic projects and assessments.
- **A focus on employability skills** – the BTEC approach to learning, through projects, practical assignments, group work and through simulating the world of work, has always supported the development of employability skills, such as self-management. In



the new Nationals, the balance of cognitive and skills work has been carefully calibrated to ensure that learners get a range of different opportunities across their course.

- **Broader assessment in internal units** – the assessment criteria for each unit are carefully structured to set a clear level of demand. Distinction criteria encourage and require depth of study, including demonstration of the application of knowledge and understanding as well as a synoptic element for the learning aim or unit.
- **Alignment with DfE criteria for performance measures for 16–19 year olds in England** – all new BTECs are designed as either Applied General qualifications or Tech Levels to fulfil criteria for inclusion in 2018 performance tables and funding for 16–19 year olds and 19+ learners.

We are providing a support programme with exemplar and practice materials, and training available. Please see the *Support and resources* section for details of the support and the link to sign up to training, which will be available from 2018 and throughout the lifetime of the qualification.

Notes:

The specification tells you what **must** be taught and what **must** be assessed. This delivery guide provides suggestions and ideas on how you could do this.

The suggestions given in this delivery guide link with the Authorised Assignment Briefs provided by Pearson, but they are not compulsory. They are designed to get you started and to spark your imagination.



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OVERVIEW

Delivery Guides as support

In the specification, the 'Unit content' tells you what must be taught and the 'Assessment criteria' what must be assessed. The 'Essential information for assessment decisions' explains what the assessment criteria mean.

This delivery guide provides suggestions and ideas on how to plan and deliver the qualification, and includes a summary of recent changes.

Unit-by-unit guidance has been provided that includes suggestions on how to approach the learning aims and unit content. Teaching, learning and formative assessment activities are also suggested. You will also find delivery plans to help you timetable your course and ensure your learners are well prepared for internal and external assessments

Links to carefully selected resources are provided for each unit. The lists include suggestions for books, websites and videos that will help you plan and deliver your course. Alternatively, you may wish to direct your learners to these resources.

Use the delivery guides as model templates or an interpretation on which you can base your own plan. Every delivery guide presents each unit as an exemplar, highlighting equine links to motivate tutors and learners.



Significant changes for those teaching to the new 2018 specification

The BTEC Level 3 Nationals 2018 contain significant changes to the previous 2010 version. These changes reflect the views and demands of equine teaching practitioners, those working in the equine sector, and government bodies with oversight of the qualifications. For those familiar with the older 2010 specification, these changes are summarised in the table below:

Change	New 2018	Old 2010	
Programme Name	Equine Management	Horse Management	
Qualification Names/GLH	No equivalent	Certificate	180 GLH
	Extended Certificate	360 GLH	Subsidiary Diploma 360 GLH
	Foundation Diploma	540 GLH	90 – credit Diploma 540 GLH
	Diploma Yard Management Pathway (Y)	720 GLH	Diploma 720 GLH
	Diploma Equitation Pathway (E)	720 GLH	
	Extended Diploma	1080 GLH	Extended Diploma
Mandatory Units	Between 4 and 9. All qualifications	Between 5 and 8 Diploma/Extended only	
Optional Units	Choose from up to 22 dependent on qualification	Choose from up to 29 dependent on qualification	
Assessment	Internal through assignment and up to 3 External depending on qualification	Internal only through assignments	

Structure

The table below shows the structure of the qualifications in the Equine Management suite of qualifications.

By a clear understanding of the units and careful selection, centres can tailor the qualification to suit the needs of their learners and the resources of the centre.

Unit (number and title)	Unit size (GLH)	Extended Certificate (360 GLH)	Foundation Diploma (540 GLH)	Diploma (YM) (720 GLH)	Diploma (E) (720 GLH)	Extended Diploma (1080 GLH)
1 Equine Structure, Form and Function	120	M	M	M	M	M
2 Equine Diet and Nutrition	120		M	M	M	M
3 Managing Equine Disease	120					M
4 Work Experience in the Equine Sector	60	M	M	M	M	M
5 Horse Tack, Equipment and Rugs	60	M	M	M	M	M
6 Equine Health and Husbandry	60	M	M	M	M	M
7 Preparation and Presentation for Competition Disciplines	60	O	M	O	M	M
8 Equine Behaviour	60	O	O	O	O	M
9 Managing an Equine Yard	60			M		M
10 Equine Business Management	60		O	M		O
11 Horse Fitness	60				M	O
12 Schooling Horses on the Flat	60				M	O
13 Managing an Equine Event	60			M		O
14 Theory of Training Horses	60				O	O
15 Riding Horses in the Open	60	O	O	O	O	O
16 Ground Poles and Gridwork for Horses	60				O	O
17 Showjumping and Cross-country Courses	60				O	O
18 Estates and Grassland Management	60	O	O	O	O	O
19 Working Horses from the Ground	60			O	O	O
20 Introduction to Equestrian Coaching	60	O	O	O	O	O
21 Equine Stud Management	60			O		O
22 Managing Equine Injuries and Rehabilitation	60			O	O	O
23 Investigative Research Project in the Equine Sector	60					O
24 Practical Skills in Animal Science	60					O
25 Animal Metabolism	60					O
26 Equine Function at the Cellular Level	60					O



Overview of the Equine Management qualification suite

All of the Equine Management qualifications have been developed with specific purposes in mind. Extensive consultation has ensured centres and learners can be confident in their choice of course to suit their desired outcomes. The Equine Management suite of qualifications are Tech level qualifications aimed at learners who wish to progress to employment within the equine sector. In addition to this, they meet the requirement for the Tech Bacc as part of a programme of study or can provide a realistic progression route to higher education.

Extended Certificate

The Extended Certificate is ideally undertaken by learners who wish to progress to employment in the equine sector at a junior or trainee level. The choice of units focuses on the practical and theoretical skills needed to ensure realistic progression pathways.

It can also be taken alongside other BTEC National qualifications and/or A levels and provides entry to further and higher education or advanced apprenticeships.

Foundation Diploma

This is best planned as a one-year full-time course or complementing a two-year programme of study. It is intended for learners wishing to enter employment in the equine sector at assistant level, but is a realistic option for progression to higher education undergraduate studies.

Diploma

The Diploma is intended as a one-year full-time course for those wishing to enter employment directly in a supervisory role in the equine sector. The units are chosen to give a comprehensive introduction to the sector. Learners can follow one of two pathways:

- **Equitation pathway:** This follows the more traditional approach to equine courses and provides opportunities for learners to work more directly with horses through riding and schooling mandatory and optional units. It is aimed particularly at learners wishing to become equine instructors.
- **Yard Management pathway:** This recognises that many learners while wanting to work or study in the equine sector, would rather concentrate on the business and management aspects of the industry.

The Diploma also provides a realistic pathway into higher education or advanced apprenticeships and can be taken as the main focus of a two-year programme supported by complementary subjects.

Extended Diploma

This is intended as a two-year full-time course of study for learners committed to a career in riding or non-riding management roles within the equine sector. Additionally, the units chosen and available as options provide opportunity for specialised scientific study that can progress to a wide variety of opportunities in higher education.



Making the right choice for your learners

You need to advise your learners upon the right Equine Management qualification for their future ambitions. As mentioned earlier, Tech qualifications are intended for those wishing to gain employment directly into the equine sector, but can also provide a realistic pathway to higher education.

There are no formal entry requirements to the Equine Management suite of qualifications, so careful selection of learner and management of their expectations is essential. All of the Equine Management courses are demanding, both physically and intellectually. Those wishing to follow equitation-based courses will need to demonstrate a high level of riding ability to successfully complete the relevant units. Similarly, the ability to work to deadlines and under examination conditions for some units will place additional demands on those learners more suited to a practical 'hands-on' environment.

With this in mind, it is reasonable to expect learners to have five GCSEs at good grades or other appropriate level 2 qualifications. These should include English and mathematics.

Learners then need to decide on their level of commitment and ultimate career destination to select the appropriate course of study. The following learner profiles may be useful:

- Tony wishes to maintain and develop an interest in horses while following an A level programme and wants to study history at university. The **Extended Certificate** is probably most suitable.
- Hilary does not ride very well but loves being round horses and would really like to become involved in managing equine events. The **Diploma (Yard Management)** would be most suitable.
- Sam has ridden ever since being a young child. Most weekends Sam helps out at a local riding school, tacking up horses or leading younger riders. Sam would like to become a BHS instructor. The **Diploma (Equitation)** is probably Sam's best option.
- Bobby really likes being around horses and thinks a job working with them would be good. Bobby struggled with GCSEs, but did gain a Level 1 Diploma in Land-based Studies. Bobby is going to struggle with the demands of a Level 3 course, so a Level 2 course in **Equine Studies** is possibly more appropriate.
- Jamie could not decide whether to take Maths and Science A levels or Equine Management. Jamie wants to study biology at university, but would like to specialise in Equine biology. The **Extended Diploma** (with science-based units) would be a good option for Jamie.
- Rowan is undecided. Rowan has a reasonable spread of GCSEs and a Merit in Equine Studies. A maths resit is planned, possibly English as well, to improve the grade. Rowan, a competent rider, thinks a career working with horses is likely but still cannot decide which way to go. A **Foundation Diploma** would provide a good pathway and should offer Rowan the opportunity to transfer to a **Diploma** after one year, once her resits are out of the way and a progression route firmed.

The key is clearly to match learner expectations and abilities with course opportunities and demands. Using personalised learning programmes that may include flexible teaching approaches will help ensure success.

Making contact with employers

The Tech pathway is geared heavily to employment and it is essential that Equine Management courses reflect this through meaningful employer engagement and suitable work experience placements (WEP).

Meaningful employer engagement has been a significant aspect of developing the Equine Management suite of qualifications, with involvement of those working in the equine sector essential to meeting industry needs. Adopting this ethos in course planning and delivery will enhance learner experience and ensure skills and knowledge reflect industry practice. It is essential that meaningful employer engagement is reflected through this qualification.

Meaningful employer engagement

There are many ways meaningful employer engagement can be an integral part of course design and delivery. These include:

- guest speakers
- technical workshops involving staff from local equine businesses
- contribution of ideas to unit assignment/project materials
- opportunities for observation during work experience
- support from local equine business staff as mentors.

Further examples could be:

- Scheduling Vet/BHS inspections to coincide (where possible) with course activities.
- Ensuring planned visits to shows, other yards, specialist centres are targeted to course content and specific learning aims. For example, visiting a rehabilitation centre would be a valuable experience for a course offering *Unit 22: Managing Equine Injuries and Rehabilitation*. It would need justifying if not or if it took place outside the time allocated to *Unit 22*.
- Looking for opportunities for meaningful employer engagement as part of the assessment process in addition to the teaching process. For example, assisting or even directing outside fencing contractors as part of the assessment for *Unit 18: Estates Skills and Grassland Management*.
- Presentations by learners to practitioners in the field. Particularly useful where *Unit 23: Investigative Research Project in the Equine Sector* is part of the course (and usually ensures good quality assessments).
- Developing the resources of the centre for outside events. This would be particularly useful for the learning and assessment needs of *Unit 13: Managing an Equine Event* and *Unit 17: Showjumping and Cross-country Courses*.



Work experience placement (WEP)

Unit 4: Work Experience in the Equine Sector is a mandatory unit across the Equine Management suite of qualifications. The requirements vary as follows:

- Extended Certificate – 75 hours
- Foundation Diploma – 150 hours
- Diploma – 225 hours
- Extended Diploma – 300 hours.

The WEP hours can be achieved through different approaches, **provided they are evidenced**. Ways to fulfil the requirement could include:

- block release during the course timetable
- day release during the course timetable
- holiday placements
- weekend or non-study day placements.

Or a combination of the above. The placement should be an opportunity for assessment for Unit 5 and other units where appropriate, through the use of witness statements. It should also offer opportunities for learners to investigate career opportunities and add breadth, depth or both to their equine skills and knowledge. It should target employability skills.

Employability skills should be targeted as well as the technical skills required for the course. These are detailed in the specification and are summarised below:

- cognitive and problem-solving skills
- intrapersonal skills
- interpersonal skills.

Remember, WEP hours are not counted as part of the GLH for the qualification. They are in addition, since they do not require tutor supervision.

Above all, WEP should be a positive experience for the learner.

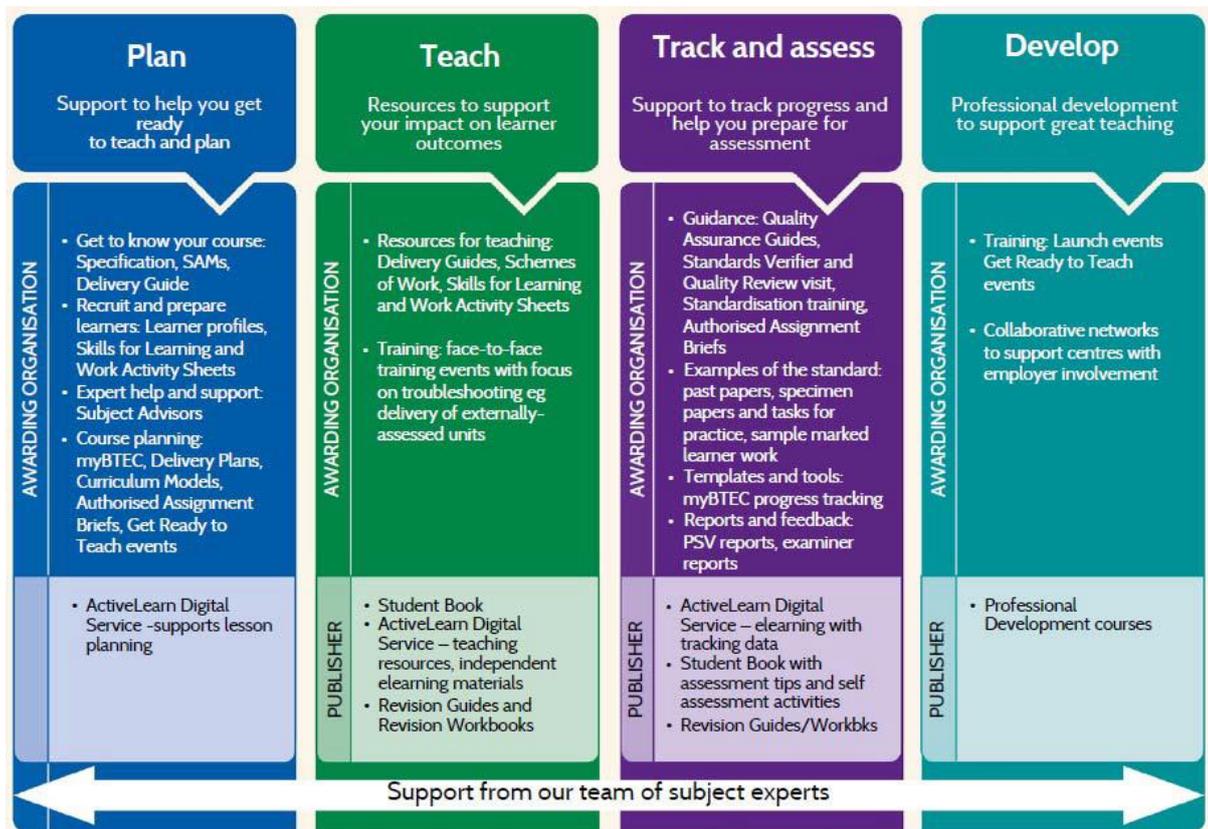
SUPPORT AND RESOURCES

There are a wealth of resources available to ensure that you feel confident delivering your BTEC National qualification throughout your entire course.

All the 'Awarding Organisation' resources can be found on the Pearson Qualifications website [here](#).

As well as the free resources supporting the qualification, provided by Pearson as an Awarding Organisation, Pearson Learning Services ('Publisher' in the tables below) provides a range of engaging resources to support BTEC Level 3 Nationals, including:

- Student books in e-book and print formats
- Revision guides and revision workbooks in e-book and print formats
- Teaching and assessment packs, including e-learning materials via the ActiveLearn Digital Service.



In addition to the 'publisher' resources listed above, publishers other than Pearson may produce textbooks that are endorsed for BTEC. Check the Pearson website (<http://qualifications.pearson.com/en/support/published-resources.html>) for more information as titles achieve endorsement.



There are also a number of people who are available for you to speak to:

- **Standards Verifiers** – they are subject specialists who can support you with ensuring that your assessment plan is fit for purpose and whose role is to confirm that you are assessing your learners to national standards as outlined in the specification by providing quality assurance through sampling.
- **Curriculum Development Managers (CDMs)** – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events.
- **Customer Services** – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Subject Advice

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Training for the new BTEC Level 3 Nationals can be found on the Pearson website here:

<http://qualifications.pearson.com/en/support/training-from-pearson-uk.html>

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