

# Syllabus and Guidelines

The  
British  
Horse  
Society

For candidates preparing for

THE BRITISH HORSE SOCIETY

**STAGE THREE**

Registered Charity Nos. 210504 and SC038516

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BHS Qualifications  
Abbey Park  
Stareton  
Kenilworth  
Warwickshire  
CV8 2XZ

Telephone BHSQ: 02476 840544  
Telephone BHS Education : 02476 840508

Email: [pathways@bhs.org.uk](mailto:pathways@bhs.org.uk) or [enquiries@bhsq.co.uk](mailto:enquiries@bhsq.co.uk)  
Website: [www.bhs.org.uk](http://www.bhs.org.uk) or [www.bhsq.co.uk](http://www.bhsq.co.uk)

25 April 2013 revised to include section on Equine Advanced Apprenticeship

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## **INTRODUCTION**

BHS Qualifications (BHSQ) is an awarding organisation recognised and regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England, SQA Accreditation in Scotland, Qualifications Wales (QW) and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland. BHSQ works in partnership with a variety of organisations to develop and award qualifications for the Equestrian Industry. This ensures BHSQ qualifications are fit for purpose for the sector.

As the awarding organisation, BHSQ is responsible for the processes through which candidates seek and obtain certification for their achievements. BHSQ is responsible for verifying that assessment practice in approved centres is conducted systematically, effectively, securely and to national standards specified within the qualification.

**To achieve this BHSQ has in place:**

- 1. A certification system**
  - This processes candidate enrolment data, issues certificates and keeps long term records of candidates and certificates.
  
- 2. A quality assurance system**
  - This provides criteria and procedures for centre approval and monitoring the ongoing approval of centres to ensure they continue to meet the criteria for approval.
  - This ensures that assessment of candidates against qualification standards is carried out appropriately and in accordance with the terms of accreditation and that assessment is effective, objective and consistent wherever and whenever it takes place.

BHSQ and BHSQ approved centres share an organisational role in ensuring quality assurance. These centres demonstrate they meet a set of required standards. These centres will have a series of policies and procedures in place and these should be made available to learners, these include:

The centre will have documentation in place to support the following:

- Appeals
- Complaints
- Conflict of interest
- Data protection
- Equality and diversity
- Health and safety including risk management
- Internal verification
- Malpractice and maladministration
- Reasonable adjustments
- Special considerations
- Recognition of prior learning
- Safeguarding
- Recruitment and selection
- Whistleblowing
- Registration
- Certification

In addition, approved centres and assessment venues will be required to have appropriate resources to meet the requirements of the specifications and to support learners well.

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Only a candidate, who has been judged to be competent against the assessment criteria, can be certificated for the award. Accurate, successful and effective quality assurance depends on all individuals involved in BHSQ qualifications, having confidence in assessment and verification decisions made. If a learner does not achieve the required standards, there are opportunities for reassessment. The BHSQ approved centre will be able to detail this.

Furthermore when BHSQ issues a certificate to state the learner has successfully achieved this qualification, this should not be taken as an endorsement of suitability of employment or contracting. Normal business practice should take place when recruiting in equine along with any subsequent employment or other activity.

BHSQ has age restrictions stated in its qualifications. These are carefully considered given the nature of equine, especially working with horses. The safety and risk assessment of all, but particularly those under the age of 18, must be carefully considered.

### **How BHSQ uses personal information:**

Personal data is protected under current data protection regulations. BHS Qualifications, as a wholly owned subsidiary of The British Horse Society (BHS), abides by the BHS privacy policy. For more details please refer to the privacy policy detailed on the website:

<https://www.bhsq.co.uk/privacy-and-cookies>

or email [dataprotection@bhs.org.uk](mailto:dataprotection@bhs.org.uk)

**FOR REFERENCE:** these are the regulators definition of the following terms:

### **Total qualification time (TQT)**

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total qualification time is comprised of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for guided learning, and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

### **Credit**

Where a credit value is assigned to a qualification, that value must be equal to one tenth of the total qualification time (TQT) assigned to that qualification, rounded to the nearest whole number.

### **Guided learning hours (GLH)**

The activity of a learner in being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of ‘participating in education or training’ shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

## BHSQ LEVEL 3

# Diploma in BHS Horse Knowledge and Care

### **Purpose**

By successfully completing this qualification learners will demonstrate they meet the required industry standards for caring for stabled and grass-kept horses. Learners will develop their understanding of how to care for horses. This qualification allows learners to progress to BHSQ Level 4 Diploma in BHS Horse Knowledge and Care and to progress into employment.

To successfully complete this qualification it is expected to take 385 hours of learning, training and development. This is known as total qualification time (TQT). The assessment is usually about 3½ hours in duration.

### **Entry Requirements**

- Learners must be a minimum 16 years of age to take this qualification.
- Learners must also be a Gold member of The British Horse Society (BHS).
- Learners must have achieved the BHSQ Level 2 Diploma in BHS Horse Knowledge and Care.
- As the qualification includes practical tasks, learners will benefit from being physically fit.

If a learner is at the appropriate level for entry to this qualification but does not have the specified qualification listed above, please contact [pathways@bhs.org.uk](mailto:pathways@bhs.org.uk) to explore RPL.

If a learner requires any reasonable adjustments or special considerations they should refer to The British Horse Society Reasonable Adjustments and Special Considerations policies and apply as appropriate.

### **Assessment**

Learners will attend an assessment day, where assessment of knowledge and skills required to achieve the qualification will take place.

During this assessment day, learners will be assessed carrying out a series of practical tasks, as well as having professional discussions with assessors. Assessment may be carried out in small groups or on a one-to-one basis with an assessor.

Learners will show the ability to undertake responsibility when looking after horses. Learners will ensure horses, stables, yard and fields are safe and in good order for the horses. Learners will manage their work safely and efficiently, applying skills and knowledge to the care and management of horses through a range of tasks under minimal supervision. They will be able to select and use relevant equipment. They will exhibit competence and autonomy to the level required by industry to enable them to enter into a supervisory position.

This qualification is assessed as pass or fail only.

At all times learners should show courtesy and respect during assessment. Specific details about the assessment day will be sent to learners by the BHS. Learners should carefully note the details of the day.

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**BHSQ Level 3 Diploma in BHS Horse Knowledge and Care** is broken down into two smaller qualifications, and a total of five units.

**BHSQ Level 3 Certificate in Horse Care** (TQT – 265)

UNIT 1 – **Fit Tack and Equipment and Care for the Competition Horse**

UNIT 2 – **Horse Health, Anatomy and Physiology**

UNIT 4 – **Lunge a Fit Horse for Exercise**

**BHSQ Level 3 Award in the Principles in Horse Care** (TQT – 120)

UNIT 3a – **The Principles of Feeding and Fitting Horses**

UNIT 3b – **The Principles of Stabling and Grassland Care for Horses**

### **Equine Advanced Apprenticeship**

BHSQ Level 3 Certificate in Horse Care is a competence qualification within the Horse Care pathway for the Advanced Apprenticeship. Learners who are completing this qualification as part of the apprenticeship framework must show continual assessment over a period of time and on more than one occasion. Learners must complete a record of their on-going training and internal assessment.

BHSQ produce a document to support this process and this will be sent to the learner.

**UNIT 1**

**Fit Tack and Equipment and Care for the Competition Horse (level 3)**

11 credits/65 guided learning hours

**Unit purpose and aims**

The aim of this unit is to provide the learner with the skills, knowledge and understanding to fit tack and equipment to horses for competition and to analyse the consequences of ill-fitting or incorrect tack and equipment. In addition, learners will know the procedures for travelling horses to and from competition. They will understand the after care and welfare of the competition horse. They will be able to work safely and efficiently at all times with minimum supervision. Learners will exhibit a level of skill and autonomy required by industry for career progression to a more senior post, or in order to develop further skills necessary for entry into management or a Level 4 qualification.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to work safely and efficiently	1.1 Use safe handling and working procedures, maintaining health, safety and welfare of self, others and horses at all times 1.2 Maintain a clean working environment for self, others, horses and equipment 1.3 Manage own time efficiently according to industry practice
2. Be able to put on and fit tack and boots for competitions	2.1 Put on and fit a double bridle 2.2 Select, put on and fit tack and boots for cross-country
3. Know and understand how to fit tack for competition	3.1 Justify tack fitted on the horse 3.2 Analyse the consequences of ill-fitting and/or incorrect tack 3.3 Evaluate the use of studs
4. Know and understand the action of a variety of bits in general use for competition	4.1 Identify bits in general use for competition 4.2 Analyse the action of bits in general use for competition
5. Be able to select and put on exercise/schooling bandages	5.1 Select suitable equipment, put on and secure exercise/schooling bandages
6. Know and understand why exercise/schooling bandages are used	6.1 Evaluate the reasons for and against bandaging 6.2 Explain the consequences of poor bandaging
7. Know and understand how to care for a horse after competition	7.1 Explain how to cool down a horse following competition or strenuous exercise 7.2 Describe procedures undertaken following competition or strenuous exercise 7.3 Explain health care implications for the horse for the following 24 hours
8. Know the procedures, legislative requirements and qualifications for travelling horses to and from competition	8.1 Describe the checks to be made on vehicles that are used for transporting horses 8.2 Summarise the equipment to be taken to a competition 8.3 Explain how to load and unload a horse with regards to safety of self, horse and assistants 8.4 Describe loading difficult horses to maintain health, safety and welfare of self, horse and assistants

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### **PROCEDURE FOR ASSESSMENT**

This unit will take approximately 55 minutes and will take place in the stable yard. The assessor will allocate the learner a stable and horse.

The assessor is looking for learners who are confident, work efficiently to industry time scales and standards and demonstrate safe working practices. They should be able to discuss and show a working knowledge of why they have carried out tasks in a particular way.

### **CANDIDATE GUIDANCE – skills and knowledge**

#### **Working safely and efficiently**

Learners will show safe working practice for themselves, the horse and others around them. This will include tying up the horses safely, positioning themselves in a safe but practical position in the stable. Closing stable doors and placing equipment in a safe but convenient location is important. A clean environment will be maintained by skipping out whenever there are droppings.

Learners should work effectively, with the ease that comes from practise. Work should be carried out confidently and efficiently according to industry standards. A perfectly performed, but extremely slow task, would not be considered up to industry standard.

#### **Fitting tack and equipment**

Learners will be asked to tack up a horse for competition and discuss the correct principles for fitting saddlery, including overgirth, and boots. They will be able to discuss why they selected certain pieces of equipment and know the consequences of ill-fitting tack. They will be able to weigh up the advantages and disadvantages of the use of studs.

Learners will be able to fit a double bridle easily and quickly and discuss the fitting with the assessor.

#### **Bits and biting**

Learners will be able to discuss the variety of bits in general use for competition horses, and be able to explain their actions.

#### **Bandaging**

Learners will be asked to put on exercise/schooling bandages, and know their benefits and disadvantages, and explain the consequences of poor bandaging. Wraps may be used.

#### **Care of the horse after competition**

Learners will know how to cool/warm down a horse after strenuous exercise or competition, and know what to do with the horse both immediately afterwards and also in the following 24 hours.

#### **Travelling horses**

Learners will be asked demonstrate and discuss how to check over a lorry or trailer. Learners will discuss the correct procedure for loading, securing and unloading, of both easy and difficult horses, giving consideration to safety of the horse, themselves and assistants. Learners are no longer required to demonstrate loading.

They will know the equipment needed to be taken to a competition.

**UNIT 2**

**Horse Health, Anatomy and Physiology (level 3)**

11 credits/65 guided learning hours

**Unit purpose and aims**

The aim of this unit is to provide the learner with the skills, knowledge and understanding to make evaluations on horse's health, anatomy and physiology. Using the horse in front of them, they will be able to evaluate its conformation and how it may affect its way of going. They will recognise the main superficial muscles of the horse and will understand the structure of the lower limb and foot in order to recognise the causes, symptoms and treatment of abnormalities in the lower limb and foot. In addition the learner will know the structure and functions of the horse's circulatory system and be able to discuss associated problems. The learner will be able to work safely and efficiently with minimum supervision and exhibit a level of knowledge, understanding and autonomy required by the industry for career progression to a more senior post or in order to develop further knowledge and understanding necessary for a Level 4 qualification.

<b>Learner Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1. Be able to recognise good and bad conformation	1.1 Describe the horse's proportions with regard to conformation
2. Understand how conformation may affect a horse's way of going	2.1 Evaluate the horse's conformation and how this may affect its way of going
	2.2 Describe the 'trotting up' procedure
	2.3 Explain the value of the 'trotting up' procedure in assessing the horse's action
	2.4 Describe the horse's posture and action when lame
3. Be able to locate the main superficial muscles	3.1 Locate and name the main superficial muscles of the horse
4. Know and understand the anatomical structure of the lower limbs	4.1 Locate and name the structure of the horse's lower limbs
5. Understand lower limb abnormalities	5.1 Identify and give the causes, symptoms and treatment for abnormalities of the horse's lower limbs
6. Understand the principles for shoeing horses	6.1 Differentiate between good and incorrect foot balance for the shod and unshod horse
	6.2 Summarise how the state of a horse's shoes can indicate its way of going
	6.3 Identify problems which may arise from incorrect foot conformation and balance
	6.4 Identify the purpose and characteristics of shoes and pads
	6.5 Describe the purpose of remedial shoeing and welfare implications

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7. Know the structure and functions of the circulatory and respiratory systems	7.1 Describe the structure and functions of the respiratory system
	7.2 Explain the reasons for changes in the horse's respiration rate
	7.3 Describe the structure and functions of the circulatory system
	7.4 Explain problems associated with the circulatory system
8. Know and understand the treatment of minor injuries and common ailments	8.1 Explain the causes, symptoms and treatment of common ailments
	8.2 Describe how minor injuries can be treated
	8.3 Describe the contents of a well stocked first aid cabinet for horses
	8.4 Describe isolation procedures for horses and when to implement them

### PROCEDURE FOR ASSESSMENT

This unit will take approximately one hour and will take place in a stable yard. There will be a horse to talk about, and to run up in hand if required.

### CANDIDATE GUIDANCE – skills and knowledge

#### Anatomy and physiology

Recognise basic good and bad conformation.

Know the horse's main trunk muscles used to move his limbs and to support and carry the rider.

Know the basic structure of the leg below the knee/hock.

Know the basic outline of the horse's respiratory and circulatory systems.

Recognise basic causes of lameness and know their treatments.

Learners will be required to show an ability to assess basic conformation and how this might affect the horse's way of going and potential for soundness. Using the horse in front of them, learners will be asked to describe and show an understanding of the structure of the leg below the knee and possible ailments. Learners will be required to show an understanding of the functions of the respiratory and circulatory systems, its main parts and what may cause changes in the respiration rate and what problems are associated with the circulatory system.

#### Action

Know the sequence of the horse's footfalls at all gaits; good and faulty action. Learners will be able to describe competence in leading a horse in hand, trotting it up and the reasons for doing so. Learners will have a working knowledge and an understanding of the signs of foreleg and hind limb lameness.

### **The horse's foot and shoeing**

Understand good foot conformation and the effects of poor hoof balance and conformation.

Be able to recognise and explain how shoe wear relates to the horse's movement.

The purpose of remedial shoes and pads and their welfare implications.

Learners should understand and be able to identify the meaning of a well-balanced foot, including hoof-pastern axis and any signs of the horse's health or its way of going from the state of its hooves/shoes. Learners will be asked to describe problems which may arise from any of the above.

Learners should be able to identify and discuss the shoes on the horse in front of them. Learners will be asked to discuss shoes used for performance, pads, special shoes for special cases, such as plain hunter, rolled toe, broad web, natural balance shoe. Learners will also discuss faulty shoeing and consequent ill effects.

### **Horse health**

Know how to treat minor injuries, minor ailments, sickness and lameness; how to prevent them and when to call the veterinary surgeon and what information to give. Learners will be able to describe a well stocked first aid cabinet.

Learners must understand and be able to discuss the principles of sick nursing and isolation procedures.

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### UNIT 3a

#### The Principles of Feeding and Fittening Horses (level 3)

6 credits/39 guided learning hours

#### Unit purpose and aims

The learner will understand the value of a balanced diet for horses. They will understand how to manage stock control, ordering, storage and waste disposal of feedstuffs. The learner will also understand how to get horses fit for medium work. The learner will be able to develop further knowledge and understanding necessary for progression to a Level 4 qualification.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the composition of food and its value in the horse's diet	1.1 Explain the importance of nutrients in the horse's diet
	1.2 Explain what is meant by a balanced diet and give an example
	1.3 Explain why water is important to the horse
	1.4 Outline the value of grass, concentrates and bulk in the horse's diet
	1.5 Identify issues that may affect a horse's diet
2. Understand how to organise a feed room	2.1 Explain the organisation of the feed room to ensure health, safety and welfare
	2.2 Explain the management of feedstuffs - storage, ordering, stock control, waste disposal
3. Understand how to get horses fit	3.1 Explain fittening programmes to get horses fit for medium work
	3.2 Explain the value of using different exercises and gaits for the fittening process
	3.3 Explain how fittening programmes vary for different types of competition
	3.4 Describe exercise routines to maintain fitness levels
	3.5 Describe fitness indicators in the horse
	3.6 Identify issues that may affect a horse's fittening programme

#### PROCEDURE FOR ASSESSMENT

This section will take approximately 55 minutes and is classroom based. A suitable quiet, private room will be provided by the Centre.

### **CANDIDATE GUIDANCE – skills and knowledge**

#### **Feeding and watering**

The learner will understand the value of grass and concentrates and how, together with carbohydrates, proteins, fats and oils, minerals, vitamins, fibre and water they constitute a balanced diet.

#### **The principles of feeding and fittening horses**

Learners must show that they have an understanding of the value of grass and concentrates and the significance of carbohydrates, proteins, fats and oil, minerals, vitamins, fibre and water in the diet. They will have a working knowledge and give examples of bulk to concentrate ratios for maintenance, light and medium work. Learners will discuss what is a balanced diet and give examples for specific types of horses and know what issues may affect a horse's diet.

Learners will be able to explain how to organise, monitor and order stock in the feed store, ensuring welfare, health and safety. They will also know how to deal with waste disposal.

#### **Fittening**

Learners will know the procedures for preparing and looking after fit horses and how to prepare horses for the show ring and other competitions.

Learners will have an understanding of how to fitten a horse or pony for one-day events up to BE 90. They will explain the fittening programme, the work that would be included and what indicates that the horse is fit. Learners will know how to maintain fitness, what problems may affect a fittening programme and how it may differ for show, dressage or show jumping horses.

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### UNIT 3b

#### The Principles of Stabling and Grassland Care for Horses (level 3)

6 credits/39 guided learning hours

#### Unit purpose and aims

The learner will know and understand about the behaviour, care and welfare of horses when stabled or turned out. They will know about different types of stable yard design and construction and about health and safety procedures and relevant legislation. They will know and understand about the management of grassland and pasture for horses. The learner will be able to develop further knowledge and understanding necessary for progression to a Level 4 qualification.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about different types of stable yard design and construction	1.1 Compare the different designs and construction materials for stable yards 1.2 Compare different types of drainage and ventilation 1.3 Evaluate labour saving fixtures and fittings in stables and on yards 1.4 Explain why consideration needs to be given to the specific placement of certain horses on a yard
2. Understand horse welfare and behaviour when stabled	2.1 Explain how to behave in order to gain a stabled horse's confidence 2.2 Explain stereotypical behaviour and its consequences 2.3 Explain ways to control and prevent stereotypical behaviour
3. Know and understand health and safety procedures and relevant legislation	3.1 Summarise current health and safety legislation applicable to stable yards 3.2 Explain the relevant health and safety legislation 3.3 Explain the procedure to be followed in the event of a fire on a yard 3.4 Explain what is meant by the term 'risk assessment'
4. Understand the management of grassland and pasture for horses	4.1 Describe aspects of good and poor grazing 4.2 Outline an annual plan for pasture management 4.3 Evaluate cross grazing
5. Understand horse welfare and behaviour when at grass	5.1 Analyse horse behaviour when turned out 5.2 Analyse the implications for horse welfare when turned out

### **PROCEDURE FOR ASSESSMENT**

This session is classroom based and a suitable quiet, private room will be provided by the Centre.

### **CANDIDATE GUIDANCE – skills and knowledge**

#### **Stable design and construction**

Compare different designs and construction of the stable yard and the advantages and disadvantages of different stable ventilation, drainage and labour saving fittings. The learner will explain why certain horses need to be placed in a particular stable.

#### **Horse behaviour, welfare and behaviour when stabled**

The learner will know how to gain a horse's confidence, recognise undesirable behaviour in the stables, its consequences and how to prevent or control this behaviour.

#### **Health and safety procedures and legislation**

Learners will be able to summarise health and safety rules applicable for stable yards and explain why they are relevant. They will know about 'risk assessment' and fire procedure.

#### **Grassland care**

Learners will have an annual plan for the basic management required to maintain grazing paddocks in a suitable condition. They will have knowledge of the reasons for: harrowing; rolling; topping; fertilizing; and the acreage required per horse. They will also be able to evaluate cross-grazing pasture with sheep or cattle.

#### **Horse welfare and behaviour when at grass**

Learners will know the implications of welfare for horses turned out and be able to analyse the behaviour of horses in the field.

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### UNIT 4

#### Lunge a Fit Horse for Exercise (level 3)

5 credits/33 guided learning hours

#### Unit purpose and aims

Learners will be able to safely, competently and confidently lunge a fit horse for exercise with minimum supervision. They will handle the equipment efficiently and be able to adapt their technique to the temperament of the horse. They will be able to utilise relevant exercises to ensure the horse is well exercised whilst maintaining its level of schooling. Learners will exhibit a level of skill and autonomy required by industry for career progression to a more senior post or in order to develop further skills necessary for a Level 4 qualification.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to promote and maintain a safe working environment	1.1 Maintain health, safety and welfare of horse, self and others at all times
2. Be able to lunge a fit horse for exercise	2.1 Use lunge equipment to good effect
	2.2 Lunge a horse to maintain its level of schooling using suitable exercises
	2.3 Use a technique appropriate for the horse being lunged
3. Understand why and how horses are lunged	3.1 Evaluate the lungeing session
	3.2 Explain the value of lungeing and long reining
	3.3 Explain the importance of rhythm and balance when lungeing horses
	3.4 Explain the importance of the fitting and safety of the lunge equipment used
	3.5 Explain the benefits of the lunge equipment used

#### PROCEDURE FOR ASSESSMENT

This section will take place in an indoor or outdoor arena. The assessor will give the learner a scenario similar to 'You are the only person working this horse today. Show me how you would go about maintaining its fitness and level of schooling'. The learner will then lunge the horse.

#### CANDIDATE GUIDANCE – skills and knowledge

Learners must show an ability to exercise a fit competition horse and use exercises to maintain its level of schooling. Safe and practical handling of the equipment and the horse are of prime importance. The lungeing must be carried out competently, both with reference to the handling of the equipment and the horse. The horse/pony must be on a suitable size circle and must go freely forward. The exercises chosen must be appropriate to maintain that individual horse's level of schooling.

Questions may be asked about the value of lungeing and long reining, on the fitting and safety and benefits of the equipment used, where and how long to lunge. They will also be asked to explain the importance of rhythm and balance when lungeing. Learners will be asked to evaluate how the horse responded to the lunge session. Learners will have approximately 15 minutes to show competence.

## BHSQ LEVEL 3

# Diploma in BHS Riding Horses

### **Purpose**

By successfully completing this qualification learners will demonstrate they meet the required industry standards for riding horses on the flat and over fences. Learners will develop their understanding of riding horses. This qualification allows learners to progress to BHSQ Level 4 Diploma in BHS Riding and Training Horses and to progress into employment.

To successfully complete this qualification it is expected to take 550 hours of learning, training and development. This is known as total qualification time (TQT). The assessment is usually about 2 hours in duration.

### **Entry requirements**

- Learners must be a minimum 16 years of age to take this qualification.
- Learners must also be a Gold member of The British Horse Society (BHS).
- Learners must have achieved the BHSQ Level 2 Diploma in BHS Riding Horses.
- As the qualification is practical in nature, learners will benefit from being physically fit.

If a learner is at the appropriate level for entry to this qualification but does not have the specified qualification listed above, please contact [pathways@bhs.org.uk](mailto:pathways@bhs.org.uk) to explore RPL.

If a learner requires any reasonable adjustments or special considerations they should refer to The British Horse Society Reasonable Adjustments and Special Considerations policies and apply as appropriate.

### **Assessment**

Learners will attend an assessment day, where assessment of knowledge and skills required to achieve the qualification will take place.

During this assessment day, learners will be assessed riding at least four horses (two on the flat and two jumping), as well as having professional discussions with assessors. Assessment may be carried out in small groups or on a one-to-one basis with an assessor.

Learners will show a balanced independent seat and feel for their horses, and have an appreciation of the horse's strengths and weaknesses. They will school the horses and ride them according to their needs. They will understand how their horses have worked and the basic principles of training. The learner will also understand how to evaluate and progress horses' work.

Learners will know and be able to ride and work a variety of horses to Novice Dressage level. They will be able to utilise a plan of work including transitions and exercises to maintain the horse's way of going. They will be able to build up a rapport and respect for the horse. The learners will refine the co-ordination of aids, feel, suppleness and understanding of the horse's way of going in order to develop the skill of riding.

In addition learners will be able to ride horses over a course of show jumps and a cross-country course in a confident, secure, balanced and independent position. The learners will demonstrate effective management of the horse's welfare.

Learners who fail the Flat unit will be withdrawn from the assessment and not continue to the jumping unit. Learners who fail the show jumping will be withdrawn and not continue to the cross-country. Only learners who are sufficiently competent controlling the horse and their own balance and security in the saddle, will progress to the cross-country section of the

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assessment. Learners may be withdrawn from the riding at any time. It is the responsibility of the assessors to make these decisions.

This qualification is assessed as pass or fail only.

At all times learners should show courtesy and respect during assessment. Specific details about the assessment day will be sent to learners by the BHS. Learners should carefully note the details of the day.

**BHSQ Level 3 Diploma in BHS Riding Horses** is split into two units. In order to progress to the Jumping unit learners must have passed the Flat unit.

**FLAT – Ride Horses on the Flat**

**JUMPING – Ride Horses over Fences**

The Flat unit is also a qualification in its own right - **BHSQ Level 3 Certificate in Riding Horses on the Flat** (TQT – 275).

### **Equine Advanced Apprenticeship**

BHSQ Level 3 Certificate in Riding Horses on the Flat is a competence qualification within the Horse Care pathway for the Advanced Apprenticeship. Learners who are completing this qualification as part of the apprenticeship framework must show continual assessment over a period of time and on more than one occasion. Learners must complete a record of their on-going training and internal assessment.

BHSQ produce a document to support this process and this will be sent to the learner.

**FLAT**

**Ride Horses on the Flat (level 3)**

28 credits/169 guided learning hours

**Unit purpose and aims**

The learner will be able to ride and work horses to 'Novice Dressage' level, showing a secure, supple, independent and balanced position. They will have a degree of 'feel' that recognises the level of the horse's way of going. They will be able to utilise a plan of work including transitions and exercises to maintain the horse's way of going. They will build up a rapport and show respect for the horse being ridden. The learner will also understand how to evaluate and progress the horse's work. The learner will be able to work safely and efficiently with minimum supervision and will exhibit the autonomy required by the industry for career progression to a more senior post or in order to develop further skills, knowledge and understanding necessary for a Level 4 qualification.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to ride and work horses effectively in walk, trot and canter, with and without stirrups	1.1 Walk, trot and canter maintaining a balanced, independent and supple seat, with and without stirrups 1.2 Ride the horses forward into a receiving hand 1.3 Use fluent and co-ordinated natural and artificial aids to prepare for and ride transitions and exercises including moving away from the leg to maintain the horses quality of work 1.4 Ride to a appropriate plan of work for the horse being ridden
2. Be able to ride and work horses independently within a group	2.1 Abide by the rules of the school when riding with others in open order 2.2 Show consideration for and awareness of others when riding
3. Be able to ride and work horses sympathetically	3.1 Respect the horse and build up a rapport when riding 3.2 Ride and work in harmony with the horse 3.3 Ride and work the horse within its capabilities
4. Know and understand the training of the horse to 'Novice Dressage' level	4.1 Explain the basic principles of training horses 4.2 Draw conclusions about the ridden horse's way of going 4.3 Suggest suitable exercises for the continuation of the horse's work

## Stage 3

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### **PROCEDURE FOR ASSESSMENT**

This section will take place in an enclosed arena. A commander will explain the work required and offer assistance if required.

The horses will be ridden in open order, and the riders will have some discretion about the school figures and in which order they are ridden. During the riding the learners will be asked to discuss one or both of the horses with the assessor.

Unfortunately due to Health and Safety requirements learners who do not achieve the standard of riding required during the flat work will not be allowed to continue to the jumping section.

### **CANDIDATE GUIDANCE – skills and knowledge**

Learners must be able to ride in open order, abiding by the rules of the school whilst showing consideration for other riders. They should be fit enough to ride actively for up to an hour without stress.

Learners must ride effectively yet sympathetically, while maintaining a balanced, correct and supple seat at all gaits, both with and without stirrups. Learners should ride the horses forward into a receiving hand, to allow the horse to work correctly. Apply correct influences and smooth application of the aids with a clear understanding of the reasons for them. Ride horses forward in good form through transitions, turns on/about the forehand, leg-yielding, and if appropriate, show lengthening and shortening of strides at all gaits.

Learners will understand the value of school exercises in the mental, muscular and gymnastic development of the horse, so each individual horse is ridden to an appropriate plan, creating harmony between horse and rider. The assessor will expect to see the horses working happily in good form to their capabilities.

Learners will talk about how the horse went, following the basic principles of training, which should show an understanding of the Scales of Training. They will then suggest further exercises to continue that particular horse's work.

### **SUGGESTED RIDING PLAN FOR STAGE 3 FLAT WORK**

#### **First horse**

Work to establish good rhythm and balance in all three gaits.

At some stage quit and cross your stirrups, retake after a few minutes and continue.

#### **Second horse**

After gaining a brief feel of your horse's way of going, work to improve the quality of your horses transitions to and from the canter.

After gaining a brief feel of your horses way of going, assess the horse through turns on, turns about the forehand and leg yielding, and then work to improve.

Riders to work both horses individually (depending on the size of the school, learners may be told when to change the rein or allowed to work on either rein as they wish).

All rules related to working individually must be clarified at the beginning of the session.

Approximately 20 minutes per horse followed by a 'brief discussion' with the assessor about the horse and its way of going.

### EXTRA SUITABLE EXERCISES

At the discretion of the chief assessor, other exercises may be substituted, deleted or added, as long as individual riding remains and the requirement is covered.

1. Work on the transitions to halt and two-three steps of rein back.
2. Figure of eight – rising and sitting trot – showing lengthened strides.
3. Use leg yielding and canter work with your horse; you will be told when to change the rein.
4. Develop your work in canter – use your knowledge and common sense to produce the best transitions possible – do not canter past the other riders unless you have plenty of room.
5. Develop the canter work and use large circles at either end of the school; (possible exercise – left circle one end, right circle at the other end; change to opposite circle through trot, when there is space to do so).
6. Ride your horse to find out his response to the aids; work towards some turns on the forehand.
7. Divide into two 20 metre circles; one to three and four to six in walk; decrease circles to 12 metres; on command one and four yield to 20 metre circle, trot, canter, canter twice around large circle – trot – walk, return to 12 metre circle; repeat for numbers two and five; change rein out of circle at "X" and repeat on other rein.
8. Ride half 20 metre circle across the school, making a transition to halt on the centre line – rein back two or three steps – forward to trot.
9. Centre line in walk; track left or right; make eight metre circle in corner – ride towards "X", just inside "X" ride eight metre circle outwards; leg yield to quarter marker, inwards eight metre circle and again up centre line.
10. Ride down centre line in trot – at "C" track left or right; turn down centre each time you arrive at "C" – develop to riding 10 metre circles – from centre line, in corners or on long side, when possible develop some lengthened strides from your small circles.
11. Form ride on "FK" and "MH" line facing "BE" line; individually ride two 20 metre circles in canter, making change of leg through trot; take enough time to make good transitions – you may repeat your circles if you wish – show two changes of canter lead.

## Stage 3

### JUMPING

#### Ride Horses over Fences (level 3)

27 credits/169 guided learning hours

#### Unit purpose and aims

The learner will be able to prepare for and ride horses over a course of show jumps up to 1m/3ft 3ins and a cross-country course up to 90cm in a confident, secure, balanced and independent position, with due consideration for the horse's welfare. The learner will also understand how to evaluate and progress the horse's work. The learner will be able to work safely and efficiently with minimum supervision and will exhibit the autonomy required by the industry for career progression to a more senior post or in order to develop further skills, knowledge and understanding necessary for a Level 4 qualification.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to walk show jumping and cross-country courses	1.1 Walk a route suitable for riding a show jump course and a cross-country course giving due consideration to the state of going and external influences
2. Be able to ride in preparation for jumping including a grid of fences	2.1 Ride with confidence in a secure, balanced and independent position with due consideration for the horse's welfare.
	2.2 Carry out suitable warm-up exercises for jumping taking ground, weather conditions and other riders into account
	2.3 Ride correct approaches to the grid
	2.4 Ride with rhythm and balance
3. Be able to ride over a course of show jumps (up to 1m/3ft 3ins)	3.1 Ride with confidence in a secure, balanced and independent position with due consideration for the horse's welfare.
	3.2 Ride correct approaches to fences
	3.3 Ride with rhythm and balance
4. Be able to ride over a cross-country course (up to 0.9m/3ft)	4.1 Ride with confidence in a secure, balanced and independent position with due consideration for the horse's welfare
	4.2 Carry out suitable warm-up exercises for riding cross-country taking ground, weather conditions and other riders into account
	4.3 Ride with pace, rhythm and balance
	4.4 Ride correct approaches to fences
5. Understand how to evaluate and progress a horse's work	5.1 Describe the ridden horse's way of going
	5.2 Evaluate it's performance
	5.3 Suggest suitable exercises for the continuation of the horse's work

### **PROCEDURE FOR ASSESSMENT**

Learners will be required to walk the course of show jumps and cross-country course prior to the exam briefing.

This section may take an hour, depending on the layout of the centre's facilities, and the numbers jumping. There will be a commander to run the session and help the learners if needed. Learners will usually ride two horses in this section.

The show jumping section will take place in an enclosed area. Following the working in of the horses the learners will jump a single fence that is gradually built into a grid of three fences. Each learner will then jump the show jumping course. The course will either be numbered or a course of the learners choosing. The show jumping course will include a double of one or two non-jumping strides.

The learners then move to where the cross-country takes place. Time is allowed to get to know and work in a new horse, a small practice cross-country fence will be jumped and then the learners jump cross-country course individually. **Body protectors are mandatory for cross-country.**

### **CANDIDATE GUIDANCE – skills and knowledge**

Learners will have walked the show jumping course and the cross-country course so they can ride a flowing track at a suitable speed, have given consideration to the going and whether they are riding/jumping up or down hill.

Learners will show a suitable warm up routine, taking into consideration other riders and the weather.

They will ride effectively yet sympathetically, ensuring the horse works in rhythm and balance, and makes correct approaches to the grid. They will maintain a balanced, correct and supple and independent position at all gaits, and when jumping a grid of fences.

Learners will ride with confidence over show jumps up to 1m (3ft 3in) while maintaining a balanced, correct, supple and independent seat at all gaits and over the fences. They must ride the horses to allow rhythm and balance and correct approaches to the fences. This will allow consideration for the horse's welfare.

Whilst warming up for the cross-country learners must be aware of the other riders, the going and the weather conditions. Learners must ride with confidence and effectively, showing a balanced secure and independent position, both over fences and undulating terrain. They will ride with pace suitable for the going, ensure the horses show rhythm and balance and correct approaches to the fences. The cross-country fences are up to 0.91m (3ft).

Learners will be able to describe how the horses have worked and jumped and whether or not they liked the way the horses went and how the horse jumped in relation to the way in which the course walked. They will suggest exercises to continue the horse's work.

**CANDIDATES WHO ARE NOT CONSIDERED SUFFICIENTLY COMPETENT WITH REGARD TO THEIR EFFECTIVE CONTROL OF THE HORSE AND THEIR OWN BALANCE AND SECURITY WILL BE WITHDRAWN AT ANY TIME.**