

# Syllabus and Guidelines

The  
British  
Horse  
Society

For candidates preparing for

THE BRITISH HORSE SOCIETY

**STAGE FOUR**

Registered Charity Nos. 210504 and SC038516

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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 4 Diploma in BHS Horse Knowledge, Care and Management

### **Purpose**

By successfully completing this qualification learners will be able to take full responsibility for managing an equestrian business, working alone and unsupervised. They will understand the insurance requirements, accident and incident reporting, relevant health and safety legislation, yard security and yard and stable construction and design. In addition, learners will be able to plan the maintenance of yard facilities. They will be able to implement annual grassland maintenance programmes. On achieving this qualification learners will be able to progress to higher level qualifications, qualifications of a similar level in another sector, employment in a managerial position and/or freelance work.

To successfully complete this qualification it is expected to take 401 hours of learning, training and development. This is known as total qualification time (TQT). The assessment is usually about 4 hours in duration.

### **Entry Requirements**

- Learners must be a minimum 18 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 3 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 demonstrate good practice when caring for horses, ensuring safety at all times. Good practice will be consistent. Learners will implement safe and efficient practices for any horse and be able to adapt to a wide range of situations. They will exhibit competence and autonomy to the level required by industry to enable them to enter into a management 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 4 Diploma in BHS Horse Knowledge, Care and Management** is broken down into two smaller qualifications, and a total of five units.

**BHSQ Level 4 Certificate in Horse Care and Management** (TQT – 157)

UNIT 1 – **Fitting and evaluating specialist tack and equipment for horses**

UNIT 2 – **Assessing conformation and health in horses**

**BHSQ Level 4 Certificate in The Principles of Horse Care and Management** (TQT – 244)

UNIT 3 – **Principles of nutrition and fittening horses**

UNIT 4 – **Principles of managing an equestrian business**

UNIT 5 – **Principles of horse physiology**

**UNIT 1**

**Fitting and Evaluating Specialist Tack and Equipment for Horses (level 4)**

8 credits/35 guided learning hours

**Unit purpose and aims**

The learner will be able to select, fit and provide an in depth evaluation of specialist tack and equipment for a variety of horses in a variety of disciplines.

<b>Learner Outcomes</b>	<b>Assessment Criteria</b>
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 Discuss methods of restraint to ensure safety of horse and handler 1.4 Manage own time efficiently according to industry practice
2. Select, evaluate and critically compare specialist tack and training aids	2.1 Select tack and training aids for specialist disciplines and/or individual horse requirements 2.2 Demonstrate the fitting of specialist tack 2.3 Evaluate, in-depth, the purpose and fit of the tack 2.4 Evaluate, in-depth, the merits of a variety of bits
3. Select, fit and evaluate leg protection	3.1 Select, fit and evaluate leg protection
4. Understand and demonstrate modern bandaging techniques	4.1 Critically analyse up-to-date bandaging methods 4.2 Select, fit and evaluate knee or hock bandages

**PROCEDURE FOR ASSESSMENT**

This section of the exam will take approximately one hour. Learners will evaluate and apply a variety of tack and equipment employed in the training and use of horses in a variety of disciplines and health care.

**CANDIDATE GUIDANCE – skills and knowledge**

**Tack**

Learners should be conversant with all tack in use for competitions, schooling, breaking and backing. Tack should be checked for condition and safety as well as fit. Any tack may have to be fitted which is appropriate to competition or schooling to Elementary Dressage, Novice Horse Trials including two/three day events, Endurance riding and Show Jumping up to Newcomers. Learners should work with a sound methodology and show experience with a thorough knowledge of fitting all tack. At this level learners must be efficient and, therefore, not slow. The order of checking the tack, fitting the saddle then putting it on, with whatever equipment is necessary – such as a numnah, weight cloth, breast plate, martingale, over girth, exercise bandages and bridle should be well thought out. Sound reasons should be given for the tack and equipment selected from the equipment provided.

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### **Bits and biting**

Various bits will be discussed. Their names and actions should be given, together with their suitability for various purposes. The common rules on bits and tack for the equestrian disciplines should be known.

### **Structure of the mouth**

Learners should have a good knowledge and be able to discuss the actual mouth of the horse they are handling, showing care and competence in doing so. In any task where the mouth is to be inspected, the horse must be untied as a matter of safety.

### **Boots and bandages**

Suitable boots, bandages or other protection will be applied for given situations. The reasons for the choice should be from knowledge and experience, and the application efficient. Taping is also expected in some circumstances. As well as exercise bandages the learner should be efficient in applying 'figure of eight' knee and hock bandages and their alternatives, such as tubular bandages. Where stable bandages are appropriate, such as with a figure of eight, they should be applied.

**UNIT 2**

**Assessing Conformation and Health in Horses (level 4)**

8 credits/35 guided learning hours

**Unit purpose and aims**

The holder will be able to analyse a horse's static confirmation and evaluate its potential use. They will be able to identify a horse's strengths and weaknesses, asses it for soundness and identify potential causes of lameness. They will be able to apply specific foot problems to remedial shoes.

In addition they will be able to judge the development of muscles, tendons and ligaments on a horse, summarise the common forms of injury and describe procedures for their repair.

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 Discuss methods of restraint to ensure safety of horse and handler 1.4 Manage own time efficiently according to industry practice
2. Analyse static and dynamic conformation of the horse with regard to performance	2.1 Evaluate a horse's potential use 2.2 Draw conclusions on a horse's conformational strengths and weaknesses 2.3 Evaluate a horse's physical condition include temperature, pulse or respiration 2.4 Critically analyse a horse for soundness, gait and athletic ability 2.5 Critically analyse the balance of a horse's feet 2.6 Identify a selection of remedial shoes and how they would be used in the equine rehabilitation of horses 2.7 Observe a horse 'trotting-up' and analyse its dynamic action 2.8 Discuss the use of flexion testing as an aid to assessing soundness
3. Analyse the use of muscles, tendons and ligaments on a horse with reference to locomotion and gait	3.1 Explain the functions of different muscle groups 3.2 Differentiate between muscles, tendons and ligaments on the skeletal frame 3.3 Summarise the common forms of injury to tendons and ligaments

**PROCEDURE FOR ASSESSMENT**

This section of the exam will take approximately one hour.

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### CANDIDATE GUIDANCE – skills and knowledge

#### **Horse assessment**

The section involves examining a horse (or horses) for an assessment of age, type, condition, conformation, action, seats of ailments and soundness/lameness. The temperature, pulse and respiration may have to be taken. The function of muscles, tendons and ligaments will be discussed and their development on the horse which is being examined. A considerable knowledge is expected but it must relate to the horse in question. Learners should recognise clean legs and the various lumps and bumps that may arise with work and from conformation defects. They should know whether the problems they find, on examining the horse, are apparently old or new and whether likely to cause problems or not. They should recognise stiffness and lameness in the fore and hind limbs and have clear ideas on when to work, when to rest and when to call a vet. The shape and structure of the foot, the foot balance and any problems found should be discussed.

As in unit one the handling of the horse(s) is taken into consideration. A sound examination is essential, bearing in mind that once a learner is experienced it is not a lengthy process. The limbs are not the only place to examine. Often more than one learner may be examining the horse so learn to work with others. Make sure you observe the horse as it comes out of the box as that can tell you a great deal. When trotting the horse up consider the safety of the situation: bridle, gates onto roads, suitable area and going, safety of handler. Brief the handler before commencing and then observe the horse carefully the whole time. Make clear practical comments on action and soundness. Re-examine as necessary. Communicate clearly with the handler. The process of flexion tests should be fully understood including current arguments for and against.

#### **Shoeing**

A selection of remedial shoes may be discussed. Be ready to offer extra or different information to that given by another learner. This must be done in a way that is polite to other learners.

#### **Methods of restraint**

The various methods of restraint should be known and shown with due regard for the horse and personal safety. A knowledge of why, when and how is expected and what may go wrong.

**UNIT 3**

**Principles of Nutrition and Fitting Horses (level 4)**

7 credits/30 guided learning hours

**Unit purpose and aims**

The holder will be able to categorise levels of fitness for horses in a variety of work, develop programmes and plans to fatten and maintain fitness in horses, including critically comparing suitable diets for horses. They will be able to describe and summarise the causes of dehydration in horses and how this may be prevented.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Differentiate and classify the nutritional components of feed stuffs	1.1 Evaluate the nutritional components of feedstuffs 1.2 Critically compare the nutritional value of feedstuffs to the requirements of different horses and their specialised needs 1.3 Detail the vitamin and mineral content of feed stuffs 1.4 Critically compare suitable diets for different horses in a range of work 1.5 Identify the physiological and metabolic conditions and biological effects on horses as a consequence of poor nutrition/inbalanced diet 1.6 Explain how to organise resources and staff to ensure safe and efficient feeding regimes
2. Summarise the symptoms, incidence and prevention of dehydration	2.1 Describe the symptoms of dehydration 2.2 Summarise the causes of dehydration 2.3 Detail how to prevent dehydration
3. Differentiate between the requirements of fitting programmes for performance horses	3.1 Critically compare levels of fitness for horses in a variety of work and how these may affect the horse's behaviour 3.2 Differentiate between fitting programmes for horses in a variety of work 3.3 Develop a plan to maintain fitness levels for a variety of horses and explain how to manage and evaluate this 3.4 Critically analyse post performance procedures

**PROCEDURE FOR ASSESSMENT**

This section of the exam will take approximately 20-25 minutes. Learners will be expected to have knowledge of the subjects which allow them to give practical answers on the topics. Often learners speak with some depth but fail to give answers to the actual question, or points that appear to lack any practical background are put forward.

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

#### **Feeding and nutrition**

As an example on feeding, learners may be asked what feedstuffs they would use when they have a variety of horses in their yard including an event horse and two-year-olds. The total number of horses is ten and other than those mentioned the horses are mature and in medium work.

On the surface it is an easy enough question to answer, as there are so many possibilities that it is almost impossible to be wrong! In practice a good depth of knowledge on feeding for performance, growth and condition is required. Costings to ensure business viability, knowledge of storing feedstuffs and buying in small or large quantities; pros and cons of buying hay/haylage in bulk or as required; pros and cons of feeding compound feeds or straight feeds. The points should be put forward clearly with reasons. The answers must come from the experience of feeding horses of varying ages and types and for different work throughout the year, as well as from a sound knowledge of the values and uses of the wide range of feedstuffs available.

#### **Dehydration**

Learners should have a sound working knowledge of the progressive symptoms of dehydration and its causes. They should have a sound knowledge of how to avoid dehydration.

#### **Fittening and conditioning**

Learners should be able to give clear information on the fittening procedures, principles and plans for getting horses fit for competition or other work. The emphasis may be on the endurance and fast work for BE Novice events, or Endurance rides. It may be the work for Show Jumpers up to and including Newcomers, Dressage Horses (BD Elementary), Show Horses or Stage 4 School Horses. All have fitness requirements which vary and need understanding if they are to be happy and successful.

**UNIT 4**

**Principles of Managing an Equestrian Business (level 4)**

7 credits/35 guided learning hours

**Unit purpose and aims**

The holder will understand how to manage an equestrian business, including insurance requirements, accident and incident reporting, relevant health and safety legislation, yard security and yard and stable construction and design.

In addition they will know how to develop a plan to maintain yard facilities and develop annual grassland maintenance programmes. They will also know how to supervise staff effectively.

<b>Learner Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1. Understand how to manage an equestrian business	1.1 Detail the insurance required for an equestrian business 1.2 Clarify the importance of reporting accidents and incidents 1.3 Justify the importance of effective communication and customer care 1.4 Explain current legislation and how it relates to the management of an equestrian business
2. Understand how to manage an equestrian yard	2.1 Summarise relevant Health and Safety Legislation and how to manage its implementation 2.2 Analyse potential risks to horses' health and well being and discuss how staff can be managed to minimise bio security risks 2.3 Critically analyse modern worming techniques 2.4 Explain and analyse the advantages and disadvantages of security systems available for yards 2.5 Critically compare yard design and stable construction for a variety of equestrian uses 2.6 Explain how to supervise staff and maintain a positive working environment
3. Understand how to manage equestrian facilities	3.1 Develop a plan to maintain facilities and discuss how to manage this and utilise staff effectively 3.2 Summarise an annual grassland maintenance programme including how to improve grassland quality 3.3 Summarise how to maintain artificial surfaces

**PROCEDURE FOR ASSESSMENT**

This section of the exam will take approximately 20-25 minutes. Learners will be expected to have knowledge of the subjects which allow them to give practical answers on the topics. Often learners speak with some depth but fail to give answers to the actual question, or points that appear to lack any practical background are put forward.

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

#### **Business and yard management**

The required insurance policies that must be held by a business as well as the optional ones will be discussed, including:

- Public Liability
- Employers Liability
- Personal Accident
- Buildings
- Contents
- Horses
- Tack
- Vehicles

The reporting of accidents and incidents with the reasons behind their need will also be discussed. The value of effective communication with staff and clients, and the importance of customer care and how these can be implemented will play an essential part in this discussion.

Learners must be able to offer ideas on how staff can be successfully supervised and a positive working environment encouraged.

How all aspects of equestrian facilities, buildings, grassland and surfaces can be successfully maintained and how staff can be utilised in these tasks will be discussed.

#### **Health and Safety**

Learners will be expected to understand Health and Safety legislation that is central to running an equestrian centre and the implications for the business. Biosecurity measures to ensure the health and well being of staff and horses will be looked at.

#### **Worming**

Learners should be able to talk about worming techniques, current thinking and the ways in which these can be implemented. These should come from practical knowledge and experience.

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

A knowledge of how easy or not various types of yards are to work in and manage is required. The size, planning and facilities should be discussed in relation to efficiency. Again this should come from practical experience and this will include the variety of security systems available. Comfort, care of the horse and maintenance should be considered in respect of size, materials used, flooring, roofing, and so on. Barns, schools, fields and accommodation should be considered.

#### **Grassland management**

Learners should be able to discuss from experience and have a depth of knowledge regarding the on-going management, maintenance, improvement and regeneration of grazing land.

**UNIT 5**

**Principles of Horse Physiology (level 4)**

10 credits/50 guided learning hours

**Unit purpose and aims**

The holder will understand the physiological systems of the horse and how different regimes will affect its behaviour at various stages of its development. They will be able to analyse the well being of a foal pre and post birth and be able to differentiate the health requirements for horses of all ages, including the brood mare. In addition they will be able to classify the information required when taking charge of mares during gestation.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the physiological systems of the horse	1.1 Explain the functions of the physiological systems of the horse
2. Understand how a horse's regime may affect its behaviour and performance	2.1 Compare various regimes for horses and analyse their advantages and disadvantages 2.2 Summarise problems which can arise when box resting a horse 2.3 Suggest a management regime to offset problems which can occur as a result of box rest 2.4 Scrutinise a competition horse's regime and review to ensure maximum performance
3. Summarise a horse's requirements at various stages of its development	3.1 Analyse the health requirements for the well being of a foal pre and post birth 3.2 Differentiate the health requirements between a horse under and over 4 years of age and the veteran horse 3.3 Critically compare the care of the brood mare with other horses 3.4 Summarise the information required when taking charge of mares during gestation

**PROCEDURE FOR ASSESSMENT**

This section of the exam will take approximately 45 minutes. In this unit the subjects are: the systems of the horse's body; breeding and the care of brood mares and foals, and the care of sick, lame and competition horses with particular emphasis on how the horse's regime may affect its behaviour and performance.

**CANDIDATE GUIDANCE – skills and knowledge**

**Systems of the body**

Anatomy and physiology – physiology is the science of the normal functions of the horse's body and its parts, learners must appreciate that the systems of the horse are inter-dependent upon each other to produce good health. Learners will need to have the knowledge to recognise when all functions are working satisfactorily, and the awareness and experience to recognise malfunction and its relative importance and effect upon the horse's well-being. Learners must have made an effort to learn the systems of the horse's body. Many learners fall down in this area because they do not take the time to learn what can be complicated and difficult.

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### **Care of sick or lame horses**

It would be surprising if a learner had no opinions on the feeding of Coarse Mix in Unit 3, but answers are not infrequently given that are ten or more years out of date on the care of Laminitis, Navicular and Ringworm for instance. Worming knowledge and drugs have improved also, so learners must have an up-to-date knowledge. Learners should have clear ideas on handling euthanasia whether their own, a livery or a school horse.

### **Psychology and behaviour**

The behaviour of horses may be linked to the feeding and fittening points raised or be separate questions.

### **Breeding**

When and when not to attempt to breed from a mare will be discussed with benefits and disadvantages. Learners must be able to talk about all aspects of broodmare care including covering, scanning, gestation and birth and the information required if looking after a broodmare for a client. The health requirements and care of the foal pre and post birth and up to four years of age will be discussed and compared with the health requirements of the old horse. It is suggested that if learners do not have regular access to facilities that provide practical experience in this area, they make an effort to spend some time at a facility that does.

## BHSQ LEVEL 4

# Diploma in BHS Riding and Training Horses

### Purpose

By successfully completing this qualification learners will be able to assess the performance of the horse constructively, offering areas for development. They will give accurate schooling methods. Learners will also lunge a horse for improvement. On achieving this qualification learners will be able to progress to higher level qualifications, qualifications of a similar level in another sector, employment and/or freelance work.

To successfully complete this qualification it is expected to take 637 hours of learning, training and development. This is known as total qualification time (TQT). The assessment is usually about 4 hours in duration.

### Entry Requirements

- Learners must be a minimum 18 years of age.
- Learners must also be a Gold member of The British Horse Society (BHS).
- Learners must have achieved the BHSQ Level 3 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 demonstrate good practice when riding horses. Good practice will be consistent. Learners will be able to adapt to a wide range of situations and demonstrate their understanding of competition riding and training. The learner will be able to assess, develop and evaluate the horse's way of going, relating the assessment to the Scales of Training. When lunging for improvement, learners will understand gaits, outline and carriage, straightness, suppleness, willingness and so on. They will also understand long reining.

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 assessment. Learners may be asked to withdraw 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.

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**BHSQ Level 4 Diploma in BHS Riding and Training Horses** is made up of three units. The Flat and Lunge units are also smaller qualifications in their own right. In order to progress to the Jump unit learners must have passed the Flat unit.

**BHSQ Level 4 Diploma in BHS Riding and Training Horses** (TQT – 637)

LUNGE – Lunge a Horse for Improvement

FLAT – Ride Horses on the Flat

JUMP – Ride Horses over Fences

**BHSQ Level 4 Award in Lunge a Horse for Improvement** (TQT – 81)

LUNGE – Lunge a Horse for Improvement

**BHSQ Level 4 Certificate in Riding Horses on the Flat** (TQT – 283)

FLAT – Ride Horses on the Flat

**FLAT**

**Ride Horses on the Flat (level 4)**

28 credits/170 guided learning hours

**Unit purpose and aims**

The learner will be able to ride and assess horses up to Elementary Level. They will be able to develop a plan to improve the horse's way of going. They will also be able to utilise appropriate exercises to develop the horse's progressive way of going and critically evaluate the work undertaken.

In addition they will be able to analyse the Scales of Training and provide in depth explanations, analysis and solutions on training horses on the flat.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the training of horses from birth to riding away	1.1 Evaluate the methods of training horses from birth to riding away 1.2 Summarise the benefits of showing young horses in hand
2. Understand the Scales of Training	2.1 Analyse the Scales of Training 2.2 Interpret rhythm, suppleness, contact, impulsion and tempo
3. Understand a horse's athletic development from riding away to competition at Elementary Level	3.1 Clarify how to progress a horse's mental and physical development through training, including shoulder-in, rein back and counter canter 3.2 Summarise types of problems experienced and suggest methods to overcome them 3.3 Critically compare training methods to develop a horse's athletic ability for a variety of competitions
4. Ride and assess horses up to Elementary Level	4.1 Maintain health, safety and welfare of horse, self and others at all times 4.2 Ride in a well balanced, effective and influential position, showing leg to hand co-ordination 4.3 Assess and evaluate the horse's way of going 4.4 Relate the assessment to the Scales of Training
5. Develop the horse's way of going	5.1 Develop a plan to improve the horse's way of going 5.2 Utilise relevant school movements to develop the horse's way of going progressively 5.3 Evaluate the work undertaken 5.4 Discuss a training plan to develop the horse's athletic ability for future performance

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### **PROCEDURE FOR ASSESSMENT**

Learners will ride two horses and discuss the quality of the work produced. The section lasts for approximately 50 minutes. The horses may be in snaffle or double bridles. A brief is given for each horse and the learners work entirely to their own plan. They must establish the best work that they can to enable a thorough assessment to be given in discussion. A ridden assessment of the horses will be carried out before the exam.

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

#### **Riding on the flat**

Learners should clearly understand the requirements of a dressage horse from BD Preliminary up to and including BD Elementary level. The trueness and quality of each gait should be discovered, as well as the transitions from gait to gait and within each gait, where applicable, to the standard of work. The outline, balance, straightness and suppleness should be discovered and an understanding of these points should lead to a clear verbal assessment. Learners should be able to link their assessment to the Scales of Training.

It is essential to ride the horse to achieve the best from the basic gaits and way of going. Lateral work and counter canter required in British Dressage tests, and to improve the performance when schooling may be part of the riding plan. However, it does not need to be ridden as if in a test situation. For instance, counter canter can be introduced in many ways. A suitable way should be used for the ability of the horse being ridden, in order to discover the good points rather than the difficulties. Similarly canter-walk transitions do not need to be ridden as in the test movement – ride them to get the best transitions, then discuss their application in the requirements of the test. Similarly with simple changes. The purpose of tests are very clearly stated on each sheet. Learners should be able to discuss each horse with reference to the collective marks, at the bottom of a BD dressage test sheet.

They should also know whether each horse would be suitable for competition – at what level and where the work would gain high or low marks. Sitting in with Listed Dressage Judges at appropriate levels is strongly recommended before entering Stage 4 and should clarify the standards required. Assessors are looking for effective riders able to produce a good result from each horse. Those with poor positions, balance and co-ordination are unlikely to ride with sufficient feel and tact to produce a satisfactory result from the horses or the exam.

#### **Riding theory**

The theory of training horses on the flat from birth to riding away and then moving forward to Elementary Level is now part of this unit. It may be assessed in the classroom, but is an integral part of the unit. Learners should have a sound knowledge and experience to enable them to make valid points. They must have a clear understanding of the meaning of the words commonly used to describe performance such as impulsion, collection, roundness, straightness and so on, as well as the movements used in schooling such as turn, circle, leg-yield, shoulder-in, counter canter, rein back and so on. A knowledge of the Scales of Training must be shown and of other disciplines.

Learners should endeavour to put their points over with clarity. A tendency to waffle and pad out answers shortens the time that that learner has to make valid points that lead to a pass. Learners are judged on their performance on the exam day and the attitude to the horses, assessors, other learners and centre staff is most important. The thoroughness of their training, which must consist of considerable experience, backed up by knowledge is a vital aspect.

Learners who expect to be taught for the Stage 4 rather than find out and learn with guidance from teachers, are less likely to succeed.

**JUMP**

**Ride Horses over Fences (level 4)**

28 credits/170 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 1.07m/3ft 6ins and a cross-country course up to 1.07m/3ft 6ins in a well balanced, secure and influential position which has a positive affect on the horse's way of going. The learner will be able to assess and evaluate the horse's way of going, relating the assessment to the Scales of Training. In addition they will be able to analyse the Scales of Training and provide in depth explanations, analysis and solutions on training horses over fences.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to train horses to jump to Newcomers Show Jumping and Novice Horse Trials level	1.1 Outline a training programme for introducing a horse to jumping 1.2 Summarise types of problems experienced and suggest methods to overcome them 1.3 Critically analyse the value of grid work 1.4 Outline a training programme to progress a horse to Newcomers and Novice Horse Trials Level 1.5 Critically compare schooling and competition distances including related distances 1.6 Compile a programme for introducing a horse to cross-country fences 1.7 Clarify methods of training horses over technical fences
2. Ride and assess horses show jumping up to 3ft 6ins (1.07m)	2.1 Maintain health, safety and welfare of horse, self and others at all times 2.2 Warm up the horse for show jumping 2.3 Jump horses with a well balanced, secure and influential position that has a positive effect 2.4 Critically analyse the horse's way of going 2.5 Relate the assessment to the Scales of Training 2.6 Jump a course of fences showing appropriate influence and control 2.7 Critically analyse the work undertaken and discuss a training plan to develop a horse's athletic ability for future performance
3. Ride and assess horses jumping cross-country up to 3ft 6ins (1.07m)	3.1 Maintain health, safety and welfare of horse, self and others at all times 3.2 Warm up the horse for cross-country 3.3 Jump horses with a well balanced, secure and influential position that has a positive effect 3.4 Assess and evaluate the horse's way of going 3.5 Relate the assessment to the Scales of Training 3.6 Jump a cross country course of fences showing appropriate influence and control 3.7 Evaluate the work undertaken

## Stage 4

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### PROCEDURE FOR ASSESSMENT

Learners should expect to jump two horses. Usually one over Show Jumps up to 3ft 6in (1.07m) and one over Cross-Country fences of a similar height. Learners with experience of schooling and competing to British Eventing Novice Level and Newcomers Show Jumping will be conversant with the requirements of competition and should find little difficulty in assessing the capabilities of each horse. Horses provided will not necessarily be of that standard, but learners should be able to discuss their athleticism, talent, willingness, ability or lack of those qualities, in order to suggest a suitable job for the horse.

Learners lacking competitive experience should ensure that they are fully conversant with the requirements of the relevant competitions from the lowest level to the levels given above. A knowledge of the heights and spreads, combinations, the water obstacles, drops and so on for cross-country, will be expected. This is best gained from experience and observation rather than just the rulebooks.

Riders who lack confidence or experience in riding over fences on a variety of horses should not apply for this unit. A learner may be stopped or not permitted to jump if the assessors are concerned for the safety of the rider or horse.

Both Show Jumping and Cross-Country courses **MUST** be walked before the examination begins. Learners should arrive early and ask for permission to walk the courses. This ensures that there is no rush and the courses can be inspected and thought about. The chief assessor will brief learners promptly at 8.30am and the exam will commence at 8.45am. It is advisable to take some suitable footwear to walk the courses.

### BODY PROTECTORS ARE COMPULSORY FOR THE CROSS-COUNTRY

#### CANDIDATE GUIDANCE – skills and knowledge

##### Show Jumping

Learners will be given time to work in using two or three fences up to 3ft (0.91m). These fences should be used wisely to discover the basic good points and problems, if any, that the horse has. The fences may be being used simultaneously by four or more learners, so care and consideration for others and the ability to use the allotted area well is all important. Learners may be asked to discuss what they have felt. They will then be asked to:

- a) jump the course of fences as numbered or,
- b) use the fences as they wish to school over and assess the horse, or
- c) plan their own course and jump it.

A discussion on the performance, problems, reasons for any difficulties and possible ways of solving the problems by schooling exercises, takes place with the assessor. Learners should be clear on the distances they would use for schooling (which may vary from competition) as they could be asked to demonstrate them for the horse they are riding.

Assessors are looking for a rider who can quickly establish a rapport with a horse over fences because they have a balanced seat and can, therefore, ride with harmony. The ability to work the horse with the best canter he/she can produce and to follow a suitable track is conducive to harmony.

### **Cross-Country**

Learners will jump a different horse having, once again, worked in and possibly discussed what they have felt. The performance cross-country should take into account the terrain, going and types of fences. It is not necessary to ride at the speed that would be expected when competing. The capabilities of the horse from the feel of his canter and gallop (if conditions allow it to be tested) as well as jumping ability should be discussed with the assessor. The learner needs the ability to ride the horse in a well-balanced canter with rhythm, which would be suitable for schooling cross-country. This would not usually be the same canter used for show jumping. The track followed should be such that the fences are met at the correct angle and at a suitable gait depending on their type.

### **Riding theory**

The theory of training horses to jump from basic to Newcomers/Novice Horse Trials is now a part of this unit. It may be assessed in the classroom but is integral to the unit.

The knowledge of how a horse should jump, both show-jumping and cross-country, and how to achieve this, should be clear. Gymnastic jumping/gridwork and schooling methods for the correction of problems, distances, types of fences and so on. will be discussed. Training programmes for horses up to the required level will be discussed and learners should put their views forward using practical and tested methods which will stand scrutiny.

Learners should endeavour to put their points over with clarity. A tendency to waffle and pad out answers shortens the time that that learner has to make valid points that lead to a pass. Learners who expect to be taught for the Stage 4 rather than find out and learn with guidance from teachers, are less likely to succeed.

**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.**

## Stage 4

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### LUNGE

#### Lunge a Horse for Improvement (level 4)

8 credits/35 guided learning hours

#### Unit purpose and aims

The purpose and aim of this unit is that the learner will be able to lunge a horse in order to develop and improve its way of going. They will be able to assess and evaluate the horse's way of going, utilise appropriate exercises for the horse, evaluate the work undertaken and develop a plan for progression.

Learners will be able to take sole responsibility, managing the task from the outset through to completion and future progression.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Lunge a horse to develop its way of going	1.1 Maintain health, safety and welfare of horse, self and others at all times 1.2 Demonstrate a technique appropriate for the horse 1.3 Develop an effective rapport with the horse 1.4 Assess and evaluate the horse's way of going 1.5 Utilise exercises to improve the horse's way of going
2. Understand training methodologies to develop the horse's way of going	2.1 Evaluate the work undertaken and develop a plan for progression 2.2 Evaluate the use of training aids for the horse being worked 2.3 Critically analyse long reining

#### PROCEDURE FOR ASSESSMENT

This section of the exam will take approximately 25 minutes, including discussions. Learners will be expected to age the horse and assess its way of going in all three paces. At Stage 4 level learners are expected to be able to show improvement in the horse's way of going. They should be competent and confident enough to alter equipment to assist with this. They may choose to use poles. They must be aware of the horse's fitness and its temperament. In discussion they will be expected to evaluate the work undertaken and suggest a plan that will help improve the horse's way of going further.

#### CANDIDATE GUIDANCE – skills and knowledge

Learners should be experienced in working horses on the lunge as a means of schooling and improvement and not just exercising. They should also be practised at working horses on the lunge over ground poles and over a jump, in order to know how these may improve the horse and what problems may occur. Learners sometimes fail to canter the horse and then offer the explanation that the trot work was not good enough to try cantering. Where a learner is more experienced they are just as likely to find that the canter is no worse than the trot or, in some cases, is a naturally better gait, or that at least it improves the trot work. All three gaits should be assessed unless there is a good reason for not doing so. The canter does not need to be maintained if it is found to be unbalanced, but at least an assessment has been made. Ground poles may be available for use. Learners must feel confident to alter equipment in anyway that is beneficial to the improvement in the horse's way of going.

The handling of the equipment, the rapport and efficiency in working the horse to show his/her best work is what is required. Equipment may be altered if deemed necessary. A question of whether the whip may be used to create more forwardness or impulsion is sometimes asked. The whip should be used under the same principles as when riding. The knowledge, experience and judgement has to be sound and the horse worked well. The circle size sometimes appears to be decided by the horse! It must be the size to produce a good result and may be varied as an improving exercise. If a horse is not going forward sufficiently and is not responsive to the voice, the person lungeing must maintain the rein contact but get within range of the horse so that the whip may be used as and if required. Walking when lungeing is permissible when it is necessary to keep the circle big but still be able to reach the horse with the whip. However, it often appears that learners are unable to position themselves well or to make the horse move out.

The learner must show competence and confidence and be able to undertake a variety of exercises relevant to the horse, so that improvement in the horse's way of going is shown. Learners should have the confidence and experience to undertake whatever exercises or tack changes are necessary to achieve this.

During or after the lungeing the learner will be asked to talk about the gaits of the horse, his/her outline and carriage, straightness, suppleness, willingness and so on. Learners will also be expected to discuss long reining.