

Syllabus and Guidelines

The
British
Horse
Society

For candidates preparing for

EQUESTRIAN TOURISM

RIDE LEADER – LEVEL 2

BHS 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

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 2 Diploma for the Ride Leader

Purpose

By successfully completing this qualification learners will be able to work under regular but not constant supervision. They will be able to care for stabled and grass-kept horses, assist in the daily running of a commercial environment, and work with clients and others whilst maintaining their health, safety and welfare on and off the premises. This qualification is aimed at individuals who already possess basic skills and knowledge and who wish to either enter into, or progress within, employment or progress their skills and knowledge. This qualification particularly benefits those who escort hacks, treks and trail rides, and provides industry recognised standards of competence. This qualification allows learners to progress to BHSQ Level 3 Diploma for the Ride Leader and progress into employment.

To successfully complete this qualification it is expected to take 730 hours of learning, training and development. This is known as total qualification time (TQT). The assessment is usually about 7½ hours in duration.

Entry Requirements

- Learners must be a minimum 16 years of age to take this qualification.
- Learners must have achieved either the BHSQ Level 2 Award in BHS Riding Horses Safely on the Public Highway or the BHS Ride Safe award.
- Learners must have a current Health and Safety First Aid at Work **or** the BHS Equine Specific First Aid certificate.
- As the qualification includes practical tasks, learners will benefit from being physically fit.

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 be able to safely and competently apply skills and knowledge relating to the care of horses and clients, through a range of well-defined tasks under limited supervision. They will be able to select and use relevant equipment and show efficient use of time for this level as required by industry. The learner will be fully aware of the importance of health and safety in connection with the work they carry out. They will be able to recognise hazards and assess risk.

Learners must understand the horse's behaviour and character and handling must be safe and efficient at this level.

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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Level 2

BHSQ Level 2 Diploma for the Ride Leader is made up of six units.

UNIT 1 – **Brushing off horses including putting on and taking off equipment**

UNIT 2 – **Horse husbandry, identification and handling**

UNIT 3 – **The principles of caring for horses**

UNIT 4 – **Care of horses in a commercial environment**

UNIT 5 – **Organisation of escorted rides**

UNIT 6 – **Horse riding skills for escorting clients**

Units 1, 2 and 3 are also the units that make up **BHSQ Level 1 Certificate in BHS Horse Knowledge and Care** (TQT – 208). If successful, learners will receive this certificate in addition to the **BHSQ Level 2 Diploma for the Ride Leader**. These units do not need to be repeated if already achieved.

UNIT 1

Brushing off horses including putting on and taking off equipment (level 1)

10 credits/80 guided learning hours

Unit purpose and aims

Learners will be able to safely and competently handle and secure a horse in the stable. They will be able to use grooming equipment as required. They will be able to put on, assess and take off various items of equipment to include a variety of rugs and tack for riding. Learners must show an efficient use of time for this level as required by industry and display a sound foundation on which to improve their stable management skills for future progression.

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 Use safe lifting and/or carrying procedures and recognise potential hazardous situations
	1.3 Maintain a clean working environment for self, others, horses and equipment
	1.4 Use time efficiently according to industry practice
2. Be able to put on a headcollar and tie up the horse correctly and prepare the stable for work	2.1 Enter the stable and approach the horse safely and correctly
	2.2 Put on and adjust a headcollar correctly, ensuring the horse's comfort and safety
	2.3 Tie up the horse according to good practice
	2.4 Prepare the stable for work
	2.5 Safely handle the horse in the stable
3. Be able to brush off/quarter a horse	3.1 Select appropriate items from the grooming kit
	3.2 Pick out the horse's feet and comment on the condition of the shoe using correct terminology
	3.3 Brushing off/quarter the horse using an effective procedure
4. Know how to groom a horse	4.1 Outline and explain the use of items within a grooming kit
	4.2 Explain the reasons for grooming
5. Be able to put on and take off a tail bandage	5.1 Put on a tail bandage safely and efficiently
	5.2 Take off a tail bandage safely and efficiently
6. Be able to put on and take off rugs	6.1 Identify various rugs and their method of securing
	6.2 Rug up a horse with regard to safety
	6.3 Take off a rug with regard to safety

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7. Be able to put on and take off a saddle, bridle and martingale/hunting breastplate	7.1 Use a safe and efficient method of putting on a bridle with a noseband
	7.2 Use a safe and efficient method of putting on a saddle with a correctly fitted numnah/saddle cloth
	7.3 Put on a martingale/hunting breastplate
	7.4 Check tack for safety and comfort
	7.5 Use a safe and efficient method of untacking
8. Know about tack and rugs	8.1 Identify parts of the saddle and bridle
	8.2 Discuss the quality of the tack used, recognising whether it is worn and/or damaged
	8.3 Explain the consequences of using worn or dirty tack
	8.4 Explain how to secure the noseband
	8.5 Explain how to clean tack
	8.6 Discuss the fitting of a rug on the horse and identify any faults

PROCEDURE FOR ASSESSMENT

This unit will take approximately one hour. At the start of this section the assessor will allocate the learner a stable and horse. They will then ask the learner to put on a head collar and tie up the horse with a quick release knot, prior to starting the tasks. Learners should untie and take off the head collar at end of task and where appropriate during task, i.e. grooming the horse's head and putting on the bridle. After tying up the horse and before commencing any tasks, learners should ensure that they remove the water bucket and haynet from the stable and skip out as appropriate.

CANDIDATE GUIDANCE – skills and knowledge

Working safely and efficiently

Learners will show safe working practice for themselves, the horse, equipment and others around them. This will include tying the horses safely and positioning themselves in a safe but practical position in the stable. Closing stable doors and placing equipment in a safe but convenient location is also important. A clean environment must be maintained by skipping out whenever there are droppings. Safe lifting and carrying procedures should be used. Potentially hazardous situations must be recognised, and if necessary, discussed with the assessor.

Work should be carried out efficiently according to industry practice. A perfectly performed but extremely slow task would not be considered up to industry practice.

Handling horses

Put on, fit and care for headcollars, halters and lead ropes.

Know how and where to tie up a horse in the stable.

Prepare the stable for work by skipping out, removing the haynet and water bucket.

Be practical and workmanlike.

The assessor is looking for learners who are confident, show correct handling techniques and demonstrate safe working practices. Learners should be practical, effective and able to discuss and show a working knowledge of why they have carried out tasks in a particular way. Learners should be able to show an efficient use of time when carrying out tasks and maintain a clean and safe environment while doing so. Learners should show awareness of the horse's behaviour and recognise their temperament.

Grooming

Know how to brush off/quarter a horse.
Put on and take off a tail bandage.

Learners will be asked to identify and discuss the use and purpose of items from a grooming kit, and explain why horses are groomed. Learners will then effectively brush off or quarter their horse using a rubber curry, dandy and/or body brush with curry comb as appropriate, demonstrate picking out feet, be able to explain how to sponge eyes, lips, nostrils and dock, brush or finger out tail as appropriate. Learners will also be asked to show how to apply a tail bandage and then remove and roll up the bandage appropriately.

Foot and shoeing

Recognise overgrown feet, risen clenches, and worn, loose or lost shoes.

Learners will be asked to pick out a horse's feet into a skip, and discuss the day-to-day care of the foot. The assessor will ask the learner to comment on shoeing and discuss risen clenches, worn shoes, and so on.

Clothing

Recognise and know how to put on various types of rugs including stable and turn-out rugs/New Zealands.
Fit a roller/surcingle or cross surcingles and understand their various uses.
Take off horse clothing safely.

Learners will be asked to put on various types of rug, including a light weight summer rug, stable rug, New Zealand/turn-out rug, with roller/pad or surcingle/crossed surcingles. Learners will be asked how they would check the rug and fastenings for safety and comfort of horse, and how they would identify the faults. Learners will demonstrate how to remove rugs safely and efficiently.

Saddlery

Put on a saddle, numnah and snaffle bridle (with appropriate cavesson, flash or drop noseband).
Put on a running or standing martingale or breastplate.
Check tack for safety and comfort of horse and rider.
Remove tack and understand immediate aftercare.
Recognise worn or ill-fitting saddlery, being aware of the dangers involved.
Name parts of the saddle and bridle.

Learners will be asked to name the parts of the saddle and bridle, and then demonstrate how to put on a saddle, numnah and a snaffle bridle with appropriate noseband and martingale/breastplate. Learners will be asked how they would check the tack for safety and comfort of the horse and rider, e.g. height/width of bit, tightness/looseness of throat lash/noseband. Learners will be able to identify if the tack is worn or damaged. Learners will demonstrate how to safely untack and put tack away.

The assessor will ask learners to discuss why and how to clean tack, and the consequences of using worn, ill fitting or dirty saddlery.

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Level 2

UNIT 2

Horse Husbandry, Identification and Handling (level 1)

7 credits/55 guided learning hours

Unit purpose and aims

This unit provides the learner with the knowledge and skills to work safely and efficiently whilst undertaking routine daily tasks in the stable yard. They will be able to identify and recognise horses, keep their stables clean, and handle the horse safely and efficiently for an observer. Learners will show a safe and efficient method of working combined with confidence. These skills should show a sound foundation on which to progress to the next level.

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 Use safe lifting and/or carrying procedures and recognise potential hazardous situations
	1.3 Maintain a clean working environment for self, others, horses and equipment
	1.4 Use time efficiently according to industry practice
2. Be able to skip out and set fair a bed	2.1 Skip out and set fair a bed safely and efficiently
	2.2 Use stable tools safely and efficiently
3. Know about bedding and how to utilise it for the horse's comfort and safety	3.1 Describe a variety of bedding materials and give reasons for use with particular horses
	3.2 Outline how to maintain different types of bedding for horses
	3.3 Outline efficient, safe procedures for mucking out and bedding down
	3.4 Describe how stable waste can be safely stored prior to disposal
4. Be able to correctly identify the points, colours and markings of a horse	4.1 Correctly indicate points of the horse
	4.2 Describe coat colour using the correct terminology
	4.3 Describe horse's markings using the correct terminology
5. Be able to hold and lead a horse for treatment or inspection	5.1 Hold a horse for treatment or inspection
	5.2 Lead a horse safely and effectively in walk/trot
	5.3 Turn the horse safely and correctly when leading in hand
6. Know how to use a haynet	6.1 State how to fill and weigh a haynet
	6.2 Explain the potential dangers when using haynets
7. Be able to tie up a haynet	7.1 Tie up a haynet safely and efficiently

PROCEDURE FOR ASSESSMENT

This unit will take approximately one hour. The learner will prepare a stable, either mucking or skipping out. The learner will stand the horse up for inspection, and lead the horse in walk, turn and then in trot. The learner will also be asked to show how they will hold the horse for treatment. They will be asked questions on the subjects mentioned above. Learners will be observed on their handling techniques and how they carry out tasks.

CANDIDATE GUIDANCE – skills and knowledge

Health and Safety - working safely and efficiently

Learners will show safe working practice for themselves, the horse, equipment and others around them. This will include wearing gloves and fastened hat when leading the horse.

Any tools will be used carefully around other learners and placed in a safe but convenient location. A clean environment will be maintained by skipping out. Safe lifting and carrying procedures should be used. Learners must be fit enough to work efficiently according to accepted industry practice. A perfectly performed but extremely slow task would not be considered up to industry standard.

Potentially hazardous situations will be recognised and may be discussed with the assessor.

Horse husbandry - looking after the horse's bedding

Know the types of bedding and why they would be used.

How to look after different types of bedding.

Skip out and tidy up bedding.

Muck out and put a bed down.

Describe how to build and maintain a muck heap.

Keep all areas swept and tidy.

Learners will be asked to demonstrate and discuss how to skip/muck out, shake up and set fair a bed. The assessor will ask them to comment on the bedding and discuss the various bedding materials. Learners will be observed as to their handling of stable tools, tidiness and working practices. Learners will look at and discuss how to build and maintain a muck heap.

Haynets and lifting

Learners will be asked to demonstrate how to lift a sack of feed and/or bale of hay or straw and how to carry water, and recognise the potential hazards of doing these incorrectly. Assessors will also ask learners to demonstrate how to fill, weigh and tie up a haynet safely and correctly, and to explain the potential dangers when using haynets.

Identification and handling

Know the basic points of the horse, their colours and markings.

Show how to stand a horse up correctly for inspection in the stable and/or outside.

Demonstrate how to lead and turn horses at walk and trot.

Show how to hold a reasonably quiet horse for treatment, shoeing and clipping.

Learners will be asked to describe the horse in front of them; for instance, sex, colour, markings and identify points of the horse.

Learners will be asked to show how to stand up and hold a horse for treatment or inspection.

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Level 2

UNIT 3

The Principles of Caring for Horses (level 1)

4 credits/25 guided learning hours

Unit purpose and aims

The learner will know the basic principles of caring for horses in the stable and at grass. They will know the basic principles of feeding and watering and how to work safely and efficiently, ensuring the horse's primary welfare. This knowledge will provide learners with a sound foundation on which to progress to the next level.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Know the basic principles of health, safety and welfare when working with horses	1.1 Describe suitable clothes to wear when working with horses 1.2 Explain the importance of physical fitness in order to carry out yard work safely and effectively 1.3 Identify fire precautions 1.4 Describe basic accident procedure for the workplace 1.5 Describe rules and good manners for taking horses out on a public highway 1.6 Outline the role of the BHS and other organisations in promoting horse and rider safety and welfare
2. Know the signs of good and ill health in a horse and understand basic behaviour and welfare	2.1 Identify what to look for at morning and evening inspections with regards to horse care and safety 2.2 Recognise the signs of good and ill health in a horse 2.3 Explain the importance for reporting when a horse is unwell 2.4 Describe the horse's lifestyle in the wild including the basic instincts for survival 2.5 Describe signs of dangerous horse behaviour in a variety of situations
3. Know how to maintain a horse in a safe grazing environment	3.1 Describe what to check for in a field every day 3.2 Describe acceptable safe methods for turning out, handling and catching a horse at grass 3.3 Describe a horse sick field 3.4 Give ways a horse sick field can be avoided or remedied
4. Know how to feed and water horses	4.1 List the rules of feeding and watering horses 4.2 Recognise feedstuffs and forage in general use and comment on quality 4.3 Explain the importance of cleanliness and the dangers of feeding poor quality foodstuffs 4.4 Outline a suitable daily feeding regime for a grass kept or stabled horse in light work throughout the year 4.5 Identify suitable methods of feeding and watering horses kept at grass and/or stabled

PROCEDURE FOR ASSESSMENT

This unit is classroom based and will take approximately 50 minutes. This unit is an assessment of learners' theoretical knowledge.

CANDIDATE GUIDANCE – skills and knowledge

Health and Safety

Learners will be able to describe suitable and unsuitable clothing for stable work and riding.

Learners will be able to explain why it is important to be fit enough to enable them to carry out work in the yard safely and effectively.

Learners will discuss fire precautions that should be taken in the workplace.

Learners should know and be able to describe the correct procedure to follow in the event of an accident:

- keep calm and assess the situation
- get help as soon as possible
- use common sense
- do not move casualty, unless at risk
 - keep loose horse(s) away from casualty
 - keep casualty warm until help arrives
 - support casualty with comforting words
 - check horse(s) over
 - fill in accident form once casualty handed on to first-aider or medic
 - understand what should be written on an accident form

Learners will discuss safety rules and good manners when riding or leading on the public highway.

Learners will be asked to outline the role of The British Horse Society and other organisations concerning the promotion of horse and rider safety and welfare.

Horse health

Learners will discuss the importance of inspections and what to look for, during inspections first thing in the morning and last thing at night.

Know the signs of good and ill health in horses and ponies and recognise when they are off-colour and the importance of an immediate report.

Horse behaviour

Learners will describe the horse's natural life-style in the wild, and the actions caused by its' survival instincts.

Learners will discuss dangerous horse behaviour in the stable, the school, the field and/or whilst out riding.

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Level 2

Grassland care

Learners will describe why daily field checks are important and what to look for in and around the field.

Know how to turn out a horse, how to catch him and bring him in from the field safely.

Learners should have a basic knowledge of how to recognise a “horse-sick” field and how it can be avoided/remedied; e.g. picking up droppings, not overgrazing, reducing damage in winter.

Watering and feeding

Learners will be able to list the rules of feeding and watering.

Know and recognise the various types of fodder in general use, how to tell between good and bad quality. Recognise good, bad and acceptable hay and know the dangers of feeding poor quality foodstuffs.

Know the importance of cleanliness.

Discuss suitable feeding of horses and ponies, both stabled or grass kept in light work. (*Definition of 'light work'; daily walk, trot, canter where the horse is not stressed*)

Learners will discuss suitable feed and daily quantity for:

- a) a stabled horse in light work
- b) a pony in light work kept at grass in winter

Discuss how to feed and water horses in the stable and the field, and the considerations that must be taken into account. Describe suitable feed and water containers and where they should be positioned.

UNIT 4

Care of horses in a commercial environment (level 2)

10 credits/65 guided learning hours

Unit purpose and aims

Learners will know and understand how to provide basic care for horses in a commercial environment. They will know basic grassland management and the different seasonal requirements throughout the year. They will also know the principles of shoeing horses and the care of horses during and after work, including the procedure for removing a shoe in an emergency. They will also know the procedure for safely travelling a horse.

Learners will take responsibility for completing tasks and procedures subject to overall guidance or direction. They will also know the importance of efficient use of time and exhibit a level of understanding required by the industry for entry into employment, and/or knowledge progression.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to work safely and efficiently	1.1 Use 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 Use time efficiently according to industry practice
2. Know the seasonal requirements of grassland management for horses	2.1 Describe the ideal requirements and features for horse pasture
	2.2 Describe how to maintain good quality grazing
	2.3 List and describe plants that are poisonous to horses
	2.4 Explain any special winter considerations for keeping horses at grass
3. Know the principles and procedures for shoeing horses	3.1 Describe reasons for shoeing horses
	3.2 Describe the procedure for shoeing a horse
	3.3 Describe the well shod foot
	3.4 List the farrier's tools and their uses
	3.5 Outline the importance of regular trimming of an unshod horse
	3.6 Describe the daily care of the foot
	3.7 Describe signs of unsoundness in a horse
4. Know the procedure for removing a twisted shoe in an emergency	4.1 Explain how to remove a twisted shoe in an emergency

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5. Know how to care for a horse during and after work	5.1 Describe how you would recognise a horse in distress on a ride out
	5.2 Discuss minor wounds and how to treat them
	5.3 Describe a procedure for cooling off a horse after work
	5.4 Outline the importance of the care of the horse after work
	5.5 Outline possible injuries caused by ill fitting tack and equipment
6. Be able to prepare a horse for travelling	6.1 Select and fit equipment suitable for travelling, relevant to the distance travelled and weather conditions
	6.2 Outline procedures to prepare for horse transportation and any safety precautions
	6.3 Describe how to load, unload and secure a horse
	6.4 Describe how to secure the partitions and ramp for the safety of the horse and others

PROCEDURE FOR ASSESSMENT

This unit will be undertaken in the stable yard.

CANDIDATE GUIDANCE – skills and knowledge

Working safely and efficiently

Learners will show safe working practice for themselves, the horse, equipment and others around them. This will include tying the horses safely and positioning themselves in a safe but practical position in the stable. Closing stable doors and placing equipment in a safe but convenient location is also important. A clean environment must be maintained by skipping out whenever there are droppings. Safe lifting and carrying procedures should be used. Potentially hazardous situations must be recognised and, if necessary, discussed with the assessor.

Work should be carried out efficiently according to industry practice. A perfectly performed but extremely slow task would not be considered up to industry practice.

Grassland management

Learners should be able to describe the ideal requirements for a horse's field, and know and describe plants which are poisonous to horses.

Learners must show that they have a good basic knowledge of how to maintain quality grazing. Learners will discuss the daily inspection of fields, gates, fencing, water and the routine picking up of droppings in small paddocks.

Shoeing

Learners will be asked why horses are shod, and will be able to describe a well shod foot. Learners will be asked to identify the farrier's tools, outline their uses and discuss the procedure a farrier will follow when shoeing a horse. Learners will discuss how to remove a shoe.

Care for horses during and after work

Learners will be asked to discuss minor wounds and how to treat them. If a horse is available with a minor wound this may be discussed. They must show an understanding of how a horse will appear if it is in distress when being ridden. Learners must be able to discuss/show how to cool off a horse and know why this is important. They must also be able to discuss/show injuries caused by ill-fitting tack.

Preparing a horse for travel and fitting the equipment

Learners will be asked to prepare a horse ready for travel. They will select the rugs suitable for the weather and distanced travelled, put on travel boots and bandages, and any other tack deemed suitable. They may be asked why horses travel in the equipment provided and about the fit of the equipment used.

They need to show an understanding of transport safety requirements, and how to load/unload horses safely. This will be undertaken practically and/or in discussion.

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Level 2

UNIT 5

Organisation of escorted rides (level 2)

20 credits/120 guided learning hours

Unit purpose and aims

The learner will understand how to organise a ride with a group of clients from initial booking through to preparing for the ride out. They will take responsibility for their own actions and exhibit the level of knowledge and understanding required to assess and then supervise a small group of clients for a ride out (of no more than 2 hours duration). They will also know how to organise a lunch stop on a ride out and how to ensure the safety and welfare of clients and horses.

They will understand how to engage with clients to create a positive experience for them and the necessary procedure to follow if a complaint, accident or incident occurs.

Learners will take responsibility for completing tasks and procedures subject to overall guidance or direction. They will also know the importance of efficient use of time and exhibit the autonomy required by the industry for entry into employment, and/or knowledge progression.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to work safely and efficiently	1.1 Use 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 Use time efficiently according to industry practice
2. Know how to organise and engage with clients	2.1 Describe how to create a positive rapport with clients 2.2 State information required from clients and methods for obtaining this 2.3 Describe measures that should be taken when dealing with difficult clients 2.4 Outline an appropriate complaints procedure 2.5 Outline accident and incident reporting
3. Understand the requirements to help keep clients safe	3.1 Outline the appropriate first aid and safety equipment required for clients and horses 3.2 Describe appropriate riding attire and equipment required for the client 3.3 Describe suitability of horse types for different clients 3.4 Explain how to support nervous or tired clients on a ride

4. Be able to assess a ride	4.1	Outline risks to horses, self and others and how these can be minimised
	4.2	Check tack for fit and safety
	4.3	Mount and dismount riders as directed
	4.4	Assess the riders
	4.5	Encourage safe riding techniques
	4.6	Seek assistance from others when necessary
	4.7	Communicate effectively with all concerned
5. Know how to organise a ride with a lunch stop	5.1	Describe how to organise a lunch stop
	5.2	Explain how to care for horses on a lunch stop
6. Know how to use navigational aids	6.1	Discuss how to read an OS map
	6.2	Give an example of a grid reference
	6.3	Explain how to use GPS

PROCEDURE FOR ASSESSMENT

This unit may be undertaken in a single room or some discussion may be had round the yard. For the riding sessions, learners may be required to give these in the open, off the premises or in a covered school.

CANDIDATE GUIDANCE – skills and knowledge

Working safely and efficiently

Learners will show safe working practice for themselves, the horse, equipment and others around them. This will include positioning themselves in a safe but practical position. Placing equipment in a safe but convenient location is also important and a clean environment must be maintained. Safe lifting and carrying procedures should be used. Potentially hazardous situations must be recognised, and if necessary, discussed with the assessor.

Work should be carried out efficiently according to industry practice. A perfectly performed but extremely slow task would not be considered up to industry practice.

Organising and engaging with clients

Learners should discuss how to organise and engage with clients developing a good rapport. They should discuss how to tactfully obtain information from clients, deal with difficult situations and complaints, and the importance of reporting and recording accidents or incidences.

First aid and client safety

Learners should have an awareness of client safety, showing a knowledge of the first aid equipment for horses and riders, and suitable riding attire. They should be able to discuss how to deal with nervous or tired riders on the ride and the suitability of different types of horses for different riders.

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Assessment of riding ability

The learner must show safe practice at all times and must be able to adjust how they work relative to the ability of the riders. The riders may have never ridden before, may be competent in walk, trot, canter and jump or be of any level in between these. The learner must work to build up a rapport with the riders in the brief time they have to assess them and must be able to assess them accurately. Their attitude to the riders must show positive customer care and they must be able to recognise if a horse is not suitable for a particular rider. They must recognise if assistance from other staff members is necessary. Assessment should be efficient, concise and relevant.

It must be remembered that this is an assessment and not a lesson. Support may have to be given on basic riding skills to encourage safe riding techniques.

Lunch stops

Learners should be able to discuss how to organise lunch stops on a day trek/trail ride taking into consideration comfort for the horses and riders.

Navigational aids

Learners should show an ability to read an OS map and use it when necessary out on a trek giving accurate grid references. They should be able to explain how to use GPS.

UNIT 6

Horse riding skills for escorting clients (level 2)

22 credits/140 guided learning hours

Unit purpose and aims

The learner must be confident and competent riding horses in all three paces, and with the reins in one hand. They will be able to ride in a secure, balanced and confident position over a variety of terrain and hazards.

The learner will be able to safely take out a ride, short trek or hack of no more than two hours duration (provided that staff to client ratio does not exceed 1:6) or to assist a Level 3 ride leader on longer rides. They will be able to ride and lead another horse and rider and understand how to support and encourage the novice rider. The learner will also know the relevant legislation and codes of practice for riding out.

Learners will take responsibility for completing tasks and procedures subject to overall guidance or direction. They will also know the importance of efficient use of time and exhibit the autonomy required by the industry for entry into employment, and or knowledge progression.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to work safely and efficiently	1.1 Use 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 Use time efficiently according to industry practice
2. Be able to mount and dismount a horse	2.1 Check saddle, bridle, girth and stirrups for safety prior to mounting
	2.2 Mount a horse safely and correctly
	2.3 Dismount a horse safely and correctly
3. Be able to safely adjust stirrups, girth and reins when mounted	3.1 Alter the stirrups using the correct technique
	3.2 Check stirrup leathers are correctly rotated
	3.3 Check and adjust the girth prior to riding away
	3.4 Hold and adjust reins accordingly
4. Be able to maintain a secure and balanced position that is independent of the reins	4.1 Maintain a balanced and secure position at walk, trot and canter
	4.2 Maintain control of the horse at walk, trot and canter
5. Be able to apply natural and artificial aids for riding horses	5.1 Use the correct aids for riding the horse forward
	5.2 Use the correct aids for riding circles, turns, straight lines and transitions
	5.3 Use co-ordinated aids for riding with the reins in one hand

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6. Be able to ride in a secure, balanced and confident position over a variety of terrain and hazards	6.1 Maintain balance, confidence and control whilst riding up and down hills
	6.2 Open or close a gate whilst mounted
	6.3 Maintain security, empathy and control when jumping
7. Be able to take clients for a ride on the road and/or in open country	7.1 Follow a designated route within a given timescale
	7.2 Ensure safety for all on and off the road
	7.3 Show respect for other road and/or countryside users
	7.4 Demonstrate awareness of all horses and riders
	7.5 React appropriately to conditions and circumstances
	7.6 Maintain a suitable pace for riders, horses, conditions and terrain
	7.7 Maintain a rapport with the clients
	7.8 Describe the actions to be taken in the event of an accident or emergency
8. Be able to ride and lead another horse and rider	8.1 Ride and lead another horse and rider
	8.2 Identify potential hazards
	8.3 Support and give confidence to the rider being led
9. Know the relevant legislation and codes of practice with regard to riding out	9.1 Discuss the rules of the Highway Code and the Country Code

PROCEDURE FOR ASSESSMENT

This unit is assessed both during the briefing and ride out sections of the exam. The learner will be expected to take charge of the ride out (either as leader or support) for a period of time. They will be assessed during the whole of the ride out and will be expected to show that they are competent in all practical aspects of the sections outlined below.

If at any time it is deemed that a learner is not up to standard, they will be asked to withdraw from this section. The assessors decision is final.

CANDIDATE GUIDANCE – skills and knowledge

In summary, learners will be required to demonstrate their personal riding ability; knowledge of correct riding wear, tack and adjustment. Knowledge of how to ride and escort others safely across country and on the road, including the ability to lead another horse when required. Have an awareness of their surroundings and the ability to identify potential hazards and take appropriate action to mitigate risk. Have confidence and clarity in giving instructions to people in their care.

Learners may be required to ride two or three horses in succession during the course of this unit, and to show they have control with a balanced position at walk, trot and canter. They will demonstrate ability and confidence over all terrain, through gates and over jumps. They will at all times be aware of other horses and riders and take appropriate measures to ensure their safety.

Working safely and efficiently

Learners will be suitably dressed. This will include appropriate footwear, approved headwear to current BSI standard and fluorescent tabards and gloves. They will ensure people in their care are also suitably dressed. A first aid bag must be carried on the ride out.

Potentially hazardous situations in the yard, during mounting or dismounting and during the ride, must be recognised and action taken or instruction given to lessen the risk. Learners will be required to demonstrate they know what to do in the event of an accident or emergency.

Mounting from the ground or from a mounting block and dismounting

Mounting should be quick and agile, with care taken how the weight is lowered onto the horse's back. When dismounting the learner should land on the ground in a light and balanced manner. In both instances the whip should be in the left hand.

Safely adjust stirrups, girth and reins

Stirrups should be adjusted swiftly, with one hand, as suggested by the industry standard without the feet being removed from the stirrup irons. The girth should swiftly be adjusted for the comfort and safety of both horse and rider. When making these adjustments while mounted the foot should remain in the stirrup when the leg is taken forward and the whip should remain in the rein hand. Rein length will be appropriate to control the horse without causing discomfort and appropriate to the exercise being undertaken.

Application of natural and artificial aids

Learners will demonstrate a basic but effective use of the natural aids and appropriate technique to achieve a correct canter lead. They will be able to ride the horse forward in a light seat, with a steady lower leg and independent hand achieving a good rhythm. It is important that the learner rides in harmony with the horse, building a rapport so to recognise when praise or admonishment is required.

Ride in a secure, balanced and confident position

Learners will show ability when riding and be in harmony with the horse, which is the result of a balanced position. They will have a knowledge of diagonals in trot.

Learners must show competence and confidence riding up and down hills and on undulating, poor terrain. They will have a basic secure, independent, balanced jumping position. They will demonstrate ability and be confident when jumping horses, working in harmony with the horse while showing an ability to assist it to keep its balance. They will have a light, balanced seat supported by a secure lower leg.

Taking clients on the road and/or in open country

Learners need to show a good knowledge of how to ride and escort a group of people safely, both on the road and across country. It is important they show awareness of their surroundings and recognise potential hazards or factors which may affect the horse's behaviour and that they act accordingly to reduce any risk. The changing terrain must be taken into consideration, along with different weather conditions.

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Learners must be aware of what is happening within the ride and how each of the client riders is coping with their horse. They should observe if the client rider is confident and comfortable or nervous and badly seated. They should have a calm, confident and friendly manner and show good communication skills, being able to give easy to follow instructions and appropriate advice to help the client. They should reassure riders and engage with them, for instance by talking about interesting local information.

Ride and lead another horse and rider

During the exercise learners will be asked to stop the ride and they will be given a horse and rider to lead. They will be expected to control both their own horse and the horse being led and to show support, provide appropriate instruction and give confidence to the rider being led. Whilst doing so they should continue to be fully aware of the rest of the ride and alert to potential risks.

Legislation and codes of practice relevant to riding out

Learners will demonstrate a clear understanding of the Highway Code and the Country Code. They will put relevant instructions and advice contained in the Codes into practice during the ride.

THE BRITISH HORSE SOCIETY RECOMMENDED PROCEDURE IN THE EVENT OF AN ACCIDENT

1. a) The telephone number of your local doctor and veterinary surgeon should be easily available to you whenever teaching or hacking. An ambulance may be obtained by dialling 999 but you will be required to give your name, exact location and some description of the type of accident.

b) When out hacking with a class always take with you:
 - i) Money and phone card for the telephone or a mobile phone.
 - ii) A first aid pack.
2. KEEP CALM, and USE YOUR COMMON SENSE.
3. If you are riding, halt the ride in an orderly manner. Dismount and hand over your horse; dismount the rest of the ride if necessary and safe to do so. Ensure that they are in a safe position.
4. a) Go quietly to the injured person.
b) Secure the loose horse.
c) Organise safety procedures for other road users. Ask motorists to help by using their hazard warning lights.

If the injured person is conscious:

- i) Tell them to remain still.
 - ii) In order that you may give full information to the doctor, ask if there is pain in any particular area. Do not move an injured rider who is in severe pain, nor if they are complaining of pain in neck or back. Wait until skilled help arrives.
 - iii) Remember the ABC of care and, as the first priority, check the airway to ensure that the unconscious rider is able to breathe adequately. It may be necessary to adjust the position of the jaw correctly and carefully and to clear any obstruction without causing the rider to gag. If breathing is inadequate, despite clearing the airway and correctly adjusting it, then mouth to mouth breathing should be started at a rate of about one breath every five seconds. Learn this life-saving measure and revise it whenever possible.
 - iv) Stem obvious, serious bleeding by applying FIRM pressure to the wound with a handkerchief or a piece of clean material made into a pad.
 - v) If skilled help is not immediately available, then the unconscious rider who is breathing adequately, must be turned as one unit on to their side in order to avoid the danger of inhaling stomach contents if vomiting occurs. It will be necessary to control the head, neck and spine in order to make the turn safe and then to keep the rider in a stable position with the airway readjusted if necessary. Learn this technique and practise it whenever possible.
 - vi) Cover the rider with a coat or blanket.
5. REMAIN CALM.
 6. In the event of an accident involving the horse, make sure he receives attention.

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7. It may be necessary to send for medical help or to arrange for the casualty to be taken to hospital unless quite certain of their fitness to continue. In any event, if there is the slightest doubt in your mind, always refer to a senior member of staff or call for medical assistance.

REMEMBER, IN EMERGENCY DIAL 999.

8. As soon as possible, but within the limits imposed by the circumstances, reassure the remainder of your ride by your own calmness and self control and continue your ride or lesson (or get another member of staff to do so).

Remember to make your report in the Accident Book, and if the accident happened on the road, you should complete The British Horse Society Accident Report Form (available from the Road Safety Development Officer, British Horse Society).

The British Horse Society would like to express its appreciation to Dr J Lloyd Parry for his assistance in compiling this information.