

# Syllabus and Guidelines

The  
British  
Horse  
Society

For learners preparing for

## EQUESTRIAN TOURISM

### RIDE LEADER – LEVEL 3

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](mailto:dataprotection@bhs.org.uk)

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

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

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

Total qualification time is comprised of the following two elements:

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

#### **Credit**

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

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

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

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

## BHSQ LEVEL 3 Diploma for the Ride Leader

### Purpose

By successfully completing this qualification learners will be able to look after a number of horses, clients and staff to industry-accepted protocols in the commercial environment. Learners will be able to take charge of a centre in the manager's absence. They will be able to care for stabled and grass kept horses, train staff, work with clients and others whilst maintaining their health, safety and welfare on and off the premises. This qualification will allow learners to progress within employment or further their skills and knowledge. This qualification particularly benefits those who escort hacks, treks and trail rides, and provides industry recognised standards of competence.

To successfully complete this qualification it is expected to take 518 hours of learning, training and development. This is known as total qualification time (TQT). The assessment is usually about 7 hours in duration.

### Entry Requirements

- Learners must be a minimum 18 years of age to take this qualification.
- Learners must hold BHSQ Level 2 Diploma for the Ride Leader **or** BHS Assistant Ride Leader.
- 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 is at the appropriate level for entry to this qualification but does not have one or more of the specified qualifications listed above, please contact [pathways@bhs.org.uk](mailto:pathways@bhs.org.uk) to explore RPL.

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

### Assessment

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

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

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

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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.

**BHSQ Level 3 Diploma for the Ride Leader** is made up of five units.

**UNIT 1 – Fit, remove and maintain tack for exercise**

**UNIT 2 – The principles of watering, feeding and fittening horses**

**UNIT 3 – The principles of commercial equine business management**

**UNIT 4 – Manage activities for escorted rides**

**UNIT 5 – Train staff for the commercial equine environment**

Units 1 and 2 are also units within **BHSQ Level 2 Diploma in BHS Horse Knowledge and Care**. These units do not need to be repeated if already achieved.

**UNIT 1**

**Fit, remove and maintain tack for exercise (level 2)**

3 credits/23 guided learning hours

**Unit purpose and aims**

The aim and purpose of this unit provides the learner with the knowledge and skills to tack up and un-tack horses for exercise. The learner will need to be fully aware of the importance of health and safety in connection with this work and will need to be able to recognise hazards and assess risks.

<b>Learner Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1. Be able to fit and remove tack for exercise	1.1 Prepare and control the horse in preparation for tacking up
	1.2 Fit suitable tack for exercise including: i) bridles ii) martingales iii) saddles iv) nosebands and bits v) breastplate
	1.3 Fit suitable boots for exercise
	1.4 Remove equipment after exercise and store tack safely and correctly
2. Be able to work safely	2.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements
3. Be able to select, use and maintain tack	3.1 Select and check tack for safety and suitability for the specified work
	3.2 Clean, maintain and store tack in a safe and effective working condition
4. Know how to fit tack and remove for exercise	4.1 State the reasons for checking tack for comfort and safety
	4.2 Identify a range of tack in common use and how to fit
	4.3 Describe the problems which may occur when tacking up or untacking
	4.4 Describe how to recognise ill-fitting tack and the appropriate action to take
	4.5 Describe the procedure for untacking a horse safely and securely and the purpose of checking condition of horse after untacking
	4.6 Describe the reasons for checking, cleaning, maintaining and storing tack and the actions to take if tack is found to be unsafe
5. Know relevant health and safety legislation	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements

#### **PROCEDURE FOR ASSESSMENT**

The assessor will allocate the learner a stable and horse and allocate the tasks. 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. Assessors will be looking for learners that are familiar with fitting tack who work competently and with effective use of time.

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

##### **Working safely**

Learners will show safe working practice for themselves, the horse, equipment and others around them. This will include tying the horses safely, positioning themselves in a safe but practical position in the stable. Closing stable doors and placing equipment in a safe but convenient location. A clean environment will be maintained by skipping out whenever there are droppings. Work should be carried out efficiently according to industry practice. A perfectly performed but extremely slow task would not be considered up to industry standards.

##### **Further relevant Health and Safety**

- Learners will be able to discuss the importance of tying horses up before handling.
- Closing stable doors, or securing open doors.
- Not leaving equipment in places where it might be tripped over.
- Reporting any damaged equipment.
- Reporting any change of behaviour in a horse being tacked up.

##### **Saddlery and tack**

Know the basic principles of fitting tack used for exercise. This will include putting on the tack, including brushing boots. Fitting the tack for safety and the comfort of the horse and altering the bridle if necessary to achieve this. They will comment on the basic fit of the saddle. The saddle should be checked for fit without a numnah before a numnah is put on.

Learners must be able to state the reasons for the alterations of fit, why some faults in the equipment would be considered dangerous, and what action they would take.

The learner will then untack the horse, and be able to describe why they would check the condition of the horse when they have removed the tack. They should also be aware of everyday problems that can occur when tacking up and untacking.

Learners will know the daily cleaning and care of all saddlery, how to check the tack for safety, and how and where to store unused tack.

**UNIT 2**

**The Principles of Watering, Feeding and Fittening Horses (level 2)**

6 credits/45 guided learning hours

**Unit purpose and aims**

Learners will know and understand the principles of providing water and feed to different types of horse. They will also know how to get an unfit horse fit for regular work and 'rough off', relating these to feeding and health care. Learners will exhibit a level of knowledge and understanding required by industry for entry into employment, and or knowledge progression.

<b>Learner Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1. Know the rules of watering and understand their reasons	1.1 State the rules of watering
	1.2 Explain the reasons behind the rules of watering
	1.3 Describe different ways of providing water for horses
2. Know the rules of feeding and understand their reasons	2.1 State the rules of feeding
	2.2 Explain the reasons behind the rules of feeding
3. Know a variety of feedstuffs, their preparation and suitability for horses	3.1 Recognise and assess feed samples, their quality and describe their preparation
	3.2 Identify feedstuffs that have a 'heating' or fattening effect on horses
	3.3 Identify feedstuffs suitable for a variety of horses
4. Know about feeding bulk food	4.1 Describe reasons for soaking hay
	4.2 Describe alternatives to hay and their nutritional differences
5. Know how to produce a feed chart	5.1 Identify the reasons for producing a feed chart
	5.2 Identify ways of producing a feed chart
6. Know how to get a turned away horse fit for non stressful exercise up to one and a half hours a day	6.1 Describe a fittening programme for bringing up a horse from grass into regular work
	6.2 Describe possible health and welfare implications when bringing up a horse from grass
	6.3 Describe feeding in relation to the fittening programme
	6.4 Identify possible causes of concussion and strain in the horse when riding out
	6.5 Describe possible behavioural changes in the horse when riding out alone or in company
7. Know how to care for a horse after work	7.1 Describe a procedure for cooling a horse off after work
	7.2 Outline and explain the importance of the care of the horse after work
8. Know how to 'rough off' a horse	8.1 Describe a suitable programme for roughing off a horse

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#### **PROCEDURE FOR ASSESSMENT**

This session is classroom based and will take approximately 45 minutes. This unit will take place sitting down in a class room or equivalent.

Learners must show that they know the advantages and disadvantages of various watering systems and the importance of water to the horse. Learners must identify and describe a variety of common feedstuffs, their respective feed values and have a practical knowledge of how to prepare cooked cereals, sugar beet pulp and a bran mash.

Learners will discuss and show that they have an understanding of the feeding requirements of special cases, such as young, old, sick and grass kept horses/ponies in all seasons. Understand and give the reasons for feeding soaked hay and/or haylage, their preparation and feeding and nutritional difference from hay.

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

##### **Water and feeding**

Learners will know the advantages and disadvantages of various watering systems and the importance of water to the horse. Know and understand the reasons behind the rules of feeding and watering.

Recognise a variety of common feedstuffs, which are fattening or heating, and how to prepare them. Identify feedstuff for a variety of horses, such as young, old or ill horses.

Describe reasons for soaking hay and what can be fed instead of hay, and the nutritional differences.

Know how to make a simple feed chart and the reasons for doing this.

##### **Fittening**

Learners will discuss how to relate condition, feeding and progressive exercise in order to get a horse fit for regular work. Learners will discuss and show an awareness of the dangers of concussion caused by trotting on roads, the strain of heavy going and cooling off and the importance of care after work. The assessor will ask the learners to describe and understand the process of getting a horse up from grass and the health and welfare implications involved.

*(Regular work – six hours per week at walk, trot and canter without stressing)*

Learners must be commercially aware, their responses and discussions must be relevant to the trekking/tourism industry.

**UNIT 3**

**The principles of commercial equine business management (level 3)**

14 credits/70 guided learning hours

**Unit purpose and aims**

This unit builds upon the knowledge and understanding required from BHSQ Level 2 Diploma for the Ride Leader. The learner will be able to demonstrate an increase in experience and knowledge required for this Level 3 unit. They will understand the basic requirements for running a commercial equine business and necessary administration procedures.

They will know how to organise and supervise staff with day-to-day yard duties and care of a yard of horses. The learner will know and understand about the behaviour, care and welfare of horses, and understand about the management of grassland and pasture for horses.

Learners will take responsibility for initiating and completing tasks and procedures including, where relevant, responsibility for supervising or guiding others. 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.

<b>Learner Outcomes</b>	<b>Assessment Criteria</b>
The learner will:	The learner can:
1. Know and understand health and safety procedures and relevant legislation	1.1 Summarise current health and safety legislation applicable to commercial yards
	1.2 Explain the procedure to be followed in the event of a fire on the yard
	1.3 Explain what is meant by the term 'risk assessment'
	1.4 Describe the risks to horses, self and others and how these can be minimised
2. Understand how to organise an equestrian business in a commercial environment	2.1 Analyse methods of booking clients and allocating horses
	2.2 Evaluate record keeping for horses and clients
	2.3 Explain business administration and accounting procedures
	2.4 Summarise a plan to maintain facilities on an annual basis
	2.5 Summarise an annual grassland maintenance programme including how to improve grassland quality
3. Understand the importance of customer care	3.1 Justify the importance of effective communication and customer care
	3.2 Discuss how to deal with clients who complain and implement an effective complaints procedure
4. Know how to organise staff	4.1 Discuss a daily yard routine and how to allocate staff tasks

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5. Understand how to ensure the health and welfare of a yard of horses	5.1 Explain how to take temperature, pulse and respiration of horses and what the normal parameters are
	5.2 Explain the causes, symptoms and treatment of common ailments and injuries
	5.3 Describe isolation procedures for horses and when to implement them
	5.4 Describe the contents of a well stocked first aid cabinet for horses
	5.5 Critically analyse modern worming programmes
	5.6 Describe acceptable safe methods of feeding a group of horses at grass

#### **PROCEDURE FOR ASSESSMENT**

This unit may be undertaken in a single room or some discussion may be had around the yard.

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

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

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

##### **Equestrian business management**

Learners must show practical experience in how to book clients and what to consider when allocating horses. They must be able to explain what records are kept for horses and riders, and why. They need to have a working knowledge of simple accounts and the basic procedures for running a business. They need to show they understand an annual maintenance schedule for a yard, the buildings and surrounding area.

##### **Grassland care**

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

##### **Customer care**

Learners must show they recognise the importance of customer care, how to train staff in this, and how to ensure it remains a priority. They need to show how to deal with complaints to ensure customer satisfaction.

##### **Organisation of staff**

Learners need to show they recognise how to organise the yard and staff to ensure the smooth running of the yard and keep staff well-organised and happy.

**Equine health and welfare**

Learners must know how to take temperature, pulse and respiration, and recognise what is normal. Know how to treat minor injuries, minor ailments, sickness and lameness; how to prevent them, when to call the veterinary surgeon and what information to give. Learners will be able to describe a well stocked first aid cabinet.

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

Learners must recognise how to feed a group of horses at grass and be able to organise staff to ensure this is done safely.

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### UNIT 4

#### Manage activities for escorted rides (level 3)

16 credits/80 guided learning hours

#### Unit purpose and aims

This unit builds upon the knowledge and understanding required from the Level 2 Ride Leader. The learner will be able to demonstrate an increase in experience and knowledge required for this Level 3 unit.

They will know how to manage staff in all areas of escorted ride activities ensuring the safety and welfare of horses and all concerned. They will be able to plan a route and manage the organisation of the ride and any incident that may occur. They will demonstrate good communication skills enabling them to supervise staff and clients effectively.

Learners will take responsibility for initiating and completing tasks and procedures including, where relevant, responsibility for supervising or guiding others. 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 safe handling and working procedures, maintaining health, safety and welfare of self, others and horses at all times 1.2 Manage own time efficiently according to industry practice
2. Know how to organise and manage a ride out with clients	2.1 Explain how to plan a route using appropriate trails on an OS map 2.2 Demonstrate how to use compass and GPS equipment 2.3 Demonstrate how to recognise landmarks on a map 2.4 Explain the necessary safety checks to be made before a ride out 2.5 Explain how to organise lunch stops and/or breaks on a day ride 2.6 Describe how to deal with a horse that becomes ill or lame on a ride out 2.7 Discuss how to train young horses to enable commercial use 2.8 Analyse varying terrain and conditions and how this may affect horses and riders
3. Be able to communicate effectively with staff and clients	3.1 Brief staff to ensure they understand safe practice, the timescale and requirements of each activity 3.2 Support and advise staff when necessary 3.3 Communicate with clients to ensure they understand safe practice 3.4 Maintain a rapport with staff and clients 3.5 Give appropriate feedback to staff and clients

4. Be able to supervise the assessment of clients	4.1	Allocate horses to clients and communicate this with staff appropriately
	4.2	Supervise staff fitting tack and explain the necessary safety checks
	4.3	Supervise the mounting of clients
	4.4	Oversee the assessment of clients
	4.5	Deliver basic corrective action to riders when necessary
	4.6	Review the allocation of horses and take corrective action when necessary
5. Be able to supervise an escorted ride with clients	5.1	Communicate with staff to ensure they are aware of conditions, hazards and riders
	5.2	Communicate with clients to ensure they are aware of conditions, hazards and landmarks
	5.3	Ensure staff and clients are positioned safely throughout the ride
	5.4	Supervise a member of staff in a ride and lead activity
6. Be able to supervise staff on aftercare of horses, clients and equipment	6.1	Supervise the dismounting of clients
	6.2	Manage the aftercare of horses, clients and equipment

**PROCEDURE FOR ASSESSMENT**

This unit may be undertaken in a single room or some discussion may be had around 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**

Learners should be aware that assessors are looking for consideration of safety, a confident manner, effective communication skills and the ability to obtain feedback from riders and relate to it.

**Working safely and efficiently**

Learners will show safe working practice for themselves, the horse, and others around them. This will include positioning themselves in a safe but practical position. Placing equipment in a safe but convenient location is important and a clean environment should be maintained.

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

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#### **Organising and managing rides**

Learners will know the principles of reading an Ordnance Survey map and will demonstrate how to use a compass and GPS equipment.

Learners need to discuss the importance of safety checks and what they are before riding out. Learners must be able to discuss how they would organise lunch stops or breaks for both the safety and comfort of horse and rider. They will need to know how to deal with a horse that becomes ill or lame on ride out, how they would get the horse back to centre and how will they carry on with the ride.

Learners will show the ability to effectively organize clients when mounted and unmounted to ensure their safety and enjoyment. This will include showing an ability to communicate with staff and clients in difficult situations, varying terrain, conditions and hazards. They will be able to recognise how riding up and down hills will affect both horses and riders. Also what effect adverse or very hot weather will have on horse and riders. They will also supervise a situation where it may be necessary to ride and lead a nervous client.

#### **Communication with and supervising clients, staff and horses**

Learners must be able to brief staff on safe practice and what is required from them when taking out treks. They must also know how to give support and advise staff when necessary.

Learners must be able to explain to clients about safe practice when out on the trek, for example what distance to keep between horses, how to let the ride leader know if they are in difficulty, and so on. Learners need to know how to build up a rapport with both staff and clients. They will show the ability to calmly, politely and efficiently communicate with their clients. They will also show their ability to supervise staff in all practical situations such as when dismounting clients at the end of the ride, or the aftercare of the horses.

**UNIT 5**

**Train staff for the commercial equine environment (level 3)**

13 credits/60 guided learning hours

**Unit purpose and aims**

The learner will demonstrate that they have the skills and knowledge to be able to train members of staff for all aspects of working in a commercial equine environment. They will understand how to do this in a way that maintains enthusiasm and motivation within staff.

Learners will take responsibility for initiating and completing tasks and procedures including, where relevant, responsibility for supervising or guiding others. They will be able to demonstrate activities safely and efficiently. They will exhibit the autonomy required by the industry for entry into employment, and or knowledge progression.

<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 Manage own time efficiently according to industry practice
2. Know how to train staff for the commercial equine environment	2.1 Discuss the training of staff for all aspects of yard work
	2.2 Discuss the training of staff in customer care
	2.3 Discuss the training of staff in all aspects of riding assessments
	2.4 Explain the training of staff for escorted ride activities
	2.5 Explain the training of staff in the welfare and care of horses
3. Be able to train staff in escorted ride activities	3.1 Demonstrate and explain to staff how to correctly and safely ride over a variety of terrain and hazards
	3.2 Demonstrate how to help improve a horse's way of going
	3.3 Demonstrate and explain to staff safe practice when riding out on the road or in open country
	3.4 Demonstrate and explain to staff safe practice when opening and closing a gate whilst mounted
	3.5 Demonstrate to staff safe practice when riding and leading another rider
	3.6 Advise staff how to support and encourage a nervous rider
	3.7 Assist staff to improve their riding
4. Understand how to create a positive working environment	4.1 Justify the importance of creating a positive working environment
	4.2 Explain how to motivate staff

### **PROCEDURE FOR ASSESSMENT**

This unit may be undertaken within the theory section, on the yard or during the riding assessments throughout the trek.

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

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

Learners must show they are capable of training junior staff in all aspects of working in the tourism environment including yard work and horse care, customer care, assessing clients and all aspects of escorting clients out.

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

#### **Staff training**

Prior to training, staff/trainee must agree on a training plan designed to suit the work they will be undertaking. This will be dependent on ability and standard, taking into account previous experience and prior learning. All training records must be dated and signed by both parties. Trainee must be supervised until they have reached the required standard. It is then necessary for them to practice daily in order to work within an acceptable timeframe. This applies to all practical tasks as time management is an important factor. Non routine tasks may require additional training and practice as they may not be encountered on a daily basis. Simulations may be used although not ideal.

As clients are the main focus of the business it is essential that all staff are able to meet and greet visitors to the yard and are able to direct them to the appropriate area (first impressions). Good communication skills are essential. It is important that yards have procedures in place in order to standardise the level of customer care and ensure staff follow procedures to deal with enquiries received. They must also be able to deal with difficult clients and when to defer to management.

#### **Escorted ride activities**

Learners must be able to demonstrate to trainees and or staff how to safely take out a ride and negotiate all hazards likely to be encountered. Their own riding skills must be competent and effective in order to pass the correct skills on to trainees and or staff. They must be confident in their own riding abilities so they are able to assist trainees and or staff.

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.

Learners need to know how they would bring on young horses so they are suitable to be used for clients. The type of training they would use and how they would make sure horses are suitable and safe for clients.

**Working environment**

This will always involve horses and people so it is essential that learners are aware of their own safety and of health and safety implications especially on rides as this is outside of a controlled environment. Therefore, it is essential that trek management becomes a large part of staff training.

It is essential that the yard has adequate horses, facilities, routes and equipment. This will enhance staff training and development.

Level 3 is about being in a more senior roll, to train by demonstration, discussion, explanation and so on. Some subjects may be:

- Temperature, pulse and respiration.
- Bandaging.
- Poulticing (including a foot).
- Legislation.
- Wound care.
- Trotting up a horse for inspection/lameness.
- Loading and travelling horses.

## **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.

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).

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