

# Syllabus and Guidelines

The  
British  
Horse  
Society

For candidates preparing for

THE BRITISH HORSE SOCIETY

**STAGE TWO**

Registered Charity Nos. 210504 and SC038516

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25 April 2013 revised to include section on Equine Intermediate Apprenticeship

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# INTRODUCTION

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

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

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

**1. A certification system**

- This processes candidate enrolment data, issues certificates and keeps long term records of candidates and certificates.

**2. A quality assurance system**

- This provides criteria and procedures for centre approval and monitoring the ongoing approval of centres to ensure they continue to meet the criteria for approval.
- This ensures that assessment of candidates against qualification standards is carried out appropriately and in accordance with the terms of accreditation and that assessment is effective, objective and consistent wherever and whenever it takes place.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Total qualification time is comprised of the following two elements:

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

### **Credit**

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

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

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

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

## BHSQ LEVEL 2

# Diploma in BHS Horse Knowledge and Care

### **Purpose**

By successfully completing this qualification learners will be able to care for stabled and grass-kept horses, under regular but not constant supervision. Learners will develop their knowledge of how to care for horses. This qualification allows learners to progress to BHSQ Level 3 Diploma in BHS Horse Knowledge and Care and to progress into employment.

To successfully complete this qualification it is expected to take 413 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 16 years of age to take this qualification.
- Learners must also be a Gold member of The British Horse Society (BHS).
- Learners must have achieved the BHSQ Level 1 Certificate 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 need to be able to safely, efficiently and competently care for horses by completing a range of well-defined tasks under limited supervision. They will use relevant equipment as required by industry. They will display a level of competence and autonomy for entry to, or progression within employment. The learner will show they are 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 show they are aware of 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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**BHSQ Level 2 Diploma in BHS Horse Knowledge and Care** is broken down into two smaller qualifications, and a total of seven units.

**BHSQ Level 2 Certificate in Horse Care** (TQT – 298)

UNIT 1a – **Groom and Plait Horses and Fit Equipment**

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

UNIT 2a – **The Principles of Horse Health and Anatomy**

UNIT 2b – **The Principles of Shoeing, Clipping and Trimming Horses**

UNIT 4 – **Lunge a horse under supervision**

**BHSQ Level 2 Award in the Principles of Horse Care** (TQT – 115)

UNIT 3a – **The Principles of Watering, Feeding and Fittening Horses**

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

### **Equine Intermediate Apprenticeship**

BHSQ Level 2 Certificate in Horse Care is a competence qualification within the Horse Care pathway for the Intermediate Apprenticeship. To achieve an apprenticeship learners must show continual assessment over a period of time and on more than one occasion. Learners must complete a record of their on-going training and internal assessment.

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

### UNIT 1a

#### Groom and Plait Horses and Fit Equipment (level 2)

11 credits/75 guided learning hours

#### Unit purpose and aims

Learners will be able to safely and competently handle a horse in order to undertake well defined tasks to the standard required by industry at this level. They will know and be able to select and use relevant equipment to strap a horse (including barding); plait a mane and tail and fit appropriate equipment for travelling. Learners must show an efficient use of time for this level as required by industry. They will display a level of competence and autonomy for entry into employment, and/or skills 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 accordingly to industry practice
2. Know procedures for working safely on a yard	2.1 Describe the actions to be taken in the event of an accident on the yard
	2.2 Describe ways of working safely on the yard
3. Be able to strap a horse	3.1 Select and use equipment for grooming fit horses
	3.2 Use equipment to assist the development of muscle tone
4. Know the process of grooming a rugged up horse	4.1 Outline how to groom a stabled horse prior to /after exercise
5. Be able to plait the mane and tail with elastic bands/thread	5.1 Prepare the mane and tail for plaiting
	5.2 Put plaits in to a mane using bands/thread
	5.3 Plait a tail using bands/thread
6. Be able to prepare a horse for travelling	6.1 Select and fit equipment suitable for travelling a horse relevant for the distance travelled and weather conditions
	6.2 Fit a travel bandage and travel boot
7. Know procedures for fitting and storing clothing and equipment	7.1 Describe why it is important to fit clothing and travelling equipment
	7.2 Describe methods for washing clothing and equipment
	7.3 Describe how to store clothing and equipment when not in use
	7.4 Describe methods for maintaining clothing and equipment in good condition

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### **PROCEDURE FOR ASSESSMENT**

This section will take approximately one hour. At the start of this section the assessor will allocate the learner a stable and horse and will distribute tasks. The learner will put on a head collar and tie up the horse with a quick release knot prior to starting the tasks.

The assessor is looking for learners who are confident, show correct handling techniques, can identify risks 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.

### **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, 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.

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

Learners will be able to describe safe working practice, and what do to if an accident occurs on the yard.

#### **Grooming and strapping**

Learners will be able to choose suitable equipment to groom a fit and possibly clipped horse. They will know how to keep the clipped horse comfortable in winter while grooming. They will be able to demonstrate or outline how to groom this horse either before or after exercise. assessors will expect brushes to be used effectively in cleaning the horse. Wiping or strapping with a pad may be demonstrated and the reasons for doing this will be discussed.

#### **Plaiting mane and tail**

Learners will be asked to plait a mane and tail. They may use thread or bands. They must know how to prepare the mane and tail. The plaits must be neat and produced within an acceptable time scale for industry standard, (less than half an hour for the average mane). It is unlikely that they will be asked to plait more than two or three plaits.

#### **Preparing a horse for travel and fitting the equipment**

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

#### **Clothing and equipment**

Learners may be asked about keeping equipment in good condition. This will include care of the leather parts, as well as the other materials. Different methods of cleaning or washing rugs, bandages and boots will be talked about and how this equipment should be stored when not being used.



### UNIT 1b

#### 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.

Learner Outcomes	Assessment Criteria
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: <ul style="list-style-type: none"> <li>i) bridles</li> <li>ii) martingales</li> <li>iii) saddles</li> <li>iv) nosebands and bits</li> <li>v) breastplate</li> </ul>
	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

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### **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 2a

#### The Principles of Horse Health and Anatomy (level 2)

8 credits/60 guided learning hours

#### Unit purpose and aims

Learners will know the structure of the skeleton. Using a live horse they will be able to identify its skeletal structure including parts of the foot. They will know the position of the main internal organs and the structure of the digestive system. They will also know about horse health and condition and understand the importance of keeping records and regular worming. They will know how to treat minor wounds and care for sick horses. Learners will exhibit a level of knowledge and understanding required by industry for entry into employment, and or knowledge progression.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the horse's skeleton	1.1 Identify the horse's bones
2. Know the structure, function and potential problems of the horse's foot	2.1 Describe the external parts of the horse's foot
	2.2 Explain the functions and importance of the parts of the foot
	2.3 Describe the problems associated with long feet
3. Know the position of the horse's main internal organs	3.1 Indicate the position of internal organs on a horse
4. Know the basic structure of the horse's digestive system	4.1 Describe the horse's digestive system
	4.2 Describe the function of the horse's digestive system
	4.3 Describe why 'bulk' is important to the system
5. Know how to recognise a horse's health, welfare and condition	5.1 Give the horse's normal Temperature, Pulse and Respiration rate
	5.2 Describe how the horse's stance and bodily functions indicate its state of health and well-being
	5.3 Describe signs of poor health in a horse
	5.4 Describe signs of unsoundness in a horse
	5.5 Describe signs of a horse having problems with its teeth
6. Know how to recognise and treat minor wounds	6.1 Differentiate between types of minor wounds
	6.2 Describe how to treat minor wounds
	6.3 Give instances of when a vet may need to be called
7. Know how to care for sick horses	7.1 Describe the principles of sick nursing
8. Know the importance of keeping horse records	8.1 Describe the reasons for keeping health records
9. Know the importance of worming	9.1 Describe the indications of worm infestation in the horse
	9.2 Describe how a worming programme is devised

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### **PROCEDURE FOR ASSESSMENT**

This section will take approximately 1 hour 15 minutes. This will take place in a stable with a horse.

Learners will discuss the health of a horse, how it stands and how its body functions can indicate health, including knowledge of normal temperature, pulse and respiration rates. Learners will be asked to designate on a horse in front of them the whereabouts of the main internal organs of the body (for instance, where is the heart? where are the kidneys?), and the major bones making up the skeletal frame.

Learners will be asked to describe a basic outline of the horse's digestive system and how it functions. Learners will describe the structure of the horse's foot and designate the external parts, understand their basic function and what problems arise from neglect.

Learners will be asked to describe how you would recognise when a horse is in poor health or is not sound enough to be worked. Learners will discuss the treatment of minor wounds, basic nursing and when to call the vet. They will be asked about the inspection and care of the horse's teeth and about the importance of worming. They will be able to describe the reasons for keeping health records.

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

#### **Anatomy and physiology**

Learners will be asked to name and show where the bones of the skeletal frame and the main internal organs are positioned. Learners will be asked about the external and internal structure of the horse's foot, and their function and importance. They will be asked about problems that may arise from an overlong foot. They will have a basic understanding of the horse's digestive system and its function. This includes naming the different parts, and the importance of feeding bulk food.

#### **Health, welfare and condition**

Learners should know the signs of ill health, and the temperature, pulse and respiration rate of a healthy horse. They will know from the way the horse stands, eats, drinks and from the droppings whether the horse is healthy or not, and be able to describe what to look for when a horse is unsound. Learners will also need to know the signs of a horse having tooth problems. They will be able to describe the symptoms of a horse with a worm infestation and be able to make a worming programme. The reasons for keeping health records will be discussed.

#### **Treatment of minor wounds and care of the sick horse**

Learners should know how to tell the different types of wound, and be able to give instances when the vet should be called. They should be able to describe the treatment of minor wounds and the principles of sick nursing.

### UNIT 2b

#### The Principles of Shoeing, Clipping and Trimming Horses (level 2)

4 credits/30 guided learning hours

#### Unit purpose and aims

Learners will know and understand the procedures for clipping, trimming and shoeing horses. Learners will know the importance of efficient use of time and exhibit a level of understanding required by industry for entry into employment, and or knowledge progression.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the reasons for clipping and relevant welfare issues	1.1 Describe why and when horses may be clipped
	1.2 Describe welfare implications of clipping
	1.3 Differentiate between types of clip
2. Know how to assemble and maintain clippers	2.1 Describe how to assemble clippers
	2.2 Describe checks required before clipping
	2.3 Describe the maintenance of clippers during and after clipping
	2.4 Outline the potential dangers of clipping and how to minimise them
3. Know why and how to pull manes and tails	3.1 Describe how, why and when to trim and pull a mane
	3.2 Describe how, why and when to pull a tail
	3.3 Outline when you would not pull a mane or tail
4. Know why and how to trim horses	4.1 Describe how, why and when to trim a tail
	4.2 Describe how, why and when to trim other parts of the horse's body
	4.3 Outline when you would not trim a horse
	4.4 Outline different ways of trimming
5. Know the procedure for shoeing, including the use of the farriers tools	5.1 Describe reasons for shoeing horses
	5.2 Describe the procedure for shoeing a horse
	5.3 Describe the well shod foot
	5.4 List the farriers tools and their use
6. Know the procedure for removing a twisted shoe in an emergency	6.1 Explain how to remove a twisted shoe in an emergency

#### PROCEDURE FOR ASSESSMENT

This section will be assessed in a stable, with a horse, so learners can indicate to the horse if required.

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### CANDIDATE GUIDANCE – skills and knowledge

#### **Pulling manes and tails, clipping, and trimming**

Learners should have a practical knowledge and be able to describe pulling manes and tails, know how to trim other parts of the body, and know which horses should not be trimmed. Learners will be asked to discuss how to trim with clippers and a comb and scissors, and discuss the reasons for clipping and trimming, methods used and safety requirements. Learners will know when to clip, and will understand the welfare implications of clipping. They will show an understanding of different clips commonly in use and the reasons for using them. They will know what checks to make before clipping and demonstrate how to clean and assemble clipper blades.

#### **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.

### UNIT 3a

#### 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.

Learner Outcomes	Assessment Criteria
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)*



### UNIT 3b

#### The Principles of Stabling and Grassland Care for Horses (level 2)

6 credits/38 guided learning hours

#### Unit purpose and aims

Learners will know and understand the principles of horse behaviour and caring for horses when stabled and at grass. They will also be able to discuss stable design and construction and pasture management. Learners will exhibit a level of knowledge and understanding required by industry for entry into employment, and or knowledge progression.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know the requirements for stable design and construction	1.1 Describe stable design and dimensions for horses and ponies
	1.2 Describe materials for stable construction
	1.3 Explain the importance of good ventilation and ways this may be provided
	1.4 Explain the importance of good drainage and how this may be provided
	1.5 Describe various stable fixtures and fittings
2. Know about horse behaviour and welfare when stabled	2.1 Describe how stabling would affect a horse's natural lifestyle and how this can be minimised
	2.2 Describe how to accommodate a new horse
	2.3 Identify signs of nervous or undesirable behaviour in a stabled horse
	2.4 Describe how to handle nervous or undesirable behaviour in a stabled horse
3. Know the requirements for grassland care and pasture maintenance	3.1 Describe the ideal requirements and features for horse pasture
	3.2 Describe how to maintain good quality grazing
	3.3 List and describe plants that are poisonous to horses
4. Know about horse behaviour and welfare when at grass	4.1 Describe causes of unsettled behaviour in horses at grass and list some causes for this
	4.2 Explain why horses may be difficult to catch

#### PROCEDURE FOR ASSESSMENT

This section will be assessed in a classroom or similar location.

#### CANDIDATE GUIDANCE – skills and knowledge

##### Stable design and construction

Learners should know and understand the basic requirements of size and safe construction of a stable and its fittings for horses and ponies.

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### **Horse's behaviour and welfare when stabled**

Learners should know how stabling affects a horse's natural lifestyle and how the effects of this can be minimised. They should identify the signs of, and know how to, handle nervous or undesirable horse behaviour.

### **Grassland care and pasture maintenance**

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

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

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

Learners should be able to describe what horses do when they are unsettled at grass and what causes them to become unsettled. They should explain why horses may be difficult to catch.

### UNIT 4

#### Lunge a horse under supervision (level 2)

4 credits/30 guided learning hours

#### Unit purpose and aims

The aim of this unit is to provide the learner with the skills and knowledge for lungeing a horse under supervision. It includes checking and fitting suitable tack and the conditions which may affect the process. 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.

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to lunge a horse	1.1 Check that the lunge area is suitable for the exercise
	1.2 Wear the appropriate protective clothing
	1.3 Select, check and fit suitable lunge tack and equipment according to instructions
	1.4 Maintain control of the horse at all times appropriate to the conditions
	1.5 Lunge the horse according to instructions
	1.6 Remove tack and maintain security and safety of horse throughout
2. Be able to work safely	2.1 Work in a way which maintains health and safety and is consistent with current codes of practice and any additional requirements
3. Know how to lunge horses	3.1 State the reasons why lungeing can be substituted for ridden exercise
	3.2 Describe procedures associated with lungeing horses
	3.3 List types and use of equipment and protective clothing
	3.4 Describe the ways in which conditions, such as; weather, surface and other horses affect the process
	3.5 Explain the lungeing process and how to recognise and deal with problems
4. Know the current health and safety legislation	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

## Stage 2

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### **PROCEDURE FOR ASSESSMENT**

This unit will take place in an enclosed area, either indoors or outside. Each learner will have sufficient space to lunge their horse, so there may be one, two or three learners lunging at a time, depending upon the space available. Learners will be presented in the lunging area with a horse that is tacked up with a bridle (noseband removed), saddle/roller and boots. Learners will be expected to select, check and fit the lunge cavesson and side reins before starting to lunge the horse, an assistant may be present to hold the horse. It is advisable to fit the lunge cavesson and side reins without gloves on, but they must be put back on prior to lunging. The learner will take off the side reins and lunge cavesson at the end of the session.

Learners will have 25 minutes to show competence, including fitting equipment, lunging and removing equipment.

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

Learners will be asked to lunge a horse for exercise. They should be able to show safe, practical and effective handling of the equipment and the horse. Learners will be able to talk about processes and procedures, as well as demonstrate the technique that is the industry's accepted code of practice.

Learners will select, check and fit a lunge cavesson and side reins and adjust if necessary; the tack that the horse is wearing. Side reins may or may not be used at the learner's discretion.

Canter can be asked for if the learner feels that the horse is not moving forward sufficiently. Canter should not, however, be used excessively.

Learners will know why lunging can be used instead of riding for exercise, and be able to describe how this is done. They will be able to talk about both the horse's and their own equipment and clothing. They will describe what conditions affect the horse while lunging, and recognise how to deal with these problems.

### 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.

## Stage 2

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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.

## BHSQ LEVEL 2

# Diploma in BHS Riding Horses

### **Purpose**

By successfully completing this qualification learners will be able to ride horses on the flat and over fences in an enclosed area, under limited supervision. Learners will demonstrate their ability to ride without assistance, in balance and with security. This qualification allows learners to progress to BHSQ Level 3 Diploma in BHS Riding Horses and to progress into employment.

To successfully complete this qualification it is expected to take 432 hours of learning, training and development. This is known as total qualification time (TQT). The assessment is usually about 1½ hours in duration.

### **Entry Requirements**

- Learners must be a minimum 16 years of age to take this qualification.
- Learners must also be a Gold member of The British Horse Society (BHS).
- Learners must have achieved either the BHSQ Level 2 Award in BHS Riding Horses Safely on the Public Highway or the BHS Ride Safe award.
- Learners must have achieved the BHSQ Level 1 Certificate 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 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 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 ride on the flat and jump over a grid and a course of fences. Learners will show they can maintain a secure, balanced position in harmony with their horse. Their position must be established and show empathy with all the horses they ride. They must be confident and competent riding horses without stirrups in all three paces. When jumping, they will show confidence and an acceptable level of competence at this level with unknown horses.

Learners who fail the Flat unit will be withdrawn from the assessment and will not continue to the Jumping unit. Only learners who are sufficiently competent controlling the horse and their own balance and security in the saddle, will progress to the Jumping unit of the assessment. Learners may be withdrawn from the jumping unit at any time during the session. It is the responsibility of the assessors to decide these.

Please note if there is any risk to anyone or the horse the assessor will stop the ride. The learner could then be withdrawn from the assessment.

This qualification is assessed as pass or fail only.

## Stage 2

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

**FLAT – Ride Horses on the Flat in an Enclosed Area**

**JUMPING – Ride Horses over Fences in an Enclosed Area**

The Flat unit is also a qualification in its own right - **BHSQ Level 2 Certificate in Riding Horses on the Flat** (TQT – 216).

### **Equine Intermediate Apprenticeship**

BHSQ Level 2 Certificate in Riding Horses on the Flat is a competence qualification within the Horse Care pathway for the Intermediate Apprenticeship. Learners who complete this qualification as part of the apprenticeship framework must show continual assessment over a period of time and on more than one occasion. Learners must complete a record of their on-going training and internal assessment.

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



### FLAT

#### Ride Horses on the Flat in an Enclosed Area (level 2)

22 credits/158 guided learning hours

#### Unit purpose and aims

The learner will be able to ride schooled horses independently and working as a ride in an enclosed environment. They must be confident and competent riding horses with and without stirrups in all three paces, and with the reins in one hand. Their position must be established, showing balance and security and a degree of 'feel'. They will be able to build up a rapport and work in harmony with various types of horse and show an understanding of the basic principles of riding from leg to hand. They will show an ability to assist the horse in keeping its balance during a range of school movements. The learners' independent, well balanced and secure seat should be established at this level. This will enable the learner to progress their confidence and competence in being able to further positively influence the horse's way of going.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to ride horses with a secure, independent and balanced position in walk, trot and canter, with and without stirrups	1.1 Walk, trot and canter with stirrups with a secure, independent and balanced position showing an ability to ride forward from leg to hand
	1.2 Ride with balance in walk, trot and canter
	1.3 Ride with 'suppleness' through the hip, knee and ankle joints in walk, trot and canter
	1.4 Ride using the correct diagonals in trot
	1.5 Walk, trot and canter without stirrups with a secure, independent and balanced position showing an ability to ride from leg to hand
2. Be able to apply natural and artificial 'aids' for riding horses in an enclosed area	2.1 Prepare for and carry out school movements, maintaining the horse's rhythm and balance
	2.2 Use co-ordinated aids for riding transitions and school figures
	2.3 Maintain a suitable rein contact for the work undertaken
	2.4 Utilise natural and artificial aids as required.
	2.5 Use co-ordinated aids for riding with the reins in one hand
	2.6 Use co-ordinated aids to prepare for and ensure a correct canter lead
3. Be able to ride horses in harmony and in conjunction with others using the area	3.1 Show respect for the horse and build up a rapport when riding
	3.2 Abide by the rules of the school when riding with others in closed and open order
4. Know the principles of the horse's way of going	4.1 Describe the horse's behaviour and responses to the aids and surroundings whilst being ridden
	4.2 Describe the way of going of the ridden horse
	4.3 Describe the aids used on the ridden horse

## Stage 2

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### PROCEDURE FOR ASSESSMENT

Learners will ride two horses on the flat demonstrating an ability to ride the horses forward at the correct speed for each gait, showing appropriate independent balance, depth and security of position, applying the correct aids for canter leads and school figures. Learners will ride with an appropriate length of rein both with and without stirrups, and with the reins in one hand.

The horses should be ridden forward in good rhythm. It is important that riders ride from the leg to a receiving hand and not pulling back with the hand to try and create a false outline in the horse. The rider should ride in harmony with their horses. This means the horses should not be upset by the riders' methodology and become resistant and permanently annoyed. Building up a rapport with the horse means the rider must be able to recognise if a horse requires praise or admonishment and using frequent praise and only chastises when absolutely necessary.

#### School figures:

- 20m circle.
- 15m circle.
- 10m circle – if horse balanced enough.
- 5m loops.
- 3 loop serpentines.
- Figure of '8' – across diagonals and on 20m circles.
- Half circle returns.

The assessor will ask learners about the Scales of Training and they should be aware that they exist. The first three are rhythm; suppleness; contact.

### SUGGESTED RIDING PLAN FOR STAGE 2

1. Start work on right/left rein – work in walk until you are satisfied and then work your horse in trot. You are riding as an individual, not as a ride.

You may turn across whenever you wish, but the outside track has right of way, and should not, therefore, be used for walk. Ride to find the best rhythm and balance. Do not change the rein.

2. Walk – change the rein – work in trot. You are still riding as an individual – include in the work some transitions to walk/halt across the centre line. Remember, the outside track has right of way. Do not change the rein.
3. It is time to develop some canter work. Work in trot (come across the school on a 20 metre half circle). Canter as you leave the wall and trot as you arrive at the other side. You may come as often as you wish, but be careful to look for your space, (so that you do not interfere with the other riders). Do not change the rein.
4. Change the rein – repeat the exercise. You may keep the canter longer, providing, it is balanced and you do not interfere with other people. Ride walk and take numerical order.
5. Change horses. Get used to your new horse – use walk, trot and canter – outside track. Do not change rein until you are told.
6. Quit and cross stirrups. Leading files in succession lead ride through various changes of rein. Each rider to think of a different way.

7. Without stirrups, rear file halt – count to six – proceed in trot on 20m circle – as soon as you can, canter on a large circle – trot. Pass the ride and take leading file. Next rear file commence.
8. Take back stirrups. Ride, go large in walk. Leading file in succession – reins in one hand – trot, change rein twice – then reins in both hands – canter, make a circle and take the rear.

### EXTRA SUITABLE EXERCISES

**Trot:** leading files in succession down the centre line – ride into halt – as ride passes take rear file.

**Ride, go large:** leading files in succession with reins in one hand – change the rein twice and take the rear.

**Ride walk:** leading files in succession trot, canter, trot, canter and take the rear.

**Ride three loop serpentine:** continuously from A to C – you may use the long side for canter.

**Ride half 20 metre circles – across the school:** trot – ride half 20 metre circles across the school making downward transition to walk as you leave the wall, a halt transitions across centre line, then walk on and trot as you reach the opposite wall.

**Ride** – single shallow loops down long sides of school in walk and trot.

**Whole ride reins in one hand:** “No 2” or “No 3” or “No 6” and so on circle away and take the rear.

## Stage 2

### JUMPING

#### Ride Horses over Fences in an Enclosed Area (level 2)

21 credits/158 guided learning hours

#### Unit purpose and aims

The learner will be able to show a secure, independent balanced jumping position. They must be confident and competent jumping horses over a course of fences up to maximum of 2ft 6ins (76cm). Their position must be established, showing balance and security and a degree of 'feel'. They will be able to build up a rapport and work in harmony with various types of horse. They will show an ability to assist the horse in keeping its balance round a course of fences. The learners' independent and well balanced jumping position should be established at this level. This will enable the learner to develop their skills and ability to jump horses over more difficult fences and courses.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to walk a show jump course	1.1 Walk a route suitable for riding a show jump course
2. Be able to ride in preparation for jumping including a grid of fences	2.1 Maintain a secure, independent and balanced position at trot and canter, with stirrups of a suitable length for jumping
	2.2 Ride safely according to the ground and weather conditions to maintain the horse's balance
	2.3 Jump through a grid of fences in 'harmony' with the horse
3. Be able to jump horses over a course of fences up to maximum of 2ft 6ins (76cm)	3.1 Ride horses over a course of fences in a secure, independent and balanced jump position
	3.2 Use co-ordinated aids to ride horses over a course of fences
	3.3 Maintain a suitable rein contact at all times
	3.4 Show an effective control of pace
	3.5 Utilise natural and artificial aids as required
4. Be able to ride and jump horses in harmony and in with an awareness of other riders	4.1 Show respect for the horse and build up a rapport when riding
	4.2 Jump horses with confidence
	4.3 Ride horses in harmony, to produce a fluently ridden course
	4.4 Ride safely with others
5. Know the principles of the horse's way of going	5.1 Describe the horse's behaviour whilst being ridden
	5.2 Describe the way of going of the ridden horse
	5.3 Describe the aids used on the ridden horse

### **PROCEDURE FOR ASSESSMENT**

Learners will be required to walk the course of show jumps prior to the exam briefing.

Learners will ride outside in walk, trot and canter in preparation for jumping adopting safe procedures throughout.

1. The group works in and then jumps a cross pole as the first part of a grid of two fences. The second part of the grid is then put up and jumped. Each rider then jumps the grid followed, if necessary, by two or three other fences.

### **CHANGE HORSES**

2. Work in and jump a practice fence. Each rider then jumps the course.

This is the first exam where jumping is included and will be a straightforward course/set of jumps.

**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.**