

BHSQ Level 2 Diploma in Work Based Horse Care

Qualification specification



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Version	Revision date	Reason
3	14/10/2019	Change of awarding body name from Equestrian Qualifications GB Ltd (EQL) to BHS Qualifications (BHSQ)

Please note: This document is uncontrolled once printed. Please check with BHSQ for the most up to date version.

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 learners 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 learner enrolment data, issues certificates and keeps long term records of learners and certificates.

2. A quality assurance system

- This provides criteria and procedures for centre approval and ongoing centre monitoring to ensure the required standards are met.
- This ensures that assessment of learners 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 learner, who has been judged to be competent against the assessment criteria, can be certificated for the award. Accurate, successful and effective quality assurance depends on all individuals involved in BHSQ qualifications, having confidence in assessment and verification decisions made. If a learner does not achieve the required standards, there are opportunities for reassessment. The BHSQ approved centre will be able to detail this.

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

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

How BHSQ uses personal information:

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

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

or email dataprotection@bhs.org.uk

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

Total qualification time (TQT)

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

Total qualification time is comprised of the following two elements:

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

Credit

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

Guided learning hours (GLH)

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

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

BHSQ Level 2 Diploma in Work Based Horse Care

Purpose

By successfully completing this qualification, learners will be able to safely and efficiently demonstrate skills and apply their knowledge through a range of work activities and routine tasks related to the care and use of horses, under limited supervision. Holders of this qualification should be able to obtain work as a groom in a variety of job roles in equine establishments.

On achieving this qualification learners can further their training and competence by progressing onto a Level 3 qualification, including BHSQ Level 3 Diploma in Work Based Horse Care.

In order to achieve the full qualification learners must complete one of three pathways. Learners must achieve all the core mandatory units in Group A and units from one of the three pathways, either Group B – Horse Care, Group C – Breeding or Group D – Horse Care with Riding.

The learner will work on the yard sufficiently in order to learn, develop and practice the skills required to demonstrate competence covering the full daily and weekly yard routine.

Assessment is carried out through continuous assessment at the learner's place of work or at an approved assessment site.

To successfully complete this qualification it is expected to take a minimum of 410 hours . This is known as total qualification time (TQT).

Entry Requirements

- Learners must be a minimum 16 years of age to take this qualification.
- As the qualification includes practical tasks, learners will benefit from being physically fit.
- Learners do not need to have completed any other qualifications prior to taking this qualification. However they may have completed the BHSQ Level 1 Diploma in Work based Horse Care or be at that standard, as assessed initially.

Please note this qualification is specifically aimed at those between the age of 16 – 19 years. For those learners over the age of 19 years this qualification may be suitable in order to re-train and develop skills in horse care as an alternative career.

Initial assessment

An initial assessment of the learner's prior knowledge, experience and skills will be carried out by the centre to identify the individual's starting point and any learning and support needs. This will enable the centre to design an individual learning plan which will provide the structure for the learner's training, learning and practice.

If a learner requires any reasonable adjustments or special considerations they should refer to the centre's Reasonable Adjustments and Special Considerations policies and apply as appropriate.

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Assessment

There will be continuous assessment of the learner's performance in a real working environment that reflects industry practices. This will be at an approved assessment venue attached to an BHSQ approved centre. The learner will be allocated an assessor(s), who teaches, assesses and credits each defined task by observing the performance of the learner over a period of time. The learner will only be credited when performance has been proved without doubt. A learner will not be able to omit any part of the syllabus. Assessments will be carried out in the stable yard in order that the learner can demonstrate both practical skills and knowledge.

This qualification is assessed achieved / not at required level.

The centre's internal verifier will verify assessments made by assessors for reliability and quality. Internal verifiers will visit places of employment to check that local assessments have been completed accurately, to endorse the necessary records and to offer advice if required.

BHSQ external quality assurers will ensure the even application of standards throughout the country and the accuracy of assessment.

Achievement

Full qualification certificates will be issued to learners who achieve the minimum credit for the pathway chosen. Recognition of unit achievement will be issued to learners who complete individual units.

The information provided is correct at the time of production. Occasionally BHSQ may update this information, updates will be provided to centres. It is the centre's responsibility to ensure personnel involved in the delivery of this qualification, has access to and understand the requirements detailed in this document.

BHSQ Level 2 Diploma in Work Based Horse Care – Unit Listing

Horse Care pathway – learners must complete all units within Group A and a minimum of 10 units from Group B. (minimum credits – 41) (maximum credits – 62)

Breeding pathway – learners must complete all units with Group A, all units within Group C and a minimum of 5 units from Group B. (minimum credits 42) (maximum credits – 59)

Horse Care with Riding pathway – learners must complete all units with Group A, 3 out of the six units listed in Group D and a minimum of 5 units from Group B. (minimum credits 50) (maximum credits – 86)

Group A – Core Mandatory Units

All Learners must complete the units in this Group

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L2:A1 Y/600/3483	Clean and maintain stables	2	15	7
L2:A2 D/600/3484	Provide feed and water to horses	2	15	9
L2:A3 H/600/3485	Carry out routine care and monitor the health and well-being of horses	5	38	11
L2:A4 K/600/3486	Restrain horses using specified methods	2	15	13
L2:A5 Y/501/6353	Monitoring and maintaining health and safety	3	23	15
L2:A6 F/502/1689	Maintain and develop personal performance	2	15	18
L2:A7 T/502/1690	Establish and maintain effective working relationships with others	2	15	19

Group B – Horse Care pathway

Learners must complete Group A and a minimum of 10 units from this Group

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L2:B1 R/600/3482	Prepare a stable for a horse	1	8	20
L2:B2 T/600/3488	Fit and remove horse clothing	2	15	21
L2:B3 A/600/3489	Plait and trim horses manes and tails	3	23	22
L2:B4 M/600/3490	Clean and groom horses for appearance	3	23	23
L2:B5 T/600/3491	Assess grazing land for the introduction of horses	2	15	24
L2:B6 A/600/3492	Turn out, catch and maintain horses when turned out	3	23	25
L2:B7 F/600/3493	Fit, remove and maintain tack for exercise	3	23	26
L2:B8 J/600/3494	Long rein a horse under supervision	4	30	28

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L2:B9 L/600/3495	Lunge a horse under supervision	4	30	29
L2:B10 Y/600/3497	Care for horses after exercise	2	15	30
L2:B11 D/600/3503	Assist with the preparation of horses for sale	5	38	31
L2:B12 F/600/3770	Assist with pre and post trek procedures	5	38	32
L2:B13 L/600/3772	Assist with the day to day care of performance horses	4	30	34
L2:B14 R/600/3773	Assist with the care of performance horses after strenuous exercise	6	45	36
L2:B15 H/600/3776	Assist with the care of horses at competitions	6	45	37
L2:B16 K/600/3777	Prepare horses for riders with special requirements	3	23	38
L2:B17 M/600/3778	Assist with mounting and dismounting riders with special requirements	2	15	39
L2:B18 M/600/3781	Assist with riding activity for riders with special requirements	4	30	40
L2:B19 D/600/3789	Assist with receiving a horse and carry out an initial assessment	2	15	41
L2:B20 R/600/3790	Assist with the rehabilitation of horses	3	23	42
L2:B21 K/502/1492	Load and unload animals for transportation	3	23	44

Group C - Breeding pathway

Learners must complete Group A, all units from this Group and a minimum of 5 units from Group B

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L2:C1 L/600/3500	Assist with getting the mare in foal	5	38	45
L2:C2 R/600/3501	Assist with foaling	5	38	46
L2:C3 Y/600/3502	Assist in handling mares and foals	5	38	47

Group D - Horse Care with Riding pathway

Learners must complete Group A, 3 units from this Group and a minimum of 5 units from Group B

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L2:D1 F/600/3512	Ride horses on the road	8	60	48
L2:D2 M/600/3506	Ride a horse in the open	8	60	50
L2:D3 A/600/3508	Ride and lead horses	8	60	52
L2:D4 D/600/3520	Ride a schooled horse	17	128	54
L2:D5 L/600/3769	Jump a schooled horse	17	128	56
L2:D6 J/600/3771	Assist the trek leader during a trek	7	54	58

TITLE	Clean and maintain stables (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:A1 - Y/600/3483

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required for the daily routine of cleaning and maintaining stables. This work is carried out to ensure that the stabling provides safe and suitable accommodation for horses.

This unit involves cleaning and maintaining stables. The learner will need to be able to work with a variety of horses and types of bedding. The learner will also need to check and maintain ventilation, light, bedding and that the conditions are suitable for the individual horse.

Assessor guidance

The learner must be seen to: skip out, muck out and bed down with a fairly quiet horse in the stable. They must be seen to muck out stables with at least two different types of bedding. If rubber mats are used they must have some bedding on top. "Appropriate PPE" as per yard practice.

Time efficient would be 15-25 minutes per stable dependant on type of bedding and yard layout.

Practical assessment sheets

Mucking out and bedding down

Skipping out

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to work safely and minimise environmental damage	1.1 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
	1.2 Carry out work in a manner which minimises environmental damage
	1.3 Dispose of waste safely and correctly
	1.4 Wear appropriate PPE during cleaning
2. Be able to select, use and maintain relevant equipment	2.1 Select and use appropriate equipment for this area of work
	2.2 Prepare, maintain and store equipment in a safe and effective working condition
3. Be able to clean and maintain stables	3.1 Clean and maintain two different types of bedding within the stable environment
	3.2 Provide clean water
	3.3 Provide food as instructed
	3.4 Check and maintain stable conditions

4. Know how to clean and maintain stables	4.1	Outline the cleaning routines appropriate to different types of horse and stabling
	4.2	Describe signs of stress of the horse that may be observed during mucking out
	4.3	State the importance of clean water
	4.4	Identify the types of problems which may occur when mucking out and describe how to deal with them
	4.5	Describe different types of bedding that can be used within a stable.
	4.6	Describe how to check and maintain stable conditions
5. Know the current health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
	5.2	Describe how environmental damage can be minimised
	5.3	Describe the correct methods for disposing waste
6. Know the types of equipment required and how to maintain them	6.1	Describe the equipment and methods of maintaining the range of equipment

TITLE	Provide feed and water to horses (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:A2 - D/600/3484

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to provide feed and water to a variety of horses in stables and fields. It also includes the identification of feed types including roughage and concentrates and how to assess their quality.

Assessor guidance

The learner must be able to make up feeds accurately from a feed chart which identifies amounts in scoops or by weight.

Practical assessment sheets

- Prepare and give hard feed to a stabled horse
- Prepare and provide feed for grass kept horses
- Prepare hay for stable kept horse
- Prepare hay for grass kept horses
- Provide water for stable kept horse
- Provide water for grass kept horses
- Identify feed and hay samples and comment on the quality
- Prepare sugar beet

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select, use and maintain equipment to feed and water horses	1.1 Select and use appropriate equipment for this area of work
	1.2 Prepare, maintain and store equipment in a safe and effective working condition throughout
2. Be able to feed and water horses	2.1 Prepare rations according to instructions to include concentrates and roughage
	2.2 Identify feed types and assess quality including roughage and concentrates
	2.3 Provide feed and water to the horses in the required place according to procedures for both stabled and grazing horses
	2.4 Report any changes in the feeding and drinking habits of horses to the appropriate person
3. Be able to work safely	3.1 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
	3.2 Dispose of waste safely and correctly

4. Know how to feed and water horses	4.1	Describe how to prepare rations
	4.2	State the different procedures between feeding an individual horse to groups of horses
	4.3	Describe normal feeding and drinking habits and behaviours of horses
	4.4	State the correct storage and use of feedstuffs
	4.5	Describe signs and effects of vermin contamination to feed stocks and state to whom this should be reported
	4.6	List the rules of good feeding and watering practice
	4.7	Describe what to do if there are changes in the feeding and drinking behaviour of the horse
	4.8	State the risks during feeding and watering to horses to self and others and how these can be minimised
5. Know the types of equipment required and how to maintain them	5.1	Describe the equipment and methods of using and maintaining the equipment in a fit state for use which will be necessary to feed and water horses
6. Know the current health and safety legislation	6.1	Outline the current health and safety legislation, codes of practice and any additional requirements which apply to this area of work.
	6.2	Describe the correct methods for disposing of waste

TITLE	Carry out routine care and monitor the health and well-being of horses (level 2)
CREDIT VALUE / GLH	5 / 38
BHSQ / UNIT REFERENCE	L2:A3 - H/600/3485

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to carry out routine care and routine monitoring of healthy horses, the recognition of the signs of ill-health and lameness, the nursing of sick horses and routine treatments.

Assessor guidance

The learner must demonstrate an awareness of how/why their observations indicate health or ill health. Observation of these criteria is something that should be done every time they observe a horse, not just when requested to carry out a health check.

Treatment of minor wounds and abrasions should be assessed.

Practical assessment sheets

Assess for health

Monitor health and well-being and administer simple treatments

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to carry out routine husbandry and monitor health and well-being of horses	1.1 Care for horses in a manner which optimises their health and well-being
	1.2 Monitor horses physical condition and behaviour at regular intervals and report concerns to the appropriate person covering the following: <ul style="list-style-type: none"> (i) posture (ii) movement (iii) behaviour (iv) appetite (v) condition (vi) bodily functions
	1.3 Carry out routine husbandry and health care, observe and monitor to promote horses health according to instructions
	1.4 Provide clear and accurate information for recording purposes
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. Know how to carry out routine husbandry and monitor the health and well-being of horses	3.1 Describe how to recognise signs of health and ill-health covering all of the following: (i) disease (ii) disability (iii) pest infestation (iv) trauma (v) colic
	3.2 Describe how to monitor horses physical condition and behaviour at regular intervals and when to report concerns to the appropriate person covering all the following: (i) posture (ii) movement (iii) behaviour (iv) appetite (v) condition (vi) bodily functions
	3.3 Describe how to recognise horse health emergencies and when to call supervisor
	3.4 Describe routine measures of worming, vaccination, foot care
	3.5 Describe the basic structure of the foot and leg and describe how to recognise a lame horse
	3.6 Describe how to recognise and treat minor ailments
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

TITLE	Restrain horses using specified methods (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:A4 - K/600/3486

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required for restraining horses using specified methods. The unit covers maintaining control throughout, communicating effectively with others and seeking assistance should any difficulties occur.

Assessor guidance

The learner should wear gloves and a hard hat, further PPE as directed by employer.

The learner must be seen using a bridle and positioning the horse in the stables in such a way as to limit movement. They should also be seen holding up a leg (another person would be needed to hold the horse) and using a hand twitch.

The learner must demonstrate clearly where they would stand in relation to the person examining/administrating treatment.

Practical assessment sheets

Restrain horse for treatment

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to restrain horses using specified methods	1.1 Select and wear suitable protective clothing for the work
	1.2 Restrain horse according to instructions
	1.3 Work in a quiet, calm and confident manner while restraining the horse
	1.4 Maintain control of the horse throughout the process
	1.5 Release the horse from restraint safely as instructed
	1.6 Communicate effectively with those working with the horse during restraint and seek the assistance without delay should any difficulties arise
2. Be able to select, use and maintain equipment for restraining horses using specified methods	2.1 Identify, select and use appropriate equipment according to instructions
	2.2 Prepare, maintain and store equipment correctly
3. Be able to work safely	3.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant codes of practice and any appropriate guidance

<p>4. Know how to restrain horses using specified methods</p>	<p>4.1 Explain the reasons for restraining horses, the methods of restraint and when to use them covering all the following:</p> <ul style="list-style-type: none"> (i) holding up a leg (ii) pinching skin on the neck (iii) bridle (iv) headcollar (v) lunge line (vi) chiffney (vii) twitch
	<p>4.2 Specify the protective clothing which may be required and why this should be worn</p>
	<p>4.3 Describe how to recognise if the horse is becoming stressed during restraint and when to seek assistance</p>
	<p>4.4 State the importance of communicating with the person working with the horse while it is being restrained</p>
<p>5. Know the current health and safety legislation</p>	<p>5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work</p>

TITLE	Monitoring and maintaining health and safety (level 2)
CREDIT VALUE / GLH	3 / 23
BHSQ / UNIT REFERENCE	L2:A5 - Y/501/6353

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to maintain a healthy and safe working environment under minimal guidance or direction. Learners should be familiar with the health and safety policy and understand their responsibilities under the policy.

Assessor guidance

The learner must work with and show an awareness of good safe practice in all they do. This will be observed by the assessor and yard staff throughout their time on the yard. It is therefore inappropriate that this unit be completed before the greater majority of practical tasks have been seen as there is an implicit element of safety in every task required.

It may be useful to use the “staff health and safety report sheet” as a monthly review to draw attention to areas that need to be addressed.

Practical assessment sheets

Reduce the risks to health and safety in your workplace

Monitor and maintain health and safety - staff health and safety report sheet

Provide a written report in relation to your workplace identifying three health and safety risks in each of the following areas

Maintain good standards of health and safety for self and others

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to maintain health, safety and security in the workplace	1.1 Identify health and safety risks in relation to the workplace covering the following: <ul style="list-style-type: none"> • people • equipment and materials • the work area
	1.2 Carry out specified measures to control risks and keep the appropriate people fully informed
	1.3 Seek guidance on measures to control unfamiliar risks arising from non-routine work situations
	1.4 Relay health and safety information to others in a manner likely to be understood
	1.5 Take the appropriate action without delay as soon as an emergency is suspected
	1.6 Dispose of hazardous and non-hazardous waste safely and appropriately
	1.7 Maintain the security of the workplace in accordance with organisational requirements
2. Be able to use equipment and materials safely	2.1 Use equipment and materials in accordance with manufacturers' instructions and any organisational training
	2.2 Transport any equipment and materials safely and store them correctly at an approved location when not in use

3. Know the systems and procedures for maintaining health, safety and security	3.1	State the organisational requirements with regard to ensuring the security of the workplace
	3.2	Describe the roles and responsibilities for health and safety in the workplace under organisational policy and legislation
	3.3	State why inadequate measures to control risks should be reported
	3.4	Describe procedures for different types of emergencies appropriate to the relevant industry
	3.5	Explain how the procedures for specific emergencies may be affected by location
	3.6	Identify different types of fire extinguishers and their use, relevant to the work area
	3.7	Describe the different forms of waste and appropriate methods of disposal
	3.8	Explain the relationship between security and safety within the workplace
	3.9	List any specific risks relevant to child safety in the workplace
	3.10	State who and why accidents should be reported
4. Understand why equipment is transported and stored safely	4.1	Explain how to transport and store equipment and materials safely
5. Know the reason for following manufacturers' guidance	5.1	State the importance of following manufacturers' and organisational instructions and the potential consequences and risks of not doing so
6. Maintain good standards of health and safety for self and for others	6.1	Supply the necessary personal medical information in accordance with organisational requirements
	6.2	Use and care for the correct personal protective equipment and clothing necessary for work
	6.3	Use approved methods of handling when moving and lifting items
	6.4	Use the appropriate personal and workplace hygiene at all times
	6.5	Provide accurate information about location so that contact can be made if necessary
	6.6	Work in a way which minimises risk to self, others and the environmental
	6.7	Take appropriate action where incidents affect the health and safety of workers
	6.8	Report incidents without delay and complete records accurately, legibly and completely

7. Understand how to maintain the health and safety of self and others	7.1	Explain the roles in maintaining health and safety
	7.2	Explain the reasons for leaving information about location when working in isolation or in remote locations
	7.3	Explain why accidents should be reported without delay and recorded in the appropriate document
	7.4	Explain the methods of minimising environmental damage during work
8. Know the safe lifting techniques	8.1	Describe the safe methods for moving and lifting items
9. Know how to maintain health and safety	9.1	Describe the reasons for maintaining good personal and workplace hygiene
	9.2	State own ability to deal with health and safety emergencies (e.g. not carrying out actions beyond capabilities)
	9.3	Describe how to administer basic emergency first aid procedures
	9.4	Identify the types of personal protective equipment and clothing needed for work and how they must be used, cleaned, stored, inspected and replaced

TITLE	Maintain and develop personal performance (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:A6 - F/502/1689

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to be able to agree and develop their own personal performance with an appropriate person. The learner will maintain and develop personal performance with regard to:

- (i) working to targets and completing specific tasks
- (ii) quality of work

Assessor guidance

The learner must be actively involved in identifying their own strengths and areas where they need to develop their skills. It may be useful to use the “review of personal performance” at monthly reviews to highlight areas to be addressed.

Practical assessment sheets

Review personal performance with regard to working to targets, completing specific tasks and quality of work

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Maintain personal performance	1.1 Identify current competence and areas for development using relevant techniques and processes
	1.2 Carry out work in accordance with responsibilities and organisational requirements
2. Develop personal performance	2.1 Agree personal performance and targets with an appropriate person
	2.2 Review performance and progress regularly and use the outcome to plan future development activities
	2.3 Seek advice from an appropriate person if clarification is required concerning specific tasks
	2.4 Seek constructive feedback and advice from others and use it to help maintain and improve performance
3. Know how to develop personal performance	3.1 State own limits of responsibility in relation to specific tasks and activities
	3.2 State who to obtain advice from in relation to specific tasks and activities
	3.3 List the correct procedures for obtaining advice
	3.4 State the risks involved in not obtaining advice where specific tasks and activities are unclear
	3.5 Describe how to determine and agree development needs and personal targets
	3.6 State why personal performance should be reviewed

TITLE	Establish and maintain effective working relationships with others (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:A7 - T/502/1690

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to work effectively with others under minimal direction through clear communication and co-operation. The learner will establish and maintain effective working relationships with the colleagues, supervisors and managers, persons external to the team, department or organisation.

Assessor guidance

The learner must be pleasant, helpful, polite and hardworking. The skills in this unit are likely to have more bearing on their employability than any other unit.

It may be useful to use these assessments sheets at monthly reviews to draw the learner's attention to areas that need to be addressed. These qualities will be assessed over a period of time, not just on one occasion.

Practical assessment sheets

Learner maintains effective working relationships with colleagues

Learner maintains effective working relationships with supervisors and managers

Learner maintains effective working relationships with persons external to the organisation

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Maintain working relationships with others	1.1 Identify opportunities to improve working practices with the appropriate person
	1.2 Carry out activities requiring co-operation with others in accordance with required procedures
	1.3 Communicate with others in a way which promotes effective working relationships
	1.4 Keep others informed about work plans or activities which affect them
	1.5 Seek assistance from others without causing undue disruption to normal work activities
	1.6 Respond in a timely and positive way when others ask for help or information
2. Understand why good working practices are important	2.1 State why good working relationships are important
	2.2 Suggest ways in which good working relationships can be maintained
	2.3 State the methods of dealing with disagreements within the workplace
	2.4 Describe own level of responsibility in relation to dealing with disagreements
	2.5 State why effective communication is important

TITLE	Prepare a stable for a horse (level 2)
CREDIT VALUE / GLH	1 / 8
BHSQ / UNIT REFERENCE	L2:B1 - R/600/3482

Unit purpose and aim(s)

The aim of this unit is about the daily routine of preparing a stable. This work is carried out to ensure that the stabling provides safe and suitable accommodation for horses.

This unit involves preparing stables for horses. The learner will be able to select a stable for a horse, check the stable for safety, provide suitable bedding, check the availability/quality of food and water, and put the horse in the stable.

Assessor guidance

This may be assessed as daily preparation of the stable or for a new arrival on the yard.

Practical assessment sheets

Prepare a stable for a horse

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare stable for a horse	1.1 Select a stable for a horse according to instructions
	1.2 Check the safety of the stable
	1.3 Assess suitability of bedding and bed down according to instructions
	1.4 Ensure water and food is available
	1.5 Introduce a horse to the stable safely, securely and to maintain welfare
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. Know how to prepare stables for horses	3.1 Describe the types of stabling suitable for the different types of horses
	3.2 Describe common stable fittings
	3.3 State the required ventilation and light for horses
	3.4 Describe a range of bedding and their uses
	3.5 Describe safe and suitable methods of introducing horses to stables
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

TITLE	Fit and remove horse clothing (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:B2 - T/600/3488

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required for putting on and removing stable/protective and tail bandages. It also involves putting on, fitting and removal of rugs. The learner will need to be fully aware of the importance of health and safety in connection with this work. The learner will need to be able to recognise hazards and assess risks within the workplace

Assessor guidance

The learner must be assessed fitting three of the listed rugs (one of which should have leg straps) they should apply stable bandages effectively for filled legs and for travelling, and a tail bandage.

Practical assessment sheets

Apply and fit rugs

Apply stable bandages

Apply tail bandage

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to fit and remove horse clothing	1.1 Select and apply stable/protective bandages with protective padding as required maintaining safety and security of self and horse throughout
	1.2 Select and apply tail bandage
	1.3 Check comfort and safety of bandages to ensure they are fit for purpose
	1.4 Remove roll and store bandages as appropriate
	1.5 Select and fit suitable rugs according to instructions
	1.6 Remove fold and store rugs according to organisational requirements
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 codes of practice and any additional requirements
3. Know how to fit and remove horse clothing	3.1 Explain the reasons for applying stable/protective/tail bandages
	3.2 Describe the dangers of unsafe bandaging
	3.3 Describe a range of different types of rugs and their applications for: <ul style="list-style-type: none"> • Indoor rugs • Outdoor rugs
	3.4 Describe the principles of fitting and measuring rugs
	3.5 Explain the effects of ill-fitting rugs
	3.6 Explain the importance of cleaning and storing rugs and bandages in good condition
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

TITLE	Plait and trim horses manes and tails (level 2)
CREDIT VALUE / GLH	3 / 23
BHSQ / UNIT REFERENCE	L2:B3 - A/600/3489

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to plait the mane and trim the horse as appropriate

Assessor guidance

The plaits should be neat and secure and smart enough for hunting or show jumping. Bands or thread may be used. Heels should be trimmed using a comb or scissors and the end result appear smooth not choppy.

Practical assessment sheets

Lay a mane

Plait a mane

Trim a horse

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plait and trim horses	1.1 Prepare and control horse prior to plaiting and trimming
	1.2 Prepare and plait the mane according to instructions
	1.3 Carry out trimming according to instructions to include one of the following: (i) Bottom of tail (ii) Bridle gap (iii) Feathers
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 codes of practice and any additional requirements
3. Be able to select, use and maintain relevant equipment for plaiting and trimming	3.1 Select and use appropriate equipment for plaiting and trimming according to relevant legislation and manufacturer's instructions
	3.2 Prepare, maintain and store equipment in a safe and effective working condition
4. Know how to plait and trim horses	4.1 Explain how and when a horse might be plaited
	4.2 State when trimming is required
	4.3 Describe how to control a horse when plaiting or trimming
	4.4 Describe how to carry out trimming for all the following: (i) Bottom of tail (ii) Bridle gap (iii) Feathers
5. Know the current health and safety legislation	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment and methods of maintaining the range of equipment used required for plaiting and trimming

TITLE	Clean and groom horses for appearance (level 2)
CREDIT VALUE / GLH	3 / 23
BHSQ / UNIT REFERENCE	L2:B4 - M/600/3490

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to clean and groom horses for appearance. It also covers recognising when horses hooves need attention. The learner will need to be fully aware of the importance of health and safety in connection with this work.

Assessor guidance

The learner must be assessed grooming stable kept and grass kept horses. They must deal with hot sweaty horses after exercise and also bath a horse.

Practical assessment sheets

Groom a stable kept horse

Groom a grass kept horse

Bathing a horse

Sponging off a horse

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to clean and groom horses	1.1 Groom horses efficiently and correctly
	1.2 Recognise and report when a horse's hooves need attention
	1.3 Wash and dry horse according to conditions and requirements for both: (i) a full wash (ii) sponging off
2. Be able to select, use and maintain equipment for cleaning and grooming horses	2.1 Select and use appropriate equipment for grooming and washing according to requirements
	2.2 Prepare, maintain and store equipment in a safe and effective working condition
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and security of horse, self and others during work which is consistent with relevant codes of practice and any additional requirements
4. Know how to clean and groom horses	4.1 Outline the dangers of a dusty environment for the handler
	4.2 Describe the dangers of wearing perfume and jewellery
	4.3 Describe the reason why a horse's hooves might need attention
	4.4 Explain the principles and reasons for grooming
	4.5 Name and describe the correct use of items in the grooming kit
	4.6 Describe the procedure for washing and sponging off dirty horses and drying
5. Know the current health and safety legislation	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

TITLE	Assess grazing land for the introduction of horses (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:B5 - T/600/3491

Unit purpose and aim(s)

This aim of this unit is to provide the learner with the knowledge and skills to assess grazing land ready for the introduction of horses. This unit involves checking land for its suitability for grazing by horses. This includes; recognising and removing hazards, providing a suitable supply of water, checking boundaries and the quality of the grazing.

Assessor guidance

The learner must be observant and reliable in their reporting of hazards and identifying poisonous plants and weeds.

Practical assessment sheets

Check grazing land for its suitability

Identify weeds and poisonous plants

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assess grazing land for the introduction of horses	1.1 Make a basic assessment of the quantity and quality of grazing to ensure it is appropriate for the intended purpose
	1.2 Check for and identify presence of poisonous plants and weeds and any hazards
	1.3 Check that the boundaries are safe and secure
	1.4 Ensure a supply of clean water is available
	1.5 Report the condition of the grazing land to the appropriate person
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. Know how to assess grazing land for the introduction of horses	3.1 Describe the differences between good and poor grazing
	3.2 Describe different methods for providing water for grazing horses
	3.3 State the importance of clean grazing in preventing parasitic infections
	3.4 Identify common types of poisonous plants and weeds
	3.5 Describe the suitability of different types of fencing for horses
	3.6 Describe the ideal location of a gate and appropriate measures for securing gates
4. Know the current health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

TITLE	Turn out, catch and maintain horses when turned out (level 2)
CREDIT VALUE / GLH	3 / 23
BHSQ / UNIT REFERENCE	L2:B6 - A/600/3492

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to turn out, catch and maintain horses when turned out. It includes the routine checking of the horse and the land and catching and bringing in horses as required.

Assessor guidance

The learner should be able to cope with quiet to fresh (but not difficult) horses, applying tack appropriate to the horse and ground to be covered (if crossing a road a bridle must be worn). They must have authority and a confident manner.

Practical assessment sheets

Turn horse out

Daily check of grass kept horses

Catch specified horse

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare to turn horses out	1.1 Check the land, boundaries and any shelter are suitable and secure
	1.2 Check that an adequate supply of clean water is available
	1.3 Identify the horse to be turned out as instructed
	1.4 Select and fit equipment as necessary and lead horse to the land appropriately
2. Be able to maintain horses when turned out	2.1 Release the horse into turn out area as instructed
	2.2 Take the appropriate action to resolve any problems as necessary
	2.3 Check the behaviour and condition of horses regularly
3. Be able to catch up horses	3.1 Catch and bring in horses as instructed
4. Be able to work safely	4.1 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
5. Know how to maintain horses when turned out	5.1 Describe the process for turning out horses in to both regular and new turn out areas
	5.2 State how often to check the horse, area and water and how this varies depending on the time of year and weather
	5.3 Identify the types of records required and the importance of accurate record keeping
	5.4 Describe how to introduce a new horse into an established group
	5.5 Outline the group behaviour of horses
	5.6 State how to make sure the land boundaries and any shelters are suitable and secure
6. Know the current health and safety legislation	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

TITLE	Fit, remove and maintain tack for exercise (level 2)
CREDIT VALUE / GLH	3 / 23
BHSQ / UNIT REFERENCE	L2:B7 - F/600/3493

Unit purpose and aim(s)

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.

Assessor guidance

The learners will be assessed fitting tack in common use on their yard. They are not assessed on double bridles at this level.

Practical assessment sheets

Tack up: saddle, bridle, breastplate, martingale, exercise boots

Remove tack: saddle, bridle, breastplate, martingale, exercise boots

Clean tack – daily clean

Clean tack – weekly clean

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"> (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 and remove tack 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

TITLE	Long rein a horse under supervision (level 2)
CREDIT VALUE / GLH	4 / 30
BHSQ / UNIT REFERENCE	L2:B8 - J/600/3494

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the skills and knowledge for long reining 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.

Assessor guidance

The horse must be fairly quiet and the area contained. The learner must be proficient in their handling of the lines and their positioning, especially in the changes of direction.

Practical assessment sheets

Tacking up: snaffle bridle, boots, saddle or roller

Long rein a horse for exercise

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to long rein a horse	1.1 Check that the area is suitable for the exercise
	1.2 Wear the appropriate protective clothing
	1.3 Select, check and fit suitable long rein tack and equipment according to instructions
	1.4 Maintain control of the horse at all times appropriate to the conditions
	1.5 Long rein 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 long rein horses	3.1 State the purpose of long reining and the reasons why long reining can be substituted for exercise
	3.2 Describe procedures associated with long reining horses
	3.3 List types of equipment and protective clothing and their purpose and use
	3.4 Describe the ways in which conditions such as; weather, surface and other horses affect the process
	3.5 Explain the long reining 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

TITLE	Lunge a horse under supervision (level 2)
CREDIT VALUE / GLH	4 / 30
BHSQ / UNIT REFERENCE	L2:B9 - L/600/3495

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the skills and knowledge for lunging 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.

Assessor guidance

The learner must be able to effectively lunge for exercise. They must show authority and control when lunging lazy horses and those more fresh (not difficult or very strong horses). They should be able to fit and use side reins when lunging but the length will have been determined by a more senior member of staff.

Practical assessment sheets

Tacking up: snaffle bridle, lunge cavesson, boots

Lunge for a horse for exercise

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 lunging can be substituted for ridden exercise
	3.2 Describe procedures associated with lunging horses
	3.3 List types of equipment and protective clothing their purpose and use
	3.4 Describe the ways in which conditions, such as; weather, surface and other horses affect the process
	3.5 Explain the lunging 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

TITLE	Care for horses after exercise (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:B10 - Y/600/3497

Unit purpose and aim(s)

The aim and purpose of this unit is to provide the learner with the knowledge and skills to provide care for horses after they have exercised. The learner will provide appropriate care suited to the condition of the horse and ensure the comfort and safety of the horse.

Assessor guidance

The learner to be assessed dealing with horses after light exercise, when returning blowing and sweaty, and when cold and wet.

Practical assessment sheets

Care for horse after light exercise

Sponge off a sweaty horse after exercise

Deal with a cold wet horse after exercise

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to care for horses after exercise	1.1 Provide care which is appropriate to the condition of the horse after exercise
	1.2 Report any problems relating to the health and condition of the horse to the appropriate person
	1.3 Return the horse to stabling or field ensuring comfort and safety
	1.4 Provide food and water according to instructions
	1.5 Clean and groom the horse according to instructions
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 codes of practice and any additional requirements
3. Know how to care for horses after they have exercised	3.1 Describe the signs of tiredness and stress following exercise
	3.2 State the feed and water requirements following exercise
	3.3 Describe how the needs of the horse will vary depending on duration and intensity of the exercise, and time of year
	3.4 Describe the grooming and cleaning requirements of horses following work
	3.5 Describe the appropriate care to be provided to horses after exercise for both: (i) A hot sweaty horse after exercise (ii) A wet horse on a cold day on return from exercise
4. Know relevant health and safety legislation	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Assist with the preparation of horses for sale (level 2)
CREDIT VALUE / GLH	5 / 38
BHSQ / UNIT REFERENCE	L2:B11 - D/600/3503

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to assist with the preparation of horses and/or young stock for sale including showing the horse to the prospective client.

Assessor guidance

The learner should ideally be working on the yard sufficiently to show their care has contributed positively to the horses condition and well-being. The horse is likely to be new to the yard or young stock so a heightened level of awareness would be expected.

Practical assessment sheets

Leading, trotting up and standing horse for inspection

Prepare a horse for sale over a minimum period of three weeks

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with the preparation of a horse for sale	1.1 Prepare a horse for sale according to instructions
	1.2 Show the horse to prospective client according to instructions including: (i) leading and trotting up (ii) standing horse for viewing
2. Be able to select, use and maintain relevant equipment	2.1 Select and use the appropriate equipment according to instruction
	2.2 Prepare, maintain and store equipment in a safe and effective working condition
3. Be able to work safely	3.1 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
4. Know how to prepare horses for sale	4.1 Describe the sales preparation procedures, including; feeding, rugging, grooming, fitting equipment, plaiting and trimming
	4.2 Explain when to plait and when it is not appropriate
	4.3 Explain the importance of good manners in a horse and how to deal with any problems such as nipping or pulling away when exhibiting for sale
5. Know relevant health and safety legislation	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment and the methods of maintaining the range of equipment in a fit state for use which will be required for the activity

TITLE	Assist with pre and post trek procedures (level 2)
CREDIT VALUE / GLH	5 / 38
BHSQ / UNIT REFERENCE	L2:B12 - F/600/3770

Unit purpose and aim(s)

This unit is about assisting with commercial trekking activities including the preparations before the trek, helping during the trek and the care of the horses on return from the trek. This unit involves preparing the horses for the trek, helping the clients mount and dismount, adjusting tack as necessary and caring for the horses on return from the trek. The importance of customer relations and perception.

Assessor guidance

Learner will be assessed in trekking centres offering half and full day treks.

Practical assessment sheets

Prepare horses and mount riders (beginners)

Dismount riders on return from trek (beginners)

Prepare horses and mount riders (capable riders)

Dismount riders on return from trek (capable riders)

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with pre and post trek procedures	1.1 Assist with pre-trek assessment for treks involving beginners and capable riders according to agreed procedures
	1.2 Tack up horses in accordance with instructions and check the suitability of tack provided and resolve any issues found <ul style="list-style-type: none"> (i) bridle (ii) saddle (iii) neck strap (iv) protective numnahs
	1.3 Assist with mounting and dismounting from the ground and a mounting block as instructed by the trek leader
	1.4 Adjust tack to suit individual riders
	1.5 Recognise hazardous situations and report promptly to the trek leader
	1.6 Recognise health problems in both horse and rider and report appropriately
	1.7 Provide horses with water and make them comfortable according to season and work levels
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, H&S at work act 1974, codes of practice and any additional requirements
3. Be able to select, use and maintain relevant equipment	3.1 Prepare, maintain and store equipment in a safe and effective working condition

4. Know how to assist with pre and post trek procedures.	4.1	Explain why it is important to follow instructions
	4.2	Identify potential hazards likely to be encountered during mounting and dismounting from both the ground and from a mounting block.
	4.3	Identify the insurance requirements for trekking establishments
	4.4	Outline agreed procedures for trekking activities
	4.5	Identify importance of good customer relations
	4.6	State why it is important to recognise poor fitting, broken or unsafe tack
	4.7	Define different types of treks and the requirements of short and long treks, and seasonal differences
	4.8	Outline procedures for pre-trek assessments of the horses and clients
	4.9	Identify the appropriate uses of numnahs and gel pads
	4.10	Define how to adjust tack for comfort, safety, secure girth and how stirrup adjustment effects rider balance (i) size of saddle (ii) width of stirrup (iii) stirrup length (iv) balance straps (v) grass reins
	4.11	Identify risks to horses, yourself and others and how these can be minimised
	4.12	Describe to recognise horse health problems (i) sweating (ii) lameness (iii) breathing (iv) cuts/girth galls
	5. Know relevant health and safety legislation and environmental good practice	4.13
5.1		Outline the current health and safety legislation, codes of practice that may effect the working environment.

TITLE	Assist with the day to day care of performance horses (level 2)
CREDIT VALUE / GLH	4 / 30
BHSQ / UNIT REFERENCE	L2:B13 - L/600/3772

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to assist with the day to day care of performance horses assisting with specialist healthcare, monitoring the health of horses and helping to keep the yard in a tidy and serviceable condition.

Assessor guidance

The “performance horse units” require the learner to be caring for horses competing in affiliated competition, e.g. Dressage, Show Jumping, Eventing, Pointing, Racing, Showing, Polo, Horseball. In all other circumstances, please consult with an BHSQ external quality assurer.

The learner should have responsibility (under supervision) for the care of specified horses so they are able to monitor health and well-being and comment on any changes. The learner must be aware that these checks are carried out every time they observe a horse and they must understand the implications of their observations.

Practical assessment sheets

Monitor health and well-being

Assess for health

Assisting with:- vet, farrier, dentist, therapist

In hand exercise

Put horse on horse walker

Maintain tidiness of the tack room throughout the day

Maintain tidiness of the feed room throughout the day

Maintain tidiness of the yard and muck heap throughout the day

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with the day to day care of performance horses.	1.1 Carry out exercise in accordance with instructions
	1.2 Assist with the administration of routine healthcare for horses in accordance with instructions
	1.3 Monitor the health and well-being of the horse and report any problems to the appropriate person
2. Be able to assist with maintaining facilities	2.1 Assist with the maintenance of the following facilities in accordance with instructions: (i) tack room (ii) feed room (iii) yards (iv) muck heap
3. Be able to work safely	3.1 Work in a way which maintains health and safety and welfare of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements

4. Know how to assist with the day to day care of performance horses	4.1	Describe how to use exercise routines.
	4.2	Describe the types of specialist healthcare covering all the following: (i) vet (ii) farrier (iii) dentist (iv) therapy
	4.3	Identify the types of records required and state reasons for keeping accurate stable records, including records concerning health, treatments, shoeing and exercise
	4.4	Describe why it is important to maintain facilities in serviceable conditions
	4.5	State the risks to horses, yourself and others and how these can be minimised
	4.6	Explain how to administer routine healthcare for horses
5. Know relevant health and safety legislation	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Assist with the care of performance horses after strenuous exercise (level 2)
CREDIT VALUE / GLH	6 / 45
BHSQ / UNIT REFERENCE	L2:B14 - R/600/3773

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to assist with the care of performance horses after strenuous exercise according to the needs of the individual horse, the weather conditions and the time of year.

Assessor guidance

The “performance horse units” require the learner to be caring for horses competing in affiliated competition, e.g. Dressage, Show Jumping, Eventing, Pointing, Racing, Showing, Polo, Horseball. In all other circumstances, please consult with an BHSQ external quality assurer.

Practical assessment sheets

Care after strenuous exercise – clipped horse or hot conditions

Care after strenuous exercise – unclipped horse or cold conditions

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with the care of performance horses after strenuous exercise	1.1 Safely remove tack and equipment, maintaining horse welfare throughout
	1.2 Wash the horse down safely and appropriate for conditions and according laid down procedures
	1.3 Cool and dry the horse appropriate to the weather conditions
	1.4 Apply appropriate clothing and equipment to the horse as directed
	1.5 Provide the horse with food and water as directed
	1.6 Recognise and report problems to the appropriate person as required
	1.7 Assist with the treatment of health problems as directed
2. Be able to work safely	2.1 Work in a way which maintains health and safety and welfare of horse, self and others during work which is consistent with relevant legislation, codes of practice and any additional requirements
3. Know how to assist with the care of performance horses after strenuous exercise	3.1 Summarise the signs of tiredness and overstress following strenuous exercise and why it is important to report any problems
	3.2 State the feed and water requirements following strenuous exercise
	3.3 Explain how different weather conditions may affect the care of the horse after strenuous exercise
	3.4 Describe how to correctly wash and dry a horse after strenuous exercise
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Assist with the care of horses at competitions (level 2)
CREDIT VALUE / GLH	6 / 45
BHSQ / UNIT REFERENCE	L2:B15 - H/600/3776

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to care for horses at competitions. 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.

Assessor guidance

The learner will be caring for horses competing in affiliated competition, e.g. Dressage, Show Jumping, Eventing, Pointing, Racing, Showing, Polo, Horseball. The learner will be seen competently caring for horses at a number of competitions. The learners skills and experience will determine the number of competitions to be attended in order to be deemed competent.

Practical assessment sheets

Care for horse during competition

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with the care of horses at competitions	1.1 Care for the horse on arrival as directed
	1.2 Comply with the appropriate competition rules and etiquette at all times
	1.3 Provide feed, water and exercise as directed at the competition
	1.4 Assist with the preparation of the horse for the competition within the appropriate time and in accordance with instructions
	1.5 Care for horse after competition as directed
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. Know how to assist with the care of horses at competitions	3.1 Describe acceptable behaviour and etiquette for individuals at competitions
	3.2 Describe the potential hazards and the reactions of horses at competitions
	3.3 Outline risks to horses, yourself and others and how these can be minimised
	3.4 Describe how to provide feed, water and exercise whilst at competition
	3.5 Outline how to prepare a horse for a competition within the appropriate time scales
	3.6 Describe the importance of adhering to competition rules
4. Know relevant health and safety legislation	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Prepare horses for riders with special requirements (level 2)
CREDIT VALUE / GLH	3 / 23
BHSQ / UNIT REFERENCE	L2:B16 - K/600/3777

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to check rider records and prepare a suitable horse for riders with special requirements to ride, and ensuring that riders are correctly and safely dressed.

Assessor guidance

The learner will be assessed on a yard that regularly caters for riders with mental or physical disabilities.

Practical assessment sheets

Prepare horses prior to mounting

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare horses for riders with special requirements	1.1 Check rider records and select equipment to meet the rider's needs
	1.2 Prepare the horse in accordance with instructions
	1.3 Adjust tack to suit individual riders
	1.4 Assess the rider for appropriate dress and safety equipment for the activity
	1.5 Report hazardous situations promptly to group leader as necessary
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. Know how to prepare horses for riders with special requirements.	3.1 Identify the types of records required and the importance of accurate record keeping
	3.2 Explain how an individuals' special requirements affect riding
	3.3 Describe the hazards likely to be encountered and how they should be dealt with
	3.4 Explain the importance of following instructions
	3.5 State the importance of ensuring that riders are appropriately dressed
	3.6 Outline risks to horses, yourself and others and how these can be minimised
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Assist with mounting and dismounting riders with special requirements (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:B17 - M/600/3778

Unit purpose and aim(s)

The aim of this unit is to provide the learner with knowledge and skills required to help riders with special needs to mount and dismount safely.

Assessor guidance

The learner will be assessed on a yard that regularly caters for riders with mental or physical disabilities.

Practical assessment sheets

Assist with mounting and dismounting

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with mounting and dismounting	1.1 Position the horse correctly in the mounting area
	1.2 Assist with mounting and dismounting as instructed to include assisted lifts, block and ramps
	1.3 Provide clear and accurate information for recording purposes
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. Know how to assist with mounting and dismounting	3.1 Describe the different methods of mounting and dismounting and how they are carried out to include assisted lifts, blocks and ramps and hoists
	3.2 Explain the importance of using assistants when dismounting riders
	3.3 Describe hazards likely to be encountered and how they should be dealt with
	3.4 Explain how to position the horse in the mounting area
	3.5 Identify the types of records required and the importance of accurate record keeping
4. Know relevant health and safety legislation	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Assist with riding activity for riders with special requirements (level 2)
CREDIT VALUE / GLH	4 / 15
BHSQ / UNIT REFERENCE	L2:B18 - M/600/3781

Unit purpose and aim(s)

The aim of this unit is to provide the learner with knowledge and skills to assist with riding activity for riders with special requirements. It is recommended this unit is carried out within recommended RDA provision.

Assessor guidance

The learner will be assessed on a yard that regularly caters for riders with mental or physical disabilities.

Practical assessment sheets

Assist with riding

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. To be able to assist with riding activity for riders with special requirements	1.1 Lead the horse at the required pace according to instructions
	1.2 Monitor individual riders according to instructions
	1.3 Liaise with instructor and other assistants throughout activity
	1.4 Give information to riders at appropriate times
	1.5 Monitor the welfare and comfort of the horse and report any concerns
	1.6 Follow instructions at all times
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. Know how to assist with riding activity for riders with special needs	3.1 Describe the reasons why side walking is necessary
	3.2 State reasons why riders must be continuously monitored
	3.3 Describe how to recognise distress in riders and horses and the appropriate actions to be taken
	3.4 Describe three examples of how different special requirements may affect riding
	3.5 Describe hazards likely to be encountered and how they are dealt with
	3.6 Explain why it is essential to maintain communication with the rider and others throughout the activity
	3.7 Outline the risks to horses, self and others and how these can be minimised
4. Know relevant health and safety legislation	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Assist with receiving a horse and carry out initial assessment (level 2)
CREDIT VALUE / GLH	2 / 15
BHSQ / UNIT REFERENCE	L2:B19 - D/600/3789

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to assist with receiving horses and carrying out an initial assessment.

Assessor guidance

This unit can be assessed on a yard with new horses arriving on a regular basis. The learner will assist with three horses being assessed.

Practical assessment sheets

Receive horse and assist with initial assessment

Initial assessment of form

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with receiving a horse and carry out an initial assessment	1.1 Prepare accommodation or assessment area ready to receive a horse
	1.2 Receive horse and settle into accommodation according to instruction
	1.3 Assist with initial assessment procedure
	1.4 Communicate and share information with colleagues in relation to the initial assessment as appropriate
	1.5 Contribute to the provision of information for recording purposes
	1.6 Maintain health and welfare of horse throughout
	1.7 Clean assessment area ready for next use
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. Know how to assist with receiving horses and carry out an initial assessment	3.1 Explain the importance of preparing the assessment area ready for initial assessment
	3.2 Describe how horses are settled into the assessment area
	3.3 Describe the initial assessment procedures for the following: (i) Identification (ii) Health (iii) Mobility (iv) Behaviour
	3.4 Identify the types of records required and the importance of accurate record keeping
	3.5 State why initial assessments are carried out
	3.6 Describe working practices and bio-security requirements when receiving new horses
	3.7 State how to communicate effectively and in a professional manner with clients
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Assist with the rehabilitation of horses (level 2)
CREDIT VALUE / GLH	3 / 23
BHSQ / UNIT REFERENCE	L2:B20 - R/600/3790

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to contribute to rehabilitation of horses.

Assessor guidance

This unit is to be assessed on yards with rehabilitation facilities.

The learner must be working on the yard sufficiently to demonstrate their care has contributed to the rehabilitation of the horses. The learner will be assessed caring for at least two horses over a minimum period of three weeks.

Practical assessment sheets

Deliver care according to rehabilitation plan

Prepare rations and feed according to instructions

Restrain a horse for treatment

Exercise horses as appropriate

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with the rehabilitation of horses	1.1 Care for horse according to agreed plan including horses that live on their own and those that live in groups
	1.2 Monitor the progress of the horse's health and welfare against rehabilitation plan covering: <ul style="list-style-type: none"> (i) condition (ii) health (iii) mobility (iv) behaviour
	1.3 Identify and report any behavioural patterns or difficulties
	1.4 Record and provide feedback to the relevant person on progress against rehabilitation plan
	1.5 Assist with controlling horse for health care professionals
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. Know how to assist to the rehabilitation care of horses	3.1 Describe the behaviour of horses living alone or in groups and how this may affect their care
	3.2 State the basic dietary requirements for horses that are underweight and overweight
	3.3 Describe exercise regimes for horses undergoing rehabilitation <ul style="list-style-type: none"> (i) Lungeing (ii) Ridden (iii) Horse walker (iv) In hand (v) Swimming (vi) Different surfaces (vii) Grazing
	3.4 Describe how any two conditions may affect stabling and/or paddock requirements
	3.5 Explain the problems relating to box resting a horse
	3.6 Explain why it is important to follow a rehabilitation plan
	3.7 Explain own role in recording and providing feedback on progress against plan
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Load and unload animals for transportation (level 2)
CREDIT VALUE / GLH	3 / 23
BHSQ / UNIT REFERENCE	L2:B21 - K/502/1492

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills needed to load and unload animals for transportation. It includes preparation of the transportation equipment, health and safety, legislation, maintaining the welfare of the animal throughout the process and effective communication.

Assessor guidance

The yard should have a trailer/lorry on the yard.

The learner to be assessed preparing horses, checking trailer/lorry, loading and unloading willing horses. The horses must be handled with authority and the learner must have good control.

Practical assessment sheets

Prepare horse for transport

Prepare trailer/lorry for transporting a horse for transport

Load a horse

Unload a horse

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare animals and transport	1.1 Communicate effectively with colleagues 1.2 Prepare the correct animals as instructed 1.3 Prepare and make safe the appropriate transportation equipment covering: (i) cleanliness (ii) health and safety (iii) security (iv) removal of hazards
2. Be able to load and unload animals for transportation	2.1 Load and unload the animals as required
3. Be able to work safely	3.1 Work in a way which maintains health and safety, animal welfare and is consistent with relevant legislation, codes of practice and any additional requirements
4. Know how to prepare animals and transport	4.1 Outline how to communicate effectively with colleagues 4.2 Outline how to make the transportation method ready for animals including: cleanliness, health and safety, security and removal of hazards
5. Know how to load and unload animals for transport	5.1 Describe how to prepare, load and unload animals safely and effectively minimising stress to the animal 5.2 Describe how to approach, handle and restrain animals correctly minimising stress 5.3 State the types of problems which should be reported, when and to whom
6. Know the relevant legislation and codes of practice	6.1 Summarise the relevant legislation and codes of practice relating to health and safety and maintaining the welfare of animals

TITLE	Assist with getting the mare in foal (level 2)
CREDIT VALUE / GLH	5 / 38
BHSQ / UNIT REFERENCE	L2:C1 - L/600/3500

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required in assisting with the teasing process and involves holding a quiet mare for teasing, recognising the signs of a mare in season, and completion of appropriate stud records.

Assessor guidance

The learner will be working on a yard with a number of mares being covered so they gain sufficient experience to be competent when assessed.

The learner to be assessed holding two mares for teasing.

Practical assessment sheets

Observe mare and report to senior staff

Assist with teasing on 2 occasions

Accurately complete records

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with the teasing process	1.1 Select and wear suitable protective clothing for the work
	1.2 Hold a quiet mare for teasing
	1.3 Present and position the mare according to instructions
	1.4 Note reactions of mares to other horses, especially males and report to the appropriate person
	1.5 Assist with stud documentation according to instructions including: <ul style="list-style-type: none"> (i) Dates of foaling (ii) Mare records (iii) Stallion records (iv) Teasing and covering records
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. Know how to assist with the teasing process	3.1 Explain the reasons for teasing and the importance of observation for signs of oestrus, including silent mares
	3.2 Describe the covering process
	3.3 Describe the main stages of oestrus in the mare
	3.4 Describe the reaction of stallions to mares in oestrus
	3.5 Outline points to be aware of when working with teasers and stallions, including potential dangers
	3.6 Explain why it is necessary to maintain appropriate records
4. Know the current health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work

TITLE	Assist with foaling (level 2)
CREDIT VALUE / GLH	5 / 38
BHSQ / UNIT REFERENCE	L2:C2 - R/600/3501

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to assist with foaling and involves the preparation of the foaling box, recognition of the signs of imminent foaling, observation of foaling and the handling of the newborn foal.

Assessor guidance

The learner will be working on a yard with a number of mares foaling so they gain sufficient experience to be competent when assessed. The learner to be assessed assisting with two foalings.

Practical assessment sheets

Assist with foaling

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist with foaling	1.1 Prepare foaling box according to instructions
	1.2 Recognise the main signs of imminent foaling and report to the appropriate person
	1.3 Assist with foaling according to instructions
	1.4 Handle the newly born foal in accordance with instructions
2. Be able to select, use and maintain equipment to assist with foaling	2.1 Select, prepare and use the appropriate equipment needed for foaling according to instructions
	2.2 Prepare, maintain and store equipment in a safe and effective working condition
3. Be able to work safely	3.1 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
4. Know how to assist with foaling	4.1 Describe how to prepare foaling boxes with regard to the special requirements of the foaling mare and the newborn foal
	4.2 State the main stages of foaling
	4.3 Describe the signs of imminent foaling
	4.4 Explain the assistance that may be required during foaling
	4.5 Explain when it may be necessary to call the veterinary surgeon
	4.6 Describe the normal reactions of the mare to the newborn foal
	4.7 Outline how to maintain foaling records
5. Know the current health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to this area of work
6. Know the types of equipment required and how to maintain them	6.1 Describe the equipment and methods of maintaining the equipment in a fit state for use which will be necessary to assist with foaling

TITLE	Assist in handling mares and foals (level 2)
CREDIT VALUE / GLH	5 / 38
BHSQ / UNIT REFERENCE	L2:C3 - Y/600/3502

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to assist with the handling of mares and foals. The learner will be involved in catching, leading and turning out a mare and foal into the field, and holding a mare and foal for examination or treatment. It also covers knowledge of the weaning procedure.

Assessor guidance

The learner will be working on a yard with a number of mares and foals so that they gain sufficient experience to be competent when assessed. The learner to be assessed handling at least two mare and foal combinations of a period of time that includes weaning.

Practical assessment sheets

Hold a mare and foal for treatment
 Assist with turning out mare and foal
 Assist with bringing in mare and foal
 Assist with weaning

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist in handling mares and foals	1.1 Approach stabled mares and foals in a calm and confident manner
	1.2 Hold a mare and foal for examination according to laid down procedures
	1.3 Assist with turning out a mare and foal in accordance with instructions
	1.4 Assist with catching and bringing in a mare and foal according to instructions
	1.5 Assist with the weaning process according to instructions
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. Know how to be able to assist in handling mares and foals	3.1 Describe the methods for holding mares and foals for veterinary examination or routine treatments
	3.2 Explain the requirements for introducing a mare and foal to a group
	3.3 List the methods of weaning and the reactions of mare and foal to weaning
	3.4 State the normal age for weaning a foal
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements
5. Know the types of equipment required and how to maintain them	5.1 Describe the equipment which will be required for the activity

TITLE	Ride horses on the road (level 2)
CREDIT VALUE / GLH	8 / 60
BHSQ / UNIT REFERENCE	L2:D1 - F/600/3512

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to exercise horses on the road. This unit involves riding safely on the road according to laid down procedures and the Highway Code.

Assessor guidance

The learner will be assessed riding two different horses on the road.

At level two the learner will be accompanied by a senior member of staff when hacking out. The riding and road safety test can be used as APL for this unit, all usual sampling regarding current competence etc must be applied.

Practical assessment sheets

Ride on the road

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to ride a horse on the road	1.1 Complete the relevant preparation before ride commences to include checking horses' shoes
	1.2 Plan intended route
	1.3 Mount and dismount horse according to instructions adjust girth and stirrups
	1.4 Adjust gait and speed according to conditions
	1.5 Follow Highway Code for riding on the road at all times
	1.6 Report any problems to the appropriate person as necessary
2. Be able to ride safely	2.1 Ride 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 relevant equipment	3.1 Select and wear the appropriate personal protective equipment in accordance with instructions
	3.2 Use equipment according to relevant legislation and instructions
	3.3 Prepare, maintain and store equipment in a safe and effective working condition

4. Know how to ride horses on the road	4.1	State the road safety requirements and the relevance of the Highway Code
	4.2	Outline the principles of riding in a group
	4.3	Describe all the following conditions and how they may affect riding on the road: (i) road surface (ii) weather (iii) other road users (iv) riding in a group (v) visibility
	4.4	State the actions to be taken in the event of an accident
	4.5	List hazards likely to be encountered when riding on the road
	4.6	List the necessary preparations and equipment required prior to riding on the road
5. Know relevant health and safety legislation	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Ride a horse in the open (level 2)
CREDIT VALUE / GLH	8 / 60
BHSQ / UNIT REFERENCE	L2:D2 - M/600/3506

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to ride horses in the open. This unit involves exercising horses in the open in walk, trot and canter, under supervision and following specific instructions.

Assessor guidance

The learner must be able to cope with horses that are behind the leg and those that are up to the bridle and fresh. They are not expected to cope with very sharp, very nappy and those that may buck or rear. The learner will be assessed riding three horses in the open for exercise. If they are exercising the horse on the workplace they would be within sight of senior staff. They must be accompanied, at Level 2, if exercising off road. The learner will be assessed riding singly and in groups, they do not have to be seen doing this on all three horses.

They do not have to be seen on the public highway, however yards offering this unit must have access to sufficient off road riding for it to be a realistic exercise option.

Practical task sheets

Ride in the open

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to a ride horse in the open	1.1 Complete the relevant preparations before the ride commences
	1.2 Report any difficulties to the appropriate person as necessary
	1.3 Mount and dismount the horse according to instructions and adjust girth and stirrups to suit
	1.4 Exercise horse in walk, trot and canter in accordance with instructions and prevailing conditions
	1.5 Adopt the correct riding position to exercise control over the horse
	1.6 Ride the horse in a controlled manner appropriate to conditions, singly and in a group
	1.7 Negotiate gates when riding in the open
2. Be able to work safely and minimise environmental damage	2.1 Ride 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 relevant equipment	3.1 Select and wear the appropriate personal protective equipment according to instructions
	3.2 Use equipment according to relevant legislation and instructions
	3.3 Prepare, maintain and store equipment in a safe and effective condition

4. Know how to ride horses in the open	4.1	State the possible effects on horse's behaviour when riding horses singly and in a group
	4.2	List the necessary preparations to make prior to riding in the open
	4.3	State the reasons for adopting the correct riding position
	4.4	State why it is important to adjust girth and stirrups
	4.5	Explain the basic principles of controlling a horse
	4.6	List the hazards likely to be encountered when riding in the open
	4.7	State the actions to be taken in response to adverse surfaces, weather conditions other horses, animals and people
	4.8	State the importance of following exercise routines
	4.9	State the procedures to be followed in the event of an accident
5. Know relevant health and safety legislation and environmental good practice	5.1	Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Ride and lead horses (level 2)
CREDIT VALUE / GLH	8 / 60
BHSQ / UNIT REFERENCE	L2:D3 - A/600/3508

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to ride and lead horses. This unit involves 'ride and lead' of quiet horses in the open, under supervision and following specific instructions.

Assessor guidance

The learner will be assessed riding and leading a quiet sensible combination. They must manage/control the combination throughout.

At level two the learner would be accompanied when out on exercise. They do not have to be seen on the public highway, however yards offering this unit must have access to sufficient terrain allowing ride and lead to be a realistic exercise option.

Practical assessment sheets

Ride and lead

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to ride and lead horses	1.1 Complete the relevant preparations before the ride is commenced
	1.2 Mount and dismount according to instruction, adjust girth and stirrups to suit
	1.3 Carry out turns to the right and left
	1.4 Exercise horses in walk and trot
	1.5 Maintain control over ridden and led horses in a manner appropriate to the conditions
	1.6 Report any difficulties to the appropriate person as necessary
	1.7 Secure horses and equipment following exercise
2. Be able to ride and lead safely and minimise environmental damage	2.1 Ride 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
	2.2 Carry out work in a manner which minimises environmental damage
3. Be able to select, use and maintain relevant equipment	3.1 Select, fit and use suitable tack and equipment according to instructions
	3.2 Select and wear appropriate Personal Protective Equipment in accordance with instruction
	3.3 Prepare, maintain and store equipment in a safe and effective working condition

4. Know how to ride and lead quiet horses	4.1 Describe how to assess the suitability of horses for “riding and leading”
	4.2 List the hazards associated with riding and leading and the actions to be taken in response to <ul style="list-style-type: none"> (i) adverse surfaces (ii) other horses (iii) other people (iv) adverse weather conditions (v) if the horse slips (vi) loss of stirrups
	4.3 State the actions to be taken if horses are unsettled
	4.4 List the necessary preparations to be made prior to riding in the open
5. Know relevant health and safety legislation and environmental good practice	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Ride a schooled horse (level 2)
CREDIT VALUE / GLH	17 / 128
BHSQ / UNIT REFERENCE	L2:D4 - D/600/3520

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required to ride schooled horses under supervision. It includes basic schooling.

Assessor guidance

Riders will be assessed on two horses. They must cope with those that are behind the leg and those that are up to the bridle. They would not be expected to deal with difficult or over sharp horses however they should be confident on a fit horse. They will have a fair basic position, if positional faults impact on the horses way of going they would not be considered at the level. They will ride the horse forward with an understanding of balance and rhythm, prepare transitions and work to establish correct bend. They will be supple enough to absorb the movement in sitting trot and follow the movement of the canter.

Practical assessment sheets

Ride a schooled horse in an enclosed area

Ride a schooled horse in an open area

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to ride a schooled horse	1.1 Complete the relevant preparations before ride commences
	1.2 Adjust tack so that it is suitable for the work
	1.3 Mount and dismount the horse safely according to instructions
	1.4 Adopt a balanced riding position which is not detrimental to the horse
	1.5 Warm the horse up appropriately for the movements covering all the following: <ul style="list-style-type: none"> (i) walking (ii) trotting on the correct diagonal (iii) cantering on the correct lead (iv) simple school movements (v) transitions
	1.6 Ride the horse in a controlled manner suitable for the working area and conditions <ul style="list-style-type: none"> (i) with stirrups (ii) without stirrups (iii) singly (iv) in a group (v) reins held in one hand
	1.7 Carry out movements safely in accordance with instructions
	1.8 Cool the horse down appropriately after movements

2. Be able to ride safely	2.1 Ride 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. Know how to ride schooled horses	3.1 State the possible effects on horse's behaviour when riding in groups or singly
	3.2 State the reasons for adopting a balanced riding position
	3.3 State why it is important to adjust girth and stirrups
	3.4 Explain the basic principles of controlling a horse
	3.5 List the hazards likely to be encountered when riding and state the actions to be taken in response to (i) adverse surfaces (ii) other horses (iii) other people (iv) adverse weather conditions (v) if the horse slips (vi) loss of stirrups
	3.6 Describe the aids required for simple exercises
	3.7 State the importance of warming the horse up appropriately
	3.8 Describe the principles of riding a horse to include (i) with stirrups (ii) without stirrups (iii) singly (iv) in groups (v) reins held in one hand
4. Know relevant health and safety legislation	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Jump a schooled horse (level 2)
CREDIT VALUE / GLH	17 / 128
BHSQ / UNIT REFERENCE	L2:D5 - L/600/3769

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills to jump schooled horses under supervision. And following specific instructions to include pole work, grids and individual fences. Fences are likely to be 2'6", including upright and spread fences.

Assessor guidance

The learner will be assessed on two horses. They must cope with those that are behind the leg and those that are up to the bridle. They must cope with a horse that can stop or run out, however the horse must not be overly sharp/quick. They must be able to jump a cross pole out of trot. They will demonstrate the quality of canter that needs to be established for the horse to jump a course of fences with ease.

They must ride a good track and have sufficient judgement of pace stride to maintain a rhythm around the course. They will be in balance on the approach, over the fence and on landing. A grid would be of one non jumping stride distances (minimum), bounces would not be expected, a maximum of three fences.

Practical assessment sheets

Ride through a grid

Ride a show jump course at 2' 6"

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to jump a schooled horse	1.1 Adopt and maintain the correct riding position
	1.2 Warm the horse up appropriately for jumping
	1.3 Maintain balance whilst jumping fences
	1.4 Maintain a balanced position which is not detrimental to the horse
	1.5 Follow the correct route according to instructions
	1.6 Adjust speed and gait to suit location and type of jump
	1.7 Cool the horse down appropriately after jumping
2. Be able to work safely and minimise environmental damage	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. Know how to jump schooled horses	3.1 Explain the reasons for following the correct route and presenting the horse to the fence correctly
	3.2 Describe how to warm up and cool down horses prior to and after jumping
	3.3 Describe the actions to be taken if horse refuse to jump or run out
	3.4 Describe the principles of controlling a horse when jumping
	3.5 State the hazards likely to be encountered when jumping
	3.6 State the actions to be taken in adverse weather and surface conditions
4. Know relevant health and safety legislation and environmental good practice	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements

TITLE	Assist the trek leader during a trek (level 2)
CREDIT VALUE / GLH	7 / 54
BHSQ / UNIT REFERENCE	L2:D6 - J/600/3771

Unit purpose and aim(s)

This unit is about assisting with commercial trekking activities including the preparations before the trek, helping during the trek and the care of the horses on return from the trek. This unit involves assisting the trek leader in monitoring the conditions during the trek and safety and comfort of clients and horses as well as communicating with the clients.

Assessor guidance

The learner will be assessed in trekking centres offering half and full day treks. They must have demonstrated competence when assisting with a variety of treks under a variety of conditions in order to be deemed competent.

Practical assessment sheets

Assisting trek leader during the trek

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to assist the trek leader during a trek	1.1 Assist riders and monitor conditions <ul style="list-style-type: none"> (i) weather (ii) terrain (iii) client health (iv) client attitude (v) horse welfare (vi) potential hazards to the riders and horses
	1.2 Report any hazardous situations promptly to the trek leader according to agreed procedures where appropriate
	1.3 Carry out the trek leader's instructions at all times
	1.4 Comply with Riding & Road Safety Legislation and codes of practice
	1.5 Put a horse on lead whilst mounted and ride and lead as directed
	1.6 Assess the risks of leading for both horse and rider
	1.7 Use safe techniques and control whilst riding and leading
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. Know how to assist the trek leader during a trek	3.1 Define safe conditions for trekking and how to monitor <ul style="list-style-type: none"> (i) weather (ii) terrain (iii) client health (iv) client attitude (v) horse welfare (vi) potential hazards to the riders and horses
	3.2 Outline the implications of incorrect horse and rider combinations
	3.3 Indicate how weather conditions affect different terrain
	3.4 Explain the reasons for continuous monitoring of trek members
	3.5 Outline Riding & Road Safety legislation and codes of practice
	3.6 Give two examples of how to recognise clients in distress
	3.7 Identify how the Highway Code applies to trekkers
	3.8 Explain how and when the following information should be given <ul style="list-style-type: none"> (i) points of local interest (ii) progress of trek (iii) basic riding/control
	3.9 Describe how to communicate with participants on the trek
	3.10 Outline how to put a horse on lead whilst mounted and how to ride and lead
	3.11 Outline the risks to horses, yourself and others and how these can be minimised
	3.12 Describe how clients medical conditions may affect their ability on the trek
	3.13 Outline the Accident procedure
	3.14 Describe how to follow trek leaders instructions at all times covering: <ul style="list-style-type: none"> (i) riding of hazards (ii) opening and shutting of gates (iii) dealing with obstacles
4. Know relevant health and safety legislation	4.1 Outline the current health and safety legislation, codes of practice and any additional requirements