

BHSQ Level 3 Diploma in Work Based Horse Care and Management

Qualification specification



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Version	Revision date	Reason
3	14/10/2019	Change of awarding body name from Equestrian Qualifications GB Ltd (BHSQ) 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 3 Diploma in Work Based Horse Care and Management

Purpose

By successfully completing this qualification, learners will be able to care for horses and maintain their health and well-being in a variety of equine work place environments. They will be responsible for supervising and guiding staff, organising work and have a broad range of knowledge and skills, which can be applied to a variety of work routines. They will be able to assume responsibility of others and run a small yard. This qualification is suitable for learners who wish to further develop their skills, knowledge and competence in order to progress their career and obtain employment.

On achieving this qualification learners can further their training and competence by progressing to a number of equine awards available at Levels 4 and 5, whether they be academic higher nationals or other more practical based awards. Holders of this qualification should be able to obtain employment in a variety of equine establishments as a Horse Groom or Yard Manager, in a variety of job roles, Trek Centre Operator, Trek Leader, Horse Riding Instructor or Horse Trainer.

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

The learner will be working 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 640 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 2 Diploma in Work based Horse Care or be at that standard, as assessed initially.

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 3 Diploma in Work Based Horse Care – Unit Listing

Horse Care and Management pathway – learners must complete all units within Group A and a minimum of 8 units from Group B. (minimum credits – 64) (maximum credits 101)

Breeding pathway – learners must complete all units with Group A, choose 3 units within Group C and a minimum of 4 units from Group B. (minimum credits 70) (maximum credits 105)

Horse Care with Riding pathway – learners must complete all units with Group A, 3 out of the five mandatory units listed in Group D and a minimum of 3 units from Group B. (minimum credits – 83) (maximum credits 142)

Coaching pathway – learners must complete all units with Group A, 2 units listed in Group E and a minimum of 3 units from Group B. (minimum credits – 72)

Group A – Core Mandatory Units

All Learners must complete the units in this Group

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L3:A1 Y/600/3791	Receive a horse and carry out an initial assessment	4	26	8
L3:A2 M/600/4896	Plan diets and implement feeding regimes for horses	5	33	10
L3:A3 A/600/3797	Monitor and maintain stocks of feed and bedding	2	13	12
L3:A4 T/600/3801	Promote the health and well-being of horses	8	52	14
L3:A5 A/600/3802	Deliver basic health care treatment to horses	8	52	16
L3:A6 D/502/1523	Promote, monitor and maintain health, safety and security of the workplace	6	39	18
L3:A7 F/501/2989	Manage your own resources	7	70	20

Group B – Horse Care and Management pathway

Learners must complete Group A and a minimum of 8 units from this Group

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L3:B1 J/600/3804	Tack up horses for specialist work	4	26	23
L3:B2 Y/600/3807	Prepare horses for public appearance	3	20	24
L3:B3 D/600/3811	Clip horses	5	33	25
L3:B4 M/600/3795	Develop and implement a horse rehabilitation plan	5	33	27
L3:B5 M/600/3814	Introduce young horses to equipment	12	78	29
L3:B6 L/600/3819	Contribute to training from the ground	15	98	30

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BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L3:B7 A/600/4898	Contribute to the design and implementation of a work programme for horses	4	26	32
L3:B8 F/601/0136	Exercise and improve the performance of horses using lungeing or long reining	8	52	34
L3:B9 D/600/4909	Assist with the exercise and care for performance horses	5	33	36
L3:B10 R/600/4910	Care for performance horses after strenuous exercise	5	33	38
L3:B11 Y/600/4911	Escort horses to competition	3	20	40
L3:B12 D/600/4912	Care for horses after competition	3	20	41
L3:B13 J/600/8517	Manage horses when turned out	3	20	42
L3:B14 H/600/4913	Prepare and maintain grazing land for horses	3	20	43
L3:B15 F/502/1451	Repair and maintain structures or surfaces	2	13	45
L3:B16 L/502/1517	Plan, monitor and evaluate the transportation of animals	3	19	47
L3:B17 K/502/1542	Maintain the health and welfare of animals during transportation	4	30	50
L3:B18 F/600/4904	Prepare to lead a horse trek	5	33	52
L3:B19 R/600/4907	Carry out pre and post horse trek activities	4	26	54
L3:B20 Y/600/4908	Carry out pre and post play routines for polo ponies	6	39	55
L3:B21 J/601/0137	Introduce stick and ball to polo ponies	4	26	57

Group C – Breeding pathway

Learners must complete Group A, 3 units from this Group and a minimum of 4 units from Group B

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L3:C1 T/600/8514	Maintain stud documentation	3	20	58
L3:C2 M/600/8513	Care for and prepare the mare for covering	8	52	60
L3:C3 M/600/3845	Attend to the mare and foal during foaling	8	52	62
L3:C4 T/600/3846	Care for mare and foal	8	52	64
L3:C5 A/600/8515	Handle and present stallions under supervision	8	52	66
L3:C6 F/600/8516	Establish and maintain the care of stallions	8	52	68

Group D – Horse Care with Riding pathway

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

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L3:D1 F/600/4899	Ride horses for exercise	10	65	69
L3:D2 K/600/4900	Ride and lead horses for exercise	10	65	71
L3:D3 T/600/4902	Ride schooled horses to maintain training	26	169	72
L3:D4 A/600/4903	Jump schooled horses to maintain training	26	169	74
L3:D5 L/600/4906	Lead a horse trek	15	98	76

Group E – Coaching pathway

Learners must complete Group A, 2 units from this Group and a minimum of 3 units from Group B

BHSQ/Unit Reference	Unit Title	Credit Value	GLH	Page No
L3:E1 K/503/2136	Collect and analyse information and prepare for equine coaching sessions	4	26	78
L3:E2 M/503/2137	Prepare for, conduct and evaluate equine coaching sessions	20	130	80

TITLE	Receive a horse and carry out an initial assessment (level 3)
CREDIT VALUE / GLH	4 / 26
BHSQ / UNIT REFERENCE	L3:A1 - Y/600/3791

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to carry out an initial assessment on horses, maintaining the health and welfare of the horse and bio security and safety of the site. This could include, a new arrival, rehabilitation, re-homing, retiring and retraining.

Assessor guidance

This unit can be assessed on a yard with new horses arriving on a regular basis. A minimum of three horses to be assessed.

Practical assessment sheets

Receive horse on arrival and carry out initial assessment (for three horses)

Horse Identification record

Equine Initial Assessment

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to receive a horse and carry out an initial assessment	1.1 Receive horse and settle into appropriate accommodation or assessment area taking into account any relevant bio-security measures
	1.2 Carry out an initial assessment of the horse covering (i) Identification (ii) Health (iii) Mobility (iv) Behaviour
	1.3 Provide clear and accurate information for recording purposes
	1.4 Ensure that the yard/senior staff have all the appropriate details and any particular requirements
	1.5 Carry out any follow up actions required after admission
	1.6 Communicate appropriate information to relevant parties
	1.7 Monitor and promote the health and welfare of the horse throughout
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. Understand how receive horses and carry out an initial assessment	3.1	Explain how to receive horses and settle into appropriate accommodation or assessment area
	3.2	Explain how to carry out initial assessment procedures covering all the following and why it should be carried out: (i) Identification (ii) Health (iii) Mobility (iv) Behaviour
	3.3	Explain the types of records required and the importance of accurate record keeping
	3.4	Explain the importance of confidentiality and data protection when maintaining records and sharing information
	3.5	Explain the possible health and bio-security risks that could occur to both horses and humans when horses arrive on a yard
	3.6	Explain how to manage communication both internally and externally
	3.7	Explain what factors may affect the initial assessment
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	Plan diets and implement feeding regimes for horses (level 3)
CREDIT VALUE / GLH	5 / 33
BHSQ / UNIT REFERENCE	L3:A2 - M/600/4896

Unit purpose and aim(s)

The aim and purpose of this unit is to provide the learner with the knowledge and understanding for planning diets and implementing feeding regimes. The learner will need to be able to identify the dietary requirements of horses and decide the quantity of feed required.

The learner will also need to deal with any necessary supplements to the diet and special dietary requirements. It is also essential that any necessary changes in dietary requirements are identified and changes to rations are incorporated.

Assessor guidance

The learner must be able to appraise a horse, assess bodyweight and formulate a diet accordingly. This may be done in pounds or kilograms. They will state bulk to concentrate ratios and number of feeds to be given. They will have a working knowledge of supplements in common use in their area of the industry. They must understand horses requirements at different stages of fittening, development and pregnancy.

Practical assessment sheets

Specify diet – for three horses at varying levels of work/reproductive status/age

Identify feed and hay samples, comment on the quality and how to feed

Feeding horses economically - non competition horses

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan diets and implement feeding regimes	1.1 Accurately identify the dietary requirements for horses
	1.2 Establish the required quantity of feed and the frequency of feeding
	1.3 Accurately specify any supplements to the diet as required
	1.4 Identify and record special dietary requirements
	1.5 Adapt rations to meet changes in the horse's dietary requirements and to optimise the health and well-being of the horse
	1.6 Plan diets and feeding regimes that take account of feeding policy and allow for changes in the rations covering: <ul style="list-style-type: none"> (i) availability of feed and forages (ii) seasonality (iii) costs of feed and forages
	1.7 Provide clear and accurate information for recording purposes
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements

<p>3. Understand how to plan diets and implement feeding regimes</p>	<p>3.1 Compare the dietary requirements for horses of different ages, conditions and different work levels according to:</p> <ul style="list-style-type: none"> (i) body weight (ii) reproductive stage (iii) type and temperament (iv) sickness <p>3.2 Explain how the feeding plan can be affected by costs</p> <p>3.3 Describe dietary additives and supplements and reasons for their inclusion in the diet</p> <p>3.4 Justify reasons for feeding and watering the horse before, during and after strenuous work</p> <p>3.5 Explain the reasons for using different systems of feeding</p> <p>3.6 List diseases and illnesses which require special diets</p> <p>3.7 Explain rules of feeding and watering</p> <p>3.8 Explain the function of the digestive system</p> <p>3.9 Evaluate types of feed and methods of preparing feed</p> <p>3.10 Explain the following dietary requirements:</p> <ul style="list-style-type: none"> (i) Forage (including effectiveness of different types of hay) (ii) Concentrates (iii) Water (iv) Supplements and additives <p>3.11 Explain how the following affect the planning of feeding programmes:</p> <ul style="list-style-type: none"> (i) horse body weight (ii) age (iii) reproductive stage (iv) condition (v) level and type of work (vi) type and temperament (vii) tired (viii) sick (ix) fussy horses
<p>4. Understand relevant health and safety legislation and environmental good practice</p>	<p>4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements</p>

TITLE	Monitor and maintain stocks of feed and bedding (level 3)
CREDIT VALUE / GLH	2 / 13
BHSQ / UNIT REFERENCE	L3:A3 - A/600/3797

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for the management of supplies of feed and bedding, including monitoring stocks, ensuring adequate supply, storage and handling. The learner will be able to check the supply and take the appropriate action if there are any shortfalls. The learner will also be able to store and use feed and bedding correctly.

Assessor guidance

The learner will be responsible for estimating future usage of bedding, hay and feed based on present information and order accordingly. They will check deliveries for quality and accuracy and store appropriately.

Practical assessment sheets

Take responsibility for ordering feed supplies and organising the feedroom

Take responsibility for ordering hay supplies and organising barn

Take responsibility for ordering bedding supplies and organising storage

Lifting and using hard feed

Lifting and using hay (or equivalent)

Lifting and using bedding

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to monitor and maintain stocks of feed and bedding	1.1 Receive materials and check accurately against delivery note and original order for both foodstuffs and bedding
	1.2 Assess the quality of products
	1.3 Record any faults or shortfalls and take the appropriate follow up action
	1.4 Store feed and bedding appropriately
	1.5 Check and record supplies to maintain the required levels
	1.6 Take appropriate action where supplies fall below, or are likely to fall below the required level
	1.7 Use safe lifting techniques at all times
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to monitor and maintain stocks of feed and bedding	3.1 Explain why feed and bedding should be checked against the delivery note and original order and any shortfalls followed up
	3.2 Explain effective methods of storing different types of feed and bedding and the purpose of manufacturer's recommendations regarding storage

	3.3	Explain how poor storage may affect feed and bedding
	3.4	Explain why feed and bedding stocks should be checked and the impact low levels may have and the action to take when supplies fall below the required level
	3.5	Explain why any damage should be recorded and reported, and the potential consequences of not doing so
	3.6	Describe methods of safe handling and storing of feed and bedding
4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements

TITLE	Promote the health and well-being of horses (level 3)
CREDIT VALUE / GLH	8 / 52
BHSQ / UNIT REFERENCE	L3:A4 - T/600/3801

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for providing the care, environment and routine treatments that ensure that the horse remains healthy and content. It involves the recognition and treatment of health problems and minor ailments.

This unit applies to all types of horses and involves caring for horses so that the risk of injury and illness is minimised. Being able to recognise and respond to signs of health and ill-health, and knowing when to summon professional help.

Assessor guidance

The learner should ensure the yard routine and environment instils calm and contentment in the horses. They will have a high level of awareness regarding horses being unsettled, unwell or unlevel. Their general observation of horses in their care would give early indication of any of the above. They will know when a condition can be managed on the yard or when they must call a vet.

Practical assessment sheets

Management of horses stabled and in work, three horses to be reported on

Management of grass kept horses

Examine horse and assess health/ill health, three horses to be reported on

Examine horses feet and shoes and identify their requirements, a number to be examined

Examine unshod horses feet and identify their requirements, a number to be examined

Take horses temperature, pulse and respiration rates

Examine horse to locate injury or ailment - observation of at least two horses

Examine horse and trot up to identify lameness - observation of at least two horses

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to promote the health and well-being of horses	1.1 Treat horses in a manner which minimises stress and maintains health and welfare
	1.2 Monitor the horses' physical condition and behaviour effectively covering: <ul style="list-style-type: none"> (i) appearance (ii) posture and movement (iii) behaviour (iv) bodily functioning (v) signs of health
	1.3 Take and record the temperature, pulse and respiration of the horse accurately
	1.4 Recognise normal and abnormal signs of horse health and take the appropriate action
	1.5 Provide clear and accurate information for recording purposes

2. Be able to promote health and safety	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation and codes of practice
3. Understand how to promote the health and well-being of horses	3.1 Describe how to promote the health and well-being of horses
	3.2 Describe commonly used first aid procedures and individual responsibilities for the treatment of horses under current welfare legislation
	3.3 Explain why horses need exercise to promote health and welfare
	3.4 Describe the signs of health in relation to the appearance, posture and movement, behaviour and bodily functioning
	3.5 Describe the signs of poor health and the actions to take for all the following: (i) ill health (ii) disease (iii) lameness (iv) parasites (v) injury (vi) infestation (vii) stress (viii) health emergency
	3.6 Describe when a horse health emergency would necessitate the calling of a vet
	3.7 Explain the requirements of health and treatment records
	3.8 Describe the anatomy of the lower leg and foot
	3.9 Explain procedures for isolation and sick nursing including bio-security
	3.10 Describe the conformation of the horse and its relationship to movement and action
	3.11 Describe the skeletal and muscular structure of a horse
	3.12 Describe the circulatory, digestive and respiratory system
	3.13 Summarise the risks to horses, yourself and others and how these can be minimised
4. Understand relevant health and safety legislation and environmental good practice	4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements

TITLE	Deliver basic health care treatment to horses (level 3)
CREDIT VALUE / GLH	8 / 52
BHSQ / UNIT REFERENCE	L3:A5 - A/600/3802

Unit purpose and aim(s)

The aim and purpose of this unit is to provide the learner with the knowledge, skills and understanding required for providing care, appropriate environment and routine treatments that ensure that the horse remains healthy and content. It also involves the recognition and treatment of health problems and minor ailments.

This unit applies to all types of horses, and involves delivering basic health care treatments according to veterinary instructions and legislative requirements. The learner will need to seek assistance without delay if it's not possible to administer the treatment. The learner will also need to keep accurate records, dispose of waste safely and provide the routine care to the horse after treatment.

Assessor guidance

The learner will need to have experience of/have worked on a busy yard with a large number of horses so they see enough conditions to have confidence deciding which wounds/conditions they can treat and how, and which need veterinary attention. The learner will be assessed administering medications, treating wounds and caring for ill, lame or injured horses.

Practical assessment sheets

Administer veterinary medications and treatment

Organise horses flu/tetanus vaccinations, others as appropriate to area of industry

Suggest a worming regime and administer wormers – syringe and powders

Care for ill, lame or injured horse

Administer treatment to wounds

Administer treatment - tubbing and hosing/oral and topical treatment

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to deliver basic health care treatment to horses	1.1 Store medication and equipment in accordance with product instructions and health and safety requirements
	1.2 Use appropriate medication for the intended horse covering: (i) prescription only medicine (ii) over-the-counter products (iii) wormers
	1.3 Administer the specified treatment using the correct technique and at the stated time and frequency covering (i) cleaning and hygiene procedures (ii) topical treatments (iii) oral treatments (iv) treatments for wounds
	1.4 Seek assistance without delay when it is not possible to administer the treatment
	1.5 Implement appropriate routine care, diet and exercise plan after treatment
	1.6 Provide clear and accurate records of including reporting of any unusual signs

2. Be able to promote health and safety	2.1 Work in a way which promotes health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
	2.3 Manage and dispose of contaminated and non-contaminated waste and sharps in accordance with legislative requirements and codes of practice
3. Understand how to deliver basic health care treatments to horses	3.1 Explain the significance of expiry dates on drugs and medications and safe procedures for disposal
	3.2 Describe why it is necessary to interpret medication instructions accurately covering all the following: (i) prescription only medicine (ii) over-the-counter products (iii) wormers
	3.3 Explain the importance of restraint techniques, minimising stress levels of the horse and ensuring safety of the handler and horse
	3.4 Explain how to administer all of the following treatments (i) cleaning and hygiene procedures (ii) topical treatments (iii) oral treatments (iv) treatments for wounds
	3.5 Describe the side effects or adverse reactions to medication that might occur
	3.6 Summarise the reasons, legislative requirements and codes of practice for 'withdrawal of drugs' covering: (i) racing (ii) competing (iii) being destroyed
	3.7 Explain the reasons for ensuring personal hygiene and safety precautions e.g. zoonoses and other communicable diseases between horses and humans
	3.8 Describe the routine vaccinations required to promote health
	3.9 Explain the contents of the first aid kit and their uses
	3.10 Explain the risks to horses, yourself and others and explain how these can be minimised
	3.11 Explain the appropriate action to take if contagious or infectious diseases are anticipated and identified
4. Understand relevant health and safety legislation and environmental good practice	4.1 Explain the correct and appropriate methods for disposing of contaminated and non contaminated waste and sharps and/or organic and inorganic waste
	4.2 Explain the records required for management and legislative purposes and the importance of maintaining them

TITLE	Promote, monitor and maintain health, safety and security of the workplace (level 3)
CREDIT VALUE / GLH	6 / 39
BHSQ / UNIT REFERENCE	L3:A6 - D/502/1523

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for monitoring and maintaining the safety and security of the workplace. It also covers carrying out risk assessments, promoting good standards of health and safety and understanding how to deal with any accidents or health emergencies.

Assessor guidance

The learner must demonstrate good safe practice in all their work. They will be observed by the assessor and yard staff throughout their time on the yard. It would therefore be inappropriate for this unit to be completed before the greater majority of other units have been seen as there is an implicit element of health and safety in every task.

Practical assessment sheets

Yard staff health and safety report sheet

Yard staff report on learner responding to health emergencies in the work place

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how to monitor and maintain the health, safety and security of the work area	1.1 Explain the legal and organisational responsibilities in relation to health, safety and security covering: (i) people (ii) equipment and materials (iii) the work area
	1.2 Explain the importance of carrying out risk assessments for all work activities including assessing risks from new and non-routine activities
	1.3 Explain the importance of assessing security issues associated with the work area covering: (i) bio security (ii) building security (iii) data security (iv) personal security
	1.4 Describe how to carry out and evaluate a risk assessment
	1.5 Explain the hierarchy of measures to control risks (including elimination, substitution, relevant engineering controls, safe systems of work, training/instruction and personal protective equipment)
	1.6 Outline safe systems of work when people are working alone or at risk of abuse
	1.7 Explain safe methods and systems of working with hazardous materials and equipment in line with relevant legislation
	1.8 Explain how hazardous and non-hazardous waste should be managed in line with legislation

2. Understand how to promote good standards of health and safety	2.1 Explain the methods of communicating health and safety precautions to others entering the work area
	2.2 Explain how good standards of health and safety contribute to the management and efficiency of businesses or organisations
3. Understand how to deal with health emergency situations	3.1 Describe the types of accidents or incidents which may occur and the correct actions to take
	3.2 Explain the importance of not carrying out actions beyond own capabilities
	3.3 Explain the potential risks to others from an emergency situation
	3.4 Explain the reasons for offering support and help to others involved in the accident or incident and how this should be achieved
4. Understand the records required and their importance	4.1 Explain the responsibility for and types of records required and the importance of accurate record keeping
	4.2 Explain the relevant legislative requirements for completing records of accidents and incidents
5. Monitor and maintain the health, safety and security of the work area	5.1 Carry out risk assessments in accordance with relevant legal and organisational requirements
	5.2 Evaluate the risks which have been identified and implement appropriate control measures
6. Promote good standards of health and safety	6.1 Ensure appropriate clothing and protective equipment is worn which is consistent with recognised health and safety practice and in line with risk assessment
	6.2 Communicate any health and safety precautions that are being applied in the work area to others entering the area
	6.3 Use approved safe methods of lifting and handling when carrying out work
	6.4 Ensure standard procedures for personal hygiene are followed at all times
	6.5 Adopt safe systems of work which are consistent with organisational procedures and the findings of the risk assessment
	6.6 Take appropriate action if there is a danger of accidents or injury
7. Respond to health emergencies within the work area	7.1 Implement procedures safely, correctly and without delay in an emergency situation
	7.2 Summon assistance immediately for any health emergency and initiate action appropriate to the condition and situation
	7.3 Give assistance as required within the limits of your capability, including suitable verbal support
	7.4 Make the immediate vicinity as safe as possible

TITLE	Manage your own resources (level 2)
CREDIT VALUE / GLH	7 / 70
BHSQ / UNIT REFERENCE	L3:A7 - F/501/2989

Unit purpose and aim(s)

This unit is mainly about making sure learners have the personal resources (particularly knowledge, understanding, skills and time) to undertake their work role and reviewing their performance against agreed objectives. It also covers identifying and undertaking activities to develop their knowledge, skills and understanding where gaps have been identified.

Assessor guidance

The learner must be actively working to ensure they are fulfilling the requirements of their job role and developing within it. This will be demonstrated by self-evaluation, goal setting, undertaking training and seeking feedback.

Practical assessment sheets

Yard staff report sheet - learner can manage their own resources

Learner Development Record – 1

Learner Development Record – 2

Learner Development Plan

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Manage their own resources	1.1 Identify and agree the requirements of their work-role with those they report to
	1.2 Discuss and agree personal work objectives with those they report to and how they will measure progress
	1.3 Identify any gaps between the requirements of their work-role and their current knowledge, understanding and skills
	1.4 Discuss and agree, with those they report to, a development plan to address any identified gaps in their current knowledge, understanding and skills
	1.5 Undertake the activities identified in their development plan and discuss, with those they report to, how they have contributed to their performance
	1.6 Get regular and useful feedback on their performance from those who are in a good position to judge it and provide you with objective and valid feedback
	1.7 Discuss and agree, with those they report to, any changes to their personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes
	1.8 Check, on a regular basis, how they are using their time at work and identify possible improvements
	1.9 Ensure that their performance consistently meets or goes beyond agreed requirements

2. Use appropriate behaviours to manage their own resource	2.1	Demonstrate that they recognise changes in circumstances promptly and adjust plans and activities accordingly
	2.2	Demonstrate that they prioritise objectives and plan work to make best use of time and resources
	2.3	Demonstrate that they take personal responsibility for making things happen
	2.4	Demonstrate that they take pride in delivering high quality work
	2.5	Demonstrate that they agree achievable objectives for themselves and give a consistent and reliable performance
	2.6	Demonstrate that they can find practical ways to overcome barriers
	2.7	Demonstrate that they make best use of available resources and proactively seek new sources of support when necessary
3. Know and understand how to manage their own resources using general knowledge	3.1	Demonstrate why managing their resources (particularly knowledge, understanding, skills and time) is important
	3.2	Demonstrate how to identify the requirements of a work-role
	3.3	Demonstrate how to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
	3.4	Demonstrate how to measure progress against work objectives
	3.5	Demonstrate how to identify development needs to address any identified gaps between the requirements of their work-role and their current knowledge, understanding and skills
	3.6	Demonstrate what an effective development plan should contain
	3.7	Demonstrate the type of development activities which can be undertaken to address identified gaps in knowledge, understanding and skills
	3.8	Demonstrate how to identify whether/how development activities have contributed to their performance
	3.9	Demonstrate how to get and make effective use of feedback on their performance
	3.10	Demonstrate how to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
	3.11	Demonstrate how to record the use of their time and identify possible improvements

BHS Qualifications

4. Know and understand how to manage their own resources using industry and sector specific knowledge	4.1 Show that they know and understand the industry/sector requirements for the development or maintenance of knowledge, understanding and skills
5. Know and understand how to manage their own resources using context specific knowledge	5.1 Show that they know the agreed requirements of their work-role including the limits of their responsibilities
	5.2 Show that they know their agreed personal work objectives
	5.3 Show that they know the reporting lines in their organisation
	5.4 Show that they know and understand their current knowledge, understanding and skills
	5.5 Show that they can identify gaps in their current knowledge, understanding and skills
	5.6 Show that they know and understand their personal development plan
	5.7 Show that they know their organisation's policy and procedures in terms of personal development
	5.8 Show that they know the available development opportunities and resources in their organisation
	5.9 Show that they understand possible sources of feedback in their organisation

TITLE	Tack up horses for specialist work (level 3)
CREDIT VALUE / GLH	4 / 26
BHSQ / UNIT REFERENCE	L3:B1 - J/600/3804

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required for tacking up horses for specialist work. The learner will need to be able to select, apply and fit the tack for the specified activity. The learner will also need to be able to check that the tack is safe before handing over to the user.

Assessor guidance

At this level, the learner should be proficient in fitting a straight cut saddle, a jumping saddle, a breastgirth and a double bridle. They do not have to fit all types of snaffles, gags, pelhams and bitless bridle, but if they are used on their yard they should be efficient in their fitting of them. If the learner is working on a particularly specialist yard the external quality assurer can be consulted regarding the tack the learner is assessed fitting.

Practical assessment sheets

Tack up for dressage/showing

Tack up for jumping/cross country

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to tack up a horse for specialist work	1.1 Confirm requirements for tacking up with the appropriate person
	1.2 Select, apply and fit the tack according to requirements, suitable for the horse and its specified activity
	1.3 Check the tack is safe before use take the appropriate action for any defective tack
2. Be able to promote health and safety	2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to tack up horses for specialist work	3.1 Explain types of specialist work activity and the requirement of tacking up horses
	3.2 Identify the types of saddlery, bits and equipment and the reasons for their use in specialist work activity
	3.3 Describe the dangers of unsafe tack, how to check that the tack is safe and how to deal with defective tack
	3.4 Explain the risks to horses, yourself and others and explain how these can be minimised
4. Understand relevant health and safety legislation	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements

TITLE	Prepare horses for public appearance (level 3)
CREDIT VALUE / GLH	3 / 20
BHSQ / UNIT REFERENCE	L3:B2 - Y/600/3807

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding for trimming and plaiting horses which compete or are on show to the public. The learner will need to be able to use suitable methods of restraint during the work, and use the equipment safely and correctly. The learner will need to be fully aware of the importance of health and safety in connection with this work and be able to recognise hazards and assess risks within the workplace.

Assessor guidance

The learner will be sufficiently experienced to be quick and efficient when pulling, trimming, plaiting and turning horses out to a high standard.

Practical assessment sheets

Pulling a mane

Plait a mane

Trim and apply quarter marks

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare horses for public appearance	1.1 Confirm the requirements for preparing the horse
	1.2 Select and use the correct tools and equipment for the work in accordance with laid down procedures
	1.3 Apply suitable methods of restraint
	1.4 Pull mane in accordance with requirements
	1.5 Trim horse in accordance with requirements
	1.6 Plait a horse in accordance with requirements
	1.7 Apply quarter marks in accordance with requirements
	1.8 Maintain health and safety, and the welfare of the horse, during your work
2. Be able to promote health and safety	2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to prepare horses for public appearance	3.1 Describe how to pull a mane and tail in accordance with requirements
	3.2 Describe how to plait and trim horses, and apply quarter marks in accordance with requirements
	3.3 Describe the risks to horses, yourself and others and how these can be minimised
	3.4 Describe the standards required for high level public appearances in accordance with requirements
	3.5 Explain appropriate methods of restraint, and their use in different circumstances
	3.6 Identify the types of tools and equipment used for the work and explain their correct use
4. Understand relevant health and safety legislation	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements
	4.2 Explain the correct and appropriate methods for disposing of waste

TITLE	Clip Horses (level 3)
CREDIT VALUE / GLH	5 / 33
BHSQ / UNIT REFERENCE	L3:B3 - D/600/3811

Unit purpose and aim(s)

The aim of the unit is to provide the learner with the knowledge, skills and understanding required to clip horses to agreed requirements. It also covers the care and maintenance of clipping equipment.

Assessor guidance

The learner will be sufficiently experienced to be quick and efficient when clipping, turning horses out to a high standard. They must demonstrate techniques to remove all hair, neatly, from ticklish areas and difficult to reach areas. They must “read” the situation ensuring their own and helpers safety, employing restraint as needed and requesting sedation if the situation dictates it.

Practical assessment sheets

Clip horse - Full clip or hunter

Clip horse - Partial clip (clip other than hunter, where learner has to do lines)

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to clip horses	1.1 Confirm the requirements for clipping the horse
	1.2 Prepare the horse, equipment and area for clipping according to requirements
	1.3 Minimise stress to the horse and ensure comfort of the horse during clipping
	1.4 Restrain the horse using appropriate techniques and equipment
	1.5 Select the necessary type of clip to meet requirements
	1.6 Clip coat according to requirements and type of clip selected
	1.7 Care for horse after clipping according to the needs of the horse and good practice
	1.8 Instruct assistant appropriately
2. Be able to maintain and use relevant equipment	2.1 Ensure equipment is prepared, used and maintained in a safe and effective condition according to requirements
3. Be able to promote health and safety and environmental good practice	3.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
	3.2 Manage and dispose of waste in accordance with legislative requirements and codes of practice

BHS Qualifications

4. Understand how to clip horses	4.1	Explain the reasons for clipping horses, and the different types of clip
	4.2	Describe how to prepare a clipping area
	4.3	Explain how to introduce horses to clipping
	4.4	Describe the methods of restraint which may be used during clipping
	4.5	Explain how to recognise and deal with horses that are difficult to clip
	4.6	Describe risks to horses, yourself and others and how these can be minimised
5. Understand the safe use of equipment	5.1	Describe the how to select and prepare and use the equipment required
	5.2	Describe the methods of and importance of maintaining the range of equipment used
6. Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
	6.2	Explain the correct and appropriate methods for disposing of waste

TITLE	Develop and implement a horse rehabilitation plan (level 3)
CREDIT VALUE / GLH	5 / 33
BHSQ / UNIT REFERENCE	L3:B4 - M/600/3795

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding to develop and implement a rehabilitation plan for horses.

Assessor guidance

This unit is to be assessed on yards with rehabilitation facilities. The learner will be working on the yard to demonstrate their care has contributed to the rehabilitation of the horses. The learner will be assessed carrying out initial assessments, developing plans and implementing them for at least four horses over a minimum period of three weeks.

Practical assessment sheets

Collect information from an initial assessment and develop a rehabilitation plan (for four horses)

Horse Identification Record

Equine Initial Assessment - Rehabilitation

Equine Rehabilitation Plan

Administer treatment - oral and topical treatment

Implement exercise for rehabilitating horses according to plan – three types of exercise to be seen

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to develop and implement a horse rehabilitation plan	1.1 Collate information from initial assessment of the horse and other relevant information
	1.2 Develop and agree with relevant parties a rehabilitation plan to meet agreed objectives including: (i) handling (ii) feeding (iii) accommodation (iv) health care (v) exercise
	1.3 Implement rehabilitation plan
	1.4 Monitor the physical condition and behaviour of the horse at regular intervals and record, evaluate and take appropriate action
	1.5 Administer oral and/or topical medication according to agreed plan
	1.6 Review and update plan at agreed times
	1.7 Implement exercise for horse according to plan
2. Be able to work safely	2.1 Work in a way which promotes 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 Maintain health and welfare of horse throughout

3. Understand how to develop and implement a horse rehabilitation plan.	3.1	Explain the key elements in designing a programme for the rehabilitation of horses, realising the importance of setting realistic goals
	3.2	Explain the reasons and importance for recording health, behavioural and medication information
	3.3	Explain how to recognise when a plan needs to be modified.
	3.4	Describe potential healthcare requirement for horses undergoing rehabilitation
	3.5	Describe the role of healthcare professionals and when to communicate with them
	3.6	Describe the implications of long term healthcare medication.
	3.7	State the legislation that helps to protect animal welfare and your role
	3.8	Describe equine welfare organisations and their role within the industry
	3.9	Explain the principles and key points of the relevant health and safety regulations and guidelines
	3.10	Explain the problems relating to box-resting the horse
	3.11	Describe techniques available to relieve boredom and prevent stress when dealing with horses with specific conditions
	3.12	Explain handling techniques when dealing with horses with specific conditions

TITLE	Introduce young horses to equipment (level 3)
CREDIT VALUE / GLH	12 / 33
BHSQ / UNIT REFERENCE	L3:B5 - M/600/3814

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to introduce young horses to equipment. The learner will need to be able to identify the training needs of young horses, introduce training procedures, monitor progress and adjust the programme. The learner will need to agree the training with the appropriate person and where necessary, modify it to take into account advice.

Assessor guidance

The learner must be working on the yard sufficiently to demonstrate their involvement has contributed to the horses progress. There must be a heightened level of awareness when dealing with young stock. The learner must show they have the experience to “read” a situation, this is necessary to ensure the horses confidence and their own safety. The learner will work with a horse for a minimum of two weeks. Four horses to be seen.

Practical assessment sheets

Handling youngster and introduce young horse to equipment

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to introduce young horses to equipment	1.1 Identify the training needs of an individual horse and agree with appropriate person
	1.2 Introduce the appropriate basic handling and preliminary training procedures
	1.3 Select and fit suitable equipment to the horse according to requirements
	1.4 Maintain physical and mental well-being of the horse throughout
	1.5 Monitor progress of the horse and report to the appropriate person
	1.6 Adjust the programme according to the individual horses requirements, resources and conditions
2. Be able to promote health and safety	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to introduce young horses to equipment	3.1 Explain how to introduce young horses to basic handling and equipment
	3.2 Explain the psychology of young horses
	3.3 State the importance of establishing good manners in young horses
	3.4 Describe the correct use and fitting of training equipment
	3.5 Explain the possible consequences of a young horse having a negative experience during training
	3.6 Explain the risks to horses, yourself and others and how these can be minimised
	3.7 Explain how to adjust the programme according to the individual horses requirements, resources and conditions

TITLE	Contribute to training from the ground (level 3)
CREDIT VALUE / GLH	15 / 98
BHSQ / UNIT REFERENCE	L3:B6 - L/600/3819

Unit purpose and aim(s)

The aim of this unit is to provide the knowledge, skills and understanding to contribute to the training of young horses. It covers teaching the young horse to accept discipline, the bridle, saddle and rider. It involves leading, long reining or lunging the horse and backing the horse. The learner will need to be able to select and fit suitable tack, train the horse and introduce the horse to the rider.

Assessor guidance

Yards must have a regular throughput of horses for breaking to ensure the learner gains enough experience to be at the required level when assessed. The learner must be working on the yard sufficiently to demonstrate their skills have contributed to the horses being successfully backed. A great deal of experience is necessary for the learner to have the level of awareness necessary to “read” situations and adjust their actions accordingly, this is extremely important when working with young stock to retain horses confidence and rider safety. The learner will be assessed working with at least two horses for a minimum of four weeks each.

Practical assessment sheets

Work horse from the ground in an enclosed area

Work horse from the ground in the open

Backing

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to contribute to training from the ground and backing	1.1 Ensure tack and equipment is prepared, used and maintained in a safe and effective condition
	1.2 Select and fit suitable tack for training the horse from the ground
	1.3 Assist with the training of the horse in accordance with the agreed training plan, within an enclosed area and in the open
	1.4 Agree targets and monitor the progress of training
	1.5 Report and amend the programme as appropriate for horse's progress and well-being throughout the process
2. Be able to introduce horse and rider	2.1 Prepare horse and area for backing according to requirements
	2.2 Assist with Introducing the horse to the rider according to current good practice and establish basic ridden procedures
3. Understand relevant health and safety legislation and environmental good practice	3.1 Summarise current health and safety legislation, codes of practice and any additional requirements
	3.2 Explain the records required for management purposes and the importance of maintaining them

4. Understand how to contribute to training from the ground and backing	4.1 Explain the types of specialist equipment and how to use it
	4.2 Explain the effects and benefits of lungeing and long reining
	4.3 Describe the procedures associated with training young and difficult horses
	4.4 Describe the risks to horses, yourself and others and how these can be minimised
5. Understand how to introduce horse and rider	5.1 Explain the methods of introducing the horse to the rider
	5.2 Explain when and how to amend the programme as appropriate for horse's progress and well-being throughout the process
6. Understand relevant legislation and codes of practice	6.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
	6.2 Explain the records required for management and legislative purposes and the importance of maintaining them

BHS Qualifications

TITLE	Contribute to the design and implementation of a work programme for horses (level 3)
CREDIT VALUE / GLH	4 / 26
BHSQ / UNIT REFERENCE	L3:B7 - A/600/4898

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding to contribute to the design and implementation of a work programme for horses. This unit covers the design and implementation of daily exercise programmes for horses. The learner will need to be able to determine the condition of the horse, identify the exercise needs, plan the work programme, carry out exercise activities and evaluate the results.

Assessor guidance

This unit can be delivered on any yard with horses that require fittening. Work may be lungeing, road work, off road exercise, canter work. The learner should be able to carry out at least two of these.

Practical assessment sheets

Design exercise programme (for two horses)

Produce a log detailing the progress of the horse during fittening (for two horses)

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to contribute to the design and implementation of a work programme for horses	1.1 Assess both the physical and psychological condition and performance of the horse
	1.2 Identify the exercise needs of individual horses
	1.3 Plan and discuss the work programme and feed regime with the appropriate person
	1.4 Plan and discuss the exercise activity including slow work and development work with the appropriate person
	1.5 Formulate a work programme that fully meets the requirements of the plan
	1.6 Carry out exercise activities and daily routines according to plan
	1.7 Evaluate the effect of exercise activities on the horse
	1.8 Record information regarding the performance of the horse and report to the appropriate person
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements

3. Understand how to contribute to the design and implementation of a work programme for horses	3.1	Explain the types and use of schooling aids
	3.2	Explain additional fitness techniques that may be used
	3.3	Evaluate the physical and psychological effects of exercise and training on the horse
	3.4	Explain the reasons for developing plans for individual horses
	3.5	Explain the purpose of work programmes
	3.6	Explain the process of introducing an unfit horse into a fitness programme
	3.7	Explain the process of preparing a horse for a period of rest or roughing off
	3.8	Explain how to assess fitness and condition, exercise needs and summarise appropriate timescales and outcomes
	3.9	Describe the effects of temperament, age and experience on the behaviour of horses
	3.10	Explain the objectives of training programmes
	3.11	Explain the risks to horses, yourself and others and how these can be minimised
4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements

TITLE	Exercise and improve the performance of horses using lungeing or long reining (level 3)
CREDIT VALUE / GLH	8 / 33
BHSQ / UNIT REFERENCE	L3:B8 - F/601/0136

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to lunge or long rein horses for exercise and improvement in performance.

This unit covers the design and implementation of daily exercise programmes for horses. The learner will need to be able to determine the condition of the horse, identify the exercise needs, plan the work programme, carry out exercise activities and evaluate the results.

Assessor guidance

The learner must be polished in their handling of the equipment and sound in their evaluation of the horse. An improvement will be seen in the horse's way of going as a result of the exercises carried out by the learner.

Practical assessment sheets

Lunge or long rein for exercise and improvement (for four horses)

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to select use and maintain relevant equipment	1.1 Select and fit suitable tack and equipment for individual requirements ensuring it is prepared, used and maintained in a safe and effective condition according to current procedures
2. Be able to lunge or long rein horses for exercise and improvement in performance	2.1 Maintain control of the horse at all times appropriate to the conditions
	2.2 Determine the exercise and training needs of the horse and agree them with the appropriate person
	2.3 Exercise the horse for improvement using lunging or long reining according to the agreed requirements
	2.4 Evaluate the effects the exercise activities are having on the horse
3. Be able to promote health and safety and environmental good practice	3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
4. Understand how to lunge or long rein horses for exercise and improve performance	4.1 Compare the use of lungeing or long reining in exercise and training programmes
	4.2 Explain the use of the various schooling aids when lungeing and long reining
	4.3 Explain how horses can be worked from the ground to improve their way of going
	4.4 Explain with whom you must liaise, and the importance of recording and reporting information

	4.5	Explain the risks to horses, yourself and others and how these can be minimised	
	4.6	Explain how to exercise the horse for improvement using lunging or long reining	
	4.7	Explain how a programme would vary depending on the condition of the horse covering: Fit Unfit Performance Leisure Working	
	4.8	Explain how to exercise a horse in the following ways: (i) walk (ii) trot (iii) canter on lunge	
5.	Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements

TITLE	Assist with the exercise and care for performance horses (level 3)
CREDIT VALUE / GLH	5 / 33
BHSQ / UNIT REFERENCE	L3:B9 - D/600/4909

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to exercise and care for performance horses. This unit covers assisting with the exercise and care of performance horses. The learner will need to be able to implement non-riding exercise routines, assist with the administration of specialist healthcare as directed, maintain accurate stable records and assist with facilities.

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

Implement non-ridden exercise – in hand exercise (for two horses)

Implement non-ridden exercise – horse walker or treadmill (for two horses)

Stable records completed correctly – veterinary and dental

Stable records completed correctly – farriery and exercise

Stable records completed correctly – vaccinations and worming

Assist with specialist health care – vet, farrier, dentist, therapy

Assist with specialist health care – therapy

Monitor and maintain exercise facilities

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to exercise and care for performance horses	1.1 Implement non-riding exercise routines as directed
	1.2 Assist with the administration of specialist healthcare as directed
	1.3 Assist with the monitoring and maintenance of exercise facilities in accordance with instructions
2. Be able to maintain accurate records	2.1 Provide clear and accurate health information for individual horses as directed for recording purposes
3. Be able to promote health and safety and environmental good practice	3.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
4. Understand how to exercise and care for performance horses	4.1 Explain how to use non-riding exercise routines
	4.2 Explain the different types of exercise routines and how to use these, including in hand, horse walker, swimming and treadmill
	4.3 Explain the types of specialist healthcare provided by the following: <ul style="list-style-type: none"> (i) vets (ii) farriers (iii) dentist (iv) therapy

	4.4	Explain how to maintain facilities in serviceable conditions
	4.5	Explain the risks to horses, yourself and others and how these can be minimised
5. Know how to maintain accurate records	5.1	Identify the types of records required including health, treatment, shoeing and exercising required and how these can be maintained accurately and the importance and reasons for keeping accurate records
6. Understand relevant health and safety legislation and environmental good practice	6.1	Summarise current health and safety legislation, codes of practice and any additional requirements

TITLE	Care for performance horses after strenuous exercise (level 3)
CREDIT VALUE / GLH	5 / 33
BHSQ / UNIT REFERENCE	L3:B10 - R/600/4910

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding to care for performance horses after strenuous exercise. The unit covers removing tack and equipment, washing the horse down, cool and dry the horse, apply clothing and equipment, provide feed and water and assist with the treatment of health problems.

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 for horse after strenuous exercise – hot sweaty horses

Care for horse after strenuous exercise – cold wet horses

Treat health problems

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to care for performance horses after strenuous exercise	1.1 Safely remove tack and equipment, maintaining welfare, safety and comfort of the horse throughout
	1.2 Wash, cool and dry the horse down appropriately for the weather conditions
	1.3 Apply appropriate clothing and equipment to the horse
	1.4 Assist with the application of specialist leg preparations as required
	1.5 Provide the horse with food and water as instructed
	1.6 Assist with the treatment of health problems as appropriate
	1.7 Monitor the health and well-being of the horse and report to appropriate person
2. Be able to promote health and safety	2.1 Work in a way which promotes and maintains the health, safety and welfare of self, horse and others throughout and is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to care for performance horses after strenuous exercise	3.1 Explain the signs of tiredness and overstress following work
	3.2 Explain the benefits of using heat lamps
	3.3 Explain the requirements of the horse, including feed and water depending on duration and intensity of work and time of year
	3.4 Explain the grooming and cleaning requirements which horses may have following work

	3.5	Explain the risks to horses, yourself and others and how these can be minimised	
	3.6	Explain how to care for a: (i) Hot sweaty horse immediately after exercise (ii) Cold wet horse on return from exercise	
	3.7	Explain washing techniques including: (ii) Sponge wash (iii) Hose (iv) Full wash (v) Sweat scrape	
	3.8	Explain specialist leg preparations including: (i) Cooling agents (ii) Poultice (iii) Bandages	
4.	Understand relevant health and safety legislation	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements

BHS Qualifications

TITLE	Escort horse to competitions (level 3)
CREDIT VALUE / GLH	3 / 20
BHSQ / UNIT REFERENCE	L3:B11 - Y/600/4911

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge skills and understanding required to care for horses at competitions. This unit covers escorting horses to competition, adhering to competition rules and regulations, care for the horses, and provide exercise as directed.

Assessor guidance

The learner is responsible for the horse while at the competition. This does not have to be an affiliated competition. Exercise would be lungeing or walking in hand/walking mounted on a light contact. The learners skills and experience will determine the number of competitions to be attended in order to be deemed competent.

Practical assessment sheets

Escort horses to competitions

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able care for horses at competitions	1.1 Care for the horse on arrival as directed
	1.2 Provide feed, water and exercise as directed before, and during competition
	1.3 Ensure the horse is prepared for the appropriate time and in accordance with specified instructions
	1.4 Comply with the appropriate competition rules and regulations at all times
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to care for horses at competitions	3.1 Explain competition rules and regulations for affiliated and unaffiliated competitions
	3.2 Explain hazards likely to be encountered when handling horses at competitions and their reactions
	3.3 Explain risks to horses, self and others and how these can be minimised
4. Understand relevant health and safety legislation and environmental good practice	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements

TITLE	Care for horses after competition (level 3)
CREDIT VALUE / GLH	3 / 20
BHSQ / UNIT REFERENCE	L3:B12 - D/600/4912

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding to care for horses after competitions. The unit covers establishing control of the horse after competition, escorting the horse to the appropriate location and caring for the horse.

Assessor guidance

This does not have to be an affiliated competition. 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 horses after competitions

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to care for horses after competitions	1.1 Carry out the appropriate after competition procedures to maintain the health and condition of the horse
	1.2 Identify any health and condition problems and report these to the appropriate person as necessary
	1.3 Monitor the health and well being of the horse
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to care for horses after competitions	3.1 Explain health and condition problems associated with competition and the actions to be taken <ul style="list-style-type: none"> (i) recovery rate (ii) cuts (iii) swellings (iv) shoes (v) loss of appetite (vi) not drinking
	3.2 Explain hazards likely to be encountered when caring for horses after competition
	3.3 Explain the post competition procedures to be followed for: <ul style="list-style-type: none"> (i) removing tack and equipment (ii) walking off (iii) cooling down (iv) washing off (v) application of rugs (vi) leg protection
	3.4 Explain the provision of food and water requirements after different competitions
	3.5 Explain the risks to horses, self and others and how these can be minimised
4. Understand relevant health and safety legislation and environmental good practice	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements

TITLE	Manage horses when turned out (level 3)
CREDIT VALUE / GLH	3 / 20
BHSQ / UNIT REFERENCE	L3:B13 - J/600/8517

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to manage horses when turned out. The learner will need to be fully aware of the importance of health and safety in connection with this work and able to recognise hazards and assess risks.

Assessor guidance

The learner will be responsible for the daily checks, care and well-being of horses at grass. They must be sufficiently experienced and observant to notice minor changes in behaviour, health or condition and take appropriate action.

Practical assessment sheets

Turn horse(s) out

Catch specified horse(s)

Daily checks for grass kept horses

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to manage horses when turned out	1.1 Assess the land, boundaries and any shelter are suitable and secure
	1.2 Ensure that an adequate supply of uncontaminated water is available
	1.3 Identify horses to be turned out on grazing land
	1.4 Organise the turning out of the horses as appropriate
	1.5 Check the behaviour, condition and security of horses regularly and report as necessary
	1.6 Catch and bring in horses as instructed
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
	2.2 Ensure work is carried out in a manner which minimises environmental damage
3. Understand how to manage horses when turned out	3.1 Describe the potential hazards which might occur in moving, releasing and catching horses and the appropriate action to take
	3.2 Explain how to turn out horses into both regular and new grazing land
	3.3 Describe how often to check the horse, field and water and how this will vary depending on the time of year and weather
	3.4 Explain the types of records stating the location of horses required and the importance of accurate record keeping
	3.5 Explain how to introduce a new horse into an established group
	3.6 Explain the group behaviour of horses
4. Understand relevant health and safety legislation and environmental good practice	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements
	4.2 Describe the possible environmental damage that could occur and how to respond appropriately

TITLE	Prepare and maintain grazing land for horses (level 3)
CREDIT VALUE / GLH	3 / 20
BHSQ / UNIT REFERENCE	L3:B14 - H/600/4913

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills to prepare and maintain grazing land for horses. The learner will check the suitability of the land 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 will be responsible for ensuring grazing is maintained in optimum condition. The cleaning of water troughs and removal of droppings would be undertaken by themselves or delegated to junior staff. Fencing will be checked and if in need of repair reported to the person responsible for maintenance. Topping, harrowing, rolling, fertilizing and spraying will be reported as needed by the learner and undertaken by the yard or outside contractors.

Practical assessment sheets

Prepare and maintain grazing land

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare and maintain grazing land for horses.	1.1 Assess the quantity and quality of grazing is appropriate for the intended purpose
	1.2 Identify and control the presence of weeds and poisonous plants
	1.3 Check for and identify the presence of any hazards and take appropriate action
	1.4 Assess and maintain the safety and security of boundaries
	1.5 Provide and maintain an adequate supply of uncontaminated clean water
	1.6 Record the condition of the grazing land
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
	2.2 Ensure work is carried out in a manner which minimises environmental damage
	2.3 Manage and dispose of waste in accordance with legislative requirements and codes of practice
3. Understand how to prepare and maintain grazing land for horses.	3.1 Explain how to improve the quality of poor grazing
	3.2 Explain how to maintain the quality of good grazing
	3.3 Explain how to manage the water supply throughout the year and the importance of a suitably located water supply
	3.4 Describe how to minimise parasitic infestation on grazing land

	3.5	Describe effective control measures for common types of poisonous plants and weeds
	3.6	Compare the suitability of different types of boundaries and their use
	3.7	State how shelter may be provided and maintained
	3.8	State the importance of maintaining security to grazing areas
4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation, codes of practice and any additional requirements
	4.2	Describe the possible environmental damage that could occur and how to respond appropriately
	4.3	Explain the correct and appropriate methods for disposing of waste
	4.4	Explain the records required for management and legislative purposes and the importance of maintaining them

TITLE	Repair and maintain structures or surfaces (level 3)
CREDIT VALUE / GLH	2 / 13
BHSQ / UNIT REFERENCE	L3:B15 - F/502/1451

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required for repairing and maintaining structures or surfaces to meet specifications and ensuring the site is restored to a safe condition.

Simulation will not be acceptable where this unit is included in qualifications which verify competent performance.

Assessor guidance

Yards offering this unit must have a workshop equipped with the tools and materials required to carry out repairs and maintenance, e.g. rails; wood; paint; wood preservative.

Structures include – fencing; stables; barns; tack and feed rooms; horse walker; cross-country and show jumps; gates; trailers and lorries. Surfaces include - all weather; indoor school; car park; fields; concreted areas.

Practical assessment sheets

Keep a log of maintenance and repair duties carried out

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare for the repair and maintenance	1.1 Ensure the necessary materials are available and prepared for the work
	1.2 Prepare the structure or surface and the surrounding site in an appropriate manner
2. Be able to repair and maintain structures or surfaces	2.1 Maintain the structure or surface to all the specifications below at the appropriate time <ul style="list-style-type: none"> • Security • Quality • Design • Construction
	2.2 Repair the structure or surface to all the specifications at the appropriate time in relation to: <ul style="list-style-type: none"> • Security • Quality • Design • Construction
	2.3 Provide clear and accurate information for recording purposes
	2.4 Ensure the site is restored to a safe condition which is consistent with the surrounding environment and is clear of unwanted materials
3. Be able to maintain and use relevant equipment	3.1 Ensure equipment is prepared, used and maintained in a safe and effective condition throughout

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4. Be able to promote health and safety and environmental good practice	4.1 Work in a way which promotes health and safety, is consistent with relevant legislation, codes of practice and any additional requirements
	4.2 Ensure work is carried out in a manner which minimises environmental damage
	4.3 Manage and dispose of waste in accordance with legislative requirements and codes of practice
5. Understand the principles of maintaining structures and surfaces	5.1 Explain why surfaces and structures must be repaired and maintained and potential problems if not carried out
	5.2 Explain the preparation required prior to repairing and maintaining structures and surfaces
	5.3 Explain how to finish the structure or surface so that it meets the specification covering all of: (i) security (ii) quality (iii) design (iv) construction
	5.4 Describe different maintenance and repair methods which would achieve the specification covering all (i) security (ii) quality (iii) design (iv) construction
	5.5 Describe the types of problems which may occur, including: • accidental damage • pollution • not meeting the specification and the actions to take
6. Understand relevant health and safety legislation and environmental good practice	6.1 Summarise current health and safety legislation, codes of practice and any additional requirements
	6.2 Describe the possible environmental damage that could occur and how to respond appropriately
	6.3 Explain the correct and appropriate methods for disposing of organic and inorganic waste
7. Understand the reasons for maintaining equipment	7.1 Explain the methods and importance of maintaining equipment for use

TITLE	Plan, monitor and evaluate the transportation of animals (level 3)
CREDIT VALUE / GLH	3 / 19
BHSQ / UNIT REFERENCE	L3:B16 - L/502/1517

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to plan, monitor and evaluate the transportation of animals. It is designed to be applicable to planning the transport of individual or groups of animals, whatever the reasons for transportation, or the distance they are to be taken. The learner will be able to select the best form of transportation, plan the journey, prepare documentation and ensure that those who are to transport the animals are fully briefed. The learner will also be able to monitor transportation, evaluate the effectiveness and take appropriate action where necessary.

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessor guidance

This unit is for learners who plan the transportation of horses on a regular basis. The assessment criteria makes the unit more appropriate for a horse transporter than a commercial or competition yard. However it is still an option if the yard travels a large number of horses. The learner will plan, prepare, monitor and evaluate transporting horses for a number of journeys in order to demonstrate competence.

Practical assessment sheets

Plan transport

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to plan the transportation of animals	1.1 Select the most appropriate form of transportation for an animal type
	1.2 Plan a journey taking into account all of the following factors: (i) distance (ii) health and welfare of animals (iii) containment (iv) means of transport (v) resource availability (vi) legislation (vii) timing to include stop overs (viii) health and safety (ix) nutritional requirements
	1.3 Identify methods for maintaining the health and welfare of the animals throughout the journey
	1.4 Prepare all necessary documentation consistent with current legislation and relevant codes of practice to include documentation required by: (i) the organisation (ii) the carrier
	1.5 Specify procedures for dealing with contingencies

	1.6	Communicate sufficient, clear and accurate information to individuals to allow them to carry out their work effectively and comply with relevant legislation and codes of practice
2. Be able to monitor and evaluate the transportation of animals	2.1	Develop a monitoring programme capable of evaluating animal transportation and encouraging good practice, including: <ul style="list-style-type: none"> (i) timing (ii) resources (iii) contingency management (iv) regulatory demands
	2.2	Establish effective control systems to monitor progress including lines of communication relating to: <ul style="list-style-type: none"> (i) animal health and well-being (ii) timescale (iii) containment (iv) regulatory demands (v) health and safety
	2.3	Monitor transportation at optimal frequencies to determine progress
	2.4	Record any deviations from the monitoring programme and take the appropriate action
	2.5	Redefine the monitoring programme outcomes where monitoring indicates this is necessary
3. Understand how to plan the transportation of animals	3.1	Describe the safe methods of transport for the animals concerned
	3.2	Explain the reasons for using particular carriers and modes of transportation, including resource implications
	3.3	Outline the resource issues which need to be taken into account and appropriate actions to resolve any lack of resources
	3.4	Explain how to produce the transportation plan covering: <ul style="list-style-type: none"> (i) distance (ii) health and welfare of animals (iii) containment (iv) means of transport (v) resource availability (vi) legislation (vii) timing to include stop overs (viii) health and safety (ix) nutritional requirements
	3.5	Explain the methods for maintaining animal health, welfare and safety during transportation
	3.6	Outline the legal and carrier requirements for transportation

	3.7 Explain why it is necessary to plan the handling of contingencies
	3.8 Summarise what information carriers will need and why
	3.9 Summarise current health and safety and animal welfare legislation, codes of practice and any additional requirements
4. Understand how to monitor and evaluate the transportation of animals	4.1 Describe an effective monitoring programme for the transportation of animals and why the following factors are essential, including: <ul style="list-style-type: none"> (i) timing (ii) resources (iii) contingency management (iv) regulatory demands
	4.2 Outline what lines of communication are necessary for effective monitoring of the transportation of animals
	4.3 Explain the purpose and principles of establishing effective control systems relating to: <ul style="list-style-type: none"> (i) animal health and well-being (ii) timescale (iii) containment (iv) regulatory demands (v) health and safety
	4.4 Explain how to recognise deviations from programme and assess their criticality and their potential effects to determine the appropriate action
	4.5 Explain how to evaluate the effectiveness of the programme and how to determine when programme needs modifying

TITLE	Maintain the health and welfare of animals during transportation (level 2)
CREDIT VALUE / GLH	4 / 30
BHSQ / UNIT REFERENCE	L3:B17 - K/502/1542

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge and skills required for maintaining the health and welfare of animals during transportation and unloading.

Simulation will not be acceptable where the unit is included in qualifications which verify competent performance.

Assessor guidance

This unit will be assessed on yards where horses are being transported on a regular basis. The learner will accompany and care for horses on a number of journeys and unload them safely, in order to demonstrate competence. Short trips to local fields are not acceptable.

Practical assessment sheets

Care for horse during transit

Unload horses

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to monitor and maintain animals during transportation	1.1 Monitor animals' health and welfare at the required times during transportation to identify any causes for concern
	1.2 Recognise changes in animal health and welfare which might signify stress, ill health or injury and take the appropriate actions
	1.3 Take the appropriate action without delay where there are any concerns over animal health and welfare
	1.4 Ensure the containment of animals complies with legislation and optimises their health and welfare
	1.5 Ensure that transport temperature and ventilation conditions maintain animal health and welfare
	1.6 Control animals during transportation in the correct manner using relevant handling aids if applicable
2. Be able to carry out post transportation activities	2.1 Clarify who is to receive the animals and communicate any information which they may require
	2.2 Unload the animals using appropriate methods and in a manner which minimises their stress and risk of injury
	2.3 Place the animals in suitable lairage / holding area after transport, that is in compliance with legislation
	2.4 Clean the transportation equipment in accordance with legislation
	2.5 Maintain accurate and complete records as required
3. Be able to work safely and minimise environmental damage	3.1 Work in a way which maintains health and safety and is consistent with relevant legislation, codes of practice and any additional requirements
	3.2 Carry out work in a manner which minimises environmental damage
	3.3 Dispose of waste safely and correctly

4. Know how to monitor and maintain animals during transportation	4.1	Describe signs of animal health and welfare deterioration in relation to appearance, body functions and behaviour
	4.2	State the importance and methods of maintaining the correct temperature and ventilation when transporting animals
	4.3	Explain when to monitor health and welfare according to the animals being transported, relevant legislation and the method of transportation being used
	4.4	Describe the causes and signs of stress in animals
	4.5	Describe the causes, effects and prevention of thermal stress in animals
	4.6	Describe how to care for unfit or injured animals during transportation
	4.7	Describe how to assess ill health and determine the actions to be taken and their urgency
	4.8	Explain when to seek help, and from whom when problems occur during transportation
	4.9	Describe how to maintain health and welfare of animals covering all the following – through the provision of feed and water or not, breaks from travelling, maintaining the transportation environment
	4.10	Describe methods of handling animals during transportation using handling aids if applicable
	4.11	State circumstances in which animals can be left and how safety and security may be maintained
	4.12	Outline the possible unplanned or unforeseen occurrences which may occur and how each may best be handled
	4.13	Summarise their responsibilities under health and safety, animal welfare and animal transportation legislation
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
	5.2	Describe how environmental damage can be minimised
	5.3	Describe the correct methods for disposing of waste
6. Know how to carry out post transportation activities	6.1	State the importance of communicating information to appropriate people
	6.2	Explain animal requirements when handling animals during unloading, in relation to flight zone, visual field and lighting
	6.3	Describe the requirements of the holding area / lairage post transportation
	6.4	Describe how to maintain and clean the transportation equipment after use
	6.5	Explain any necessary documentation and their responsibility in relation to it

TITLE	Prepare to lead a horse trek (level 3)
CREDIT VALUE / GLH	5 / 33
BHSQ / UNIT REFERENCE	L3:B18 - F/600/4904

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required for preparing to lead the trek. This unit covers assessing and preparing the resources and clients prior to a trek. It also covers briefing clients prior to the trek.

Assessor guidance

The learner will be assessed on yards offering half and full day treks. The learner will be observed whilst assessing, allocating and mounting experienced and inexperienced riders on a number of occasions to demonstrate the required skills and experience in order to be deemed competent. This unit will usually be assessed in conjunction with unit L3:B19.

Practical assessment sheets

Assess clients and allocate horses – experienced and inexperienced riders

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare to lead a trek	1.1 Ensure sufficient horses are available with suitable tack for the activity
	1.2 Carry out a full briefing of procedures and confirm client's understanding of the code of conduct for rides
	1.3 Issue and fit safety equipment correctly
	1.4 Assess clients' suitability and allocate them with a suitable horse, give assistance during mounting and adjust tack to suit the rider
2. Be able to maintain and use relevant equipment	2.1 Ensure equipment is prepared, used and maintained in a safe and effective condition
3. Be able to promote health and safety	3.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
	3.2 Confirm that the appropriate emergency equipment is available
	3.3 Ensure all records are complete and medical conditions taken into account
4. Understand how to prepare to lead a trek	4.1 Outline the reasons for briefing clients and checking understanding of: <ul style="list-style-type: none"> (i) Trek route (ii) Basic horse control (iii) Safety precautions and equipment (iv) Emergency procedures (v) Rules regarding position in string

	4.2	Explain why it is important to ensure that safety helmets are correctly fitted and worn at all times
	4.3	Explain the reasons for communicating the proposed route to the appropriate person
	4.4	Explain why it is important to establish and maintain relationships with clients
	4.5	Explain how to assess the suitability of the client for the activity covering: (i) adults (ii) children (iii) experienced riders (iv) inexperienced riders
	4.6	Explain how to respond appropriately to the following problems: (i) Rider's perception of the horses being unsuitable (ii) Riders not wishing to wear correct equipment and/or remove jewellery (iii) Riders with inappropriate equipment and personal items (iv) Nervous and insecure riders
5.	Understand the reasons for maintaining equipment	5.1 Explain the importance of maintaining equipment for use
6.	Understand relevant health and safety legislation	6.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
		6.2 Explain the records required for management and legislative purposes and the importance of maintaining them (i) Length of time records to be held (ii) Rider Registrations (iii) Data Protection rules
		6.3 Explain the emergency equipment required for the trek and the reasons for this covering: (i) first aid kit (ii) spare tech (iii) communication equipment

TITLE	Carry out pre and post horse trek activities (level 3)
CREDIT VALUE / GLH	4 / 26
BHSQ / UNIT REFERENCE	L3:B19 - R/600/4907

Unit purpose and aim(s)

The aim of this unit is to provide the knowledge, skills and understanding to care for horses and riders on return from a trek. The learner will need to be able to assist clients to dismount, hand over horses to staff, escort clients to designated area, discuss the trek with clients and deal with anything requiring attention within their own limits of responsibility.

Assessor guidance

The learner will be assessed on yards offering half and full day treks. The learner will be observed assisting after a number of treks, demonstrating the required skills and experience in order to be deemed competent.. This unit will usually be assessed in conjunction with unit L3:B18.

Practical assessment sheets

Carry out post trek activities

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to carry out post horse trek activities	1.1 Assist clients to dismount from horse according to agreed procedures
	1.2 Hand over horses to staff for return to suitable environment
	1.3 Escort clients to designated area for return of safety equipment
	1.4 Discuss aspects of the trek with clients and respond to client feedback within limits of authority
2. Be able to clean and store relevant equipment	2.1 Ensure equipment is cleaned maintained and stored in a safe and effective condition
3. Be able to promote health and safety	3.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements
4. Understand how to carry out post horse trek activities	4.1 Describe the agreed procedures for clients dismounting from horse after trek
	4.2 Explain the importance of good communications and customer relations before, during and after the trek
	4.3 Explain how to deal with complaints, comments and recommendations
	4.4 Describe how to care for horses after a trek
	4.5 Explain why it is important to ensure that any incidents or accidents are reported and recorded
	4.6 Summarise risks to horses, yourself and others and how these can be minimised
5. Understand the reasons for cleaning maintaining equipment	5.1 Explain the importance of cleaning maintaining and storing equipment after use
6. Understand relevant health and safety legislation	6.1 Summarise current health and safety legislation and codes of practice, for horse, self and others and any additional requirements

TITLE	Carry out pre and post play routines for polo ponies (level 3)
CREDIT VALUE / GLH	6 / 39
BHSQ / UNIT REFERENCE	L3:B20 - Y/600/4908

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge skills and understanding to care for polo ponies before, during and after play. The learner will need to be able to fit tack, select equipment for matches, fit boots and bandages, prepare for match play, cool the ponies down after play, provide feed and water and assist the players with equipment.

Assessor guidance

The learner will be working on a polo yard and care for ponies at matches.

Practical assessment sheets

Manage the care of polo ponies before, during and after play

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to manage the care of polo ponies before, during and after play	1.1 Select and fit tack appropriate for schooling, exercise and play
	1.2 Fit boots and bandages securely and effectively for protection
	1.3 Prepare for match play according to current good practice procedures
	1.4 React quickly and efficiently to any emergency that may arise
	1.5 Cool ponies down after play to maintain health and well-being
	1.6 Provide feed and water before, during and after play to maintain health and well-being
	1.7 Assist player with equipment when necessary
	1.8 Warm up pony for match play according to instructions
2. Be able to promote health and safety	2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements
3. Know the importance of pre and post play routines	3.1 Describe the effects of anaerobic exercise on ponies
	3.2 Explain how to warm up and stop a pony on its hocks, reinback and cooling down procedures
	3.3 Describe the correct ways to feed and water ponies after work
	3.4 Outline how procedures vary according to weather conditions
	3.5 Explain how to care for tired ponies
	3.6 Outline the match procedures
	3.7 Describe the risks to horses, self and others and how these can be minimised

BHS Qualifications

4. Understand relevant health and safety legislation and environmental good practice	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements
5. Know and understand schooling of polo ponies	5.1 Explain the schooling requirements of polo ponies
	5.2 Describe the specialist equipment used in polo
	5.3 Explain how to warm up for match play

TITLE	Introduce stick and ball to polo ponies (level 3)
CREDIT VALUE / GLH	4 / 26
BHSQ / UNIT REFERENCE	L3:B21 - J/601/0137

Unit purpose and aim(s)

The aim and purpose of this unit is to provide the learner with the knowledge and skills required for training ponies to improve polo performance. This unit involves introducing stick and ball to ponies. The learner will need to be able to introduce the pony to stick and ball, and introduce the pony to play situations with other ponies.

Assessor guidance

The learner must have a secure, balanced seat and be able to control the pony efficiently with the reins in one hand. They will train the pony to stop, start, accelerate and turn. They will familiarise the pony with the four basic shots, forehand and back on both on both the off and near side.

Practical assessment sheets

Introduce stick and ball

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to introduce stick and ball to polo ponies	1.1 Introduce the pony to stick and ball following laid down procedures
	1.2 Introduce the pony to play situations with other ponies maintaining the level of training
	1.3 Carry out manoeuvres safely according to exercise requirements
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to introduce stick and ball to polo ponies	3.1 Describe the types and use of aids for manoeuvres
	3.2 Summarise the international rules for competition
4. Understand the reasons for maintaining equipment	4.1 Explain the methods and importance of maintaining equipment for use
	4.2 Explain the correct use of equipment
5. Understand relevant health and safety legislation and environmental good practice	5.1 Summarise current health and safety legislation, codes of practice and any additional requirements
	5.2 Explain the records required for management and legislative purposes and the importance of maintaining them
	5.3 Explain the possible risks to horses, yourself and others and how these can be minimised

TITLE	Maintain stud documentation (level 3)
CREDIT VALUE / GLH	3 / 20
BHSQ / UNIT REFERENCE	L3:C1 - T/600/8514

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to maintain stud documentation. The unit covers maintaining documentation for veterinary, farrier, worming, teasing and covering, paddocks, diaries, charts, teasing books, foaling dates, registrations and nomination forms.

Assessor guidance

The learner will be working on a stud/yard with a minimum of 4 mares, some in foal, in order to be assessed for this unit. They must complete documentation to a high standard on a regular basis, if they are working on a big stud a shorter period of time completing documentation would be required for assessment. For smaller yards/studs the learner will be observed throughout a season. Stud season for thoroughbreds December to April, later for other breeds and types.

Practical assessment sheets

Maintain stud documentation

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to maintain stud documentation	1.1 Provide clear and accurate information for recording purposes
	1.2 Identify discrepancies in information and report to the appropriate person
	1.3 Maintain confidentiality of information and communicate appropriate information to client in accordance with current good practice
	1.4 Maintain stud records
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to maintain stud documentation	3.1 Identify the types of records required for stud and the reasons for maintaining these <ul style="list-style-type: none"> • veterinary • farrier • worming • teasing and covering • paddocks • diaries • passports • charts • teasing books • foaling dates • registrations • nomination forms
	3.2 Explain why it is essential to keep accurate records

	3.3	Outline policies on disclosure of information
	3.4	Summarise the requirements for the registration of mares, stallions and foals
	3.5	Explain accepted stud contractual terminology including fees methods of payment, nomination forms
4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements

TITLE	Care for and prepare the mare for covering (level 3)
CREDIT VALUE / GLH	8 / 52
BHSQ / UNIT REFERENCE	L3:C2 - M/600/8513

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required for caring for and assisting in the process of getting the mare in foal.

The learner will need to be able to care for the barren mare, confirm the mare's receptivity for covering, prepare the mare for covering, assist with covering, carry out arrangement for pregnancy tests and care for in-foal mares from covering to foaling. The learner will also need to contribute to the organisation of teasing routines, and maintain the safety of the foal throughout.

Assessor guidance

The learner will be working on a stud/yard with a minimum of 4 mares foaling for the season. This is to demonstrate that their care has contributed to the well being of the mare prior to covering and from covering to foaling.

Practical assessment sheets

Care of mare prior to covering

Observe mare and report signs of oestrus

Handle foal during teasing; covering; veterinary examination

Organise teasing before covering

Organise covering

Organise scanning

Promote health and condition of in foal mares from covering to foaling

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to care for and assist with getting the mare in foal	1.1 Care for the barren mare during the run up to the covering season, using management techniques to optimise her chances of conception
	1.2 Maintain appropriate hygiene procedures to prevent sexually transmitted diseases
	1.3 Confirm the mare's receptivity for covering in accordance with current good practice
	1.4 Prepare the mare correctly for teasing and covering in accordance with current good practice including: <ul style="list-style-type: none"> • a barren mare • a mare with a foal at foot
	1.5 Assist with covering of mare with designated stallion
	1.6 Contribute to the organisation of teasing routines, drawing up lists of mares that need to be teased and recognising the response of the mare to the teaser
	1.7 Carry out arrangements for pregnancy tests and communicate promptly to appropriate person
	1.8 Promote the seasonal resumption of regular oestrus in the barren or maiden mare

2. Be able to care for in-foal mares	2.1 Promote condition and health of in-foal mares from covering to foaling
3. Be able to promote health and safety	3.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
4. Understand how to get a mare in foal	4.1 Describe the reproductive anatomy of mare and stallion
	4.2 Describe the oestrus cycle; signs of oestrus and hormonal control
	4.3 Name and describe relevant venereal diseases and their symptoms
	4.4 Explain the accepted Codes of Practice for the prevention and control of venereal diseases and notification to relevant authority
	4.5 Describe methods of confirming receptivity for covering
	4.6 Explain methods and timing of pregnancy diagnosis
	4.7 Describe the importance of the appropriate selection of mares and stallions for breeding purposes to include pedigree analysis and intended use of progeny
	4.8 Explain the procedures to be followed when artificially inseminating the mare
	4.9 Explain when artificial insemination is not permissible in the case of horses for racing
	4.10 Explain the care of the barren mare during the run up to covering season covering: <ul style="list-style-type: none"> • worming • teeth rasping • feet trimming • routine vaccination
5. Understand relevant health and safety legislation and environmental good practice	5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
	5.2 Explain the records required for management and legislative purposes and the importance of maintaining them including registration procedures appropriate to the breed

TITLE	Attend to the mare and foal during foaling (level 3)
CREDIT VALUE / GLH	8 / 52
BHSQ / UNIT REFERENCE	L3:C3 - M/600/3845

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding to attend to the mare and foal during foaling. The unit covers attending to the mare prior to, and during, foaling. It also covers the care of the mare and foal immediately after foaling. The learner will need to be able to prepare suitable facilities and equipment, care for the mare and foal throughout, respond to signs of imminent foaling and obtaining professional advice and help when this is required.

Assessor guidance

The learner will be working on a stud/yard with a sufficient number of mares so they can become sufficiently polished to be assessed. They will care for a number of mares before, during and after foaling to demonstrate the required skills and experience in order to be deemed competent.

Practical assessment sheets

Attend to mare and foal during foaling

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to attend to the mare and foal during a normal foaling	1.1 Prepare suitable facilities and equipment for foaling a mare
	1.2 Care for the mare prior to foaling according to instructions
	1.3 Monitor the mare and respond to signs of imminent foaling
	1.4 Sustain care of the mare and foal for the 24 hours following foaling
2. Be able to promote health and safety	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
	2.2 Manage and dispose of waste in accordance with legislative requirements and codes of practice
3. Understand how to attend to the mare and foal during foaling	3.1 Explain the facilities and equipment required and how to prepare including: <ul style="list-style-type: none"> • closed circuit TV • foaling alarms • stabling • bedding • lighting • telephone and contact details • first aid kit • head collar • rugs • colostrum

	3.2	Describe the requirements for foaling in stabling as well as in the field
	3.3	Describe the different stages of labour
	3.4	Describe the signs of imminent foaling and the correct actions to take
	3.5	Describe abnormal presentation and explain when to seek help
	3.6	Describe the types of abnormal signs of health and behaviour in the mare and newborn foal and the appropriate action to take
	3.7	Explain the reasons for checking the condition of the placenta after foaling and problems with retention of the placenta
	3.8	Summarise risks to horse, self and others and how these can be minimised
4. Understand relevant health and safety legislation and environmental good practice	4.1	Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
	4.2	Explain the correct and appropriate methods for disposing of waste
	4.3	Explain the records required for management and legislative purposes and the importance of maintaining them

TITLE	Care for mare and foal (level 3)
CREDIT VALUE / GLH	8 / 52
BHSQ / UNIT REFERENCE	L3:C4 - T/600/3846

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to care for the mare and foal after foaling. The learner will need to be able to monitor the health of the newborn foal and the mare, identify any health problems and take the appropriate action in response to health problems and implement routine healthcare.

The learner will also need to be able to carry out appropriate methods of weaning, check the health of the horses post-weaning and check the health of young stock.

Assessor guidance

The learner will be working on a stud/yard to show their care has contributed to the well-being of the mare and foal. The learner will care for a number of mares and newborn foal combinations from foaling to weaning and a number of foals throughout weaning to demonstrate the required skills and experience in order to be deemed competent.

Practical assessment sheets

Monitor the health of mare and newborn foal

Handle and lead mare and foal/introduce to grazing

Routine health care for mare and foal

Weaning carried out

Monitor and maintain the health and well being of young stock (post weaning)

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to care for the mare and foal	1.1 Monitor and maintain the health of the mare and newborn foal
	1.2 Identify any health problems in the mare and foal and take the appropriate action
	1.3 Establish and implement the daily handling routine of mare and foal
	1.4 Plan and implement routine healthcare for the mare and foal
	1.5 Introduce the mare and foal to exercise and grazing according to current good practice
	1.6 Monitor and maintain the health and well-being of young stock and broodmares including: <ul style="list-style-type: none"> • Worming • Vaccination • Foot care
	1.7 Establish and implement appropriate methods of weaning
	1.8 Monitor and maintain the health and well-being of the mare and foal post weaning.

2. Be able to promote health and safety	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to care for the mare and foal	3.1 Describe signs of health in a newborn foal
	3.2 Explain the identification and treatment of health problems including: <ul style="list-style-type: none"> • haemolytic foals • entropion • urinary problems • neonatal maladjustment syndrome • joint ill • meconium retention
	3.3 Explain the importance of colostrum and how to ensure that the foal has obtained sufficient colostrum
	3.4 Describe the management procedure for foals with limb deformities
	3.5 Describe Caslicks operation and the reasons for it
	3.6 List reasons for substitution of mare and foal
	3.7 Describe fostering procedures and care of the orphan foal
	3.8 Explain timing and methods of weaning including group, individual, stable and paddock weaning
	3.9 Describe problems which may affect mare and foal after weaning
	3.10 Describe developmental problems in growing youngsters
	3.11 Explain the appropriate action to take in response to health problems
	3.12 Explain risks to horses, yourself and others and how these can be minimised
4. Understand relevant health and safety legislation	4.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
	4.2 Explain the records required for management and legislative purposes and the importance of maintaining them

TITLE	Handle and present stallions under supervision (level 3)
CREDIT VALUE / GLH	8 / 52
BHSQ / UNIT REFERENCE	L3:C5 - A/600/8515

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to handle and present stallions. This is about using a stallion for teasing and covering, the importance of hygiene when handling stallions and knowledge of diseases.

Assessor guidance

The learner will be working on a stud/yard handling stallions during teasing and covering throughout the breeding season.

Practical assessment sheets

Handle stallion for routine procedures

Handle stallion for teasing/covering

Present a stallion for inspection

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to handle and present stallions under supervision	1.1 Handle stallions for routine hygiene procedures including: <ul style="list-style-type: none"> • Swabbing • Blood sampling • Vaccination
	1.2 Present the teaser to the mare to establish receptivity for covering
	1.3 Present the stallion to the mare for covering
	1.4 Report any problems in handling the stallion or covering to the appropriate person
	1.5 Present stallion to clients for inspection
2. Be able to promote health and safety	2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements
	2.2 Manage and dispose of waste in accordance with legislative requirements and codes of practice
3. Understand how to handle and present stallions correctly	3.1 Explain stallion psychology and behaviour
	3.2 Describe the equipment to be used on stallions
	3.3 Describe the different methods of teasing
	3.4 Explain the importance of hygiene when handling stallions and teasers
	3.5 Name and describe relevant venereal diseases and their symptoms
	3.6 Explain the accepted Codes of Practice for the prevention and control of venereal diseases including notification to the relevant authorities

	3.7	Summarise the implications of the overuse of stallions
	3.8	Summarise the pedigree of the stallion and performance of his progeny
	3.9	Explain stallion stud fees and terms and conditions applied
	3.10	Outline risks to horses, self and others and how these can be minimised
	3.11	Explain how to handle stallions for routine hygiene procedures covering: <ul style="list-style-type: none"> • Swabbing • Blood sampling • Vaccination' and the safety procedures that should be taken
4.	Understand the reasons for maintaining equipment	4.1 Explain the importance of, and methods of maintaining equipment for use
5.	Understand relevant health and safety legislation	5.1 Summarise current health and safety legislation, codes of practice and any additional requirements
		5.2 Explain the correct and appropriate methods for disposing of waste
		5.3 Explain the records required for management and legislative purposes and the importance of maintaining them

TITLE	Establish and maintain the care of stallions (level 3)
CREDIT VALUE / GLH	8 / 52
BHSQ / UNIT REFERENCE	L3:C6 - F/600/8516

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to establish and maintain the care of stallions. The unit covers exercising, feeding and caring for the stallion on a day-to-day basis. The learner will need to establish and maintain an exercise programme, specify and implement dietary requirements, identify health problems and take the appropriate remedial action.

Assessor guidance

The learner will be working on a yard where they are able to care for stallions over a period of time.

Practical assessment sheets

Provide and maintain an exercise programme

Specify and implement dietary requirements for stallion

Maintain care of stallion

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to establish and maintain the care of stallions	1.1 Establish and maintain care programme for stallions to maintain health, well-being and fitness
	1.2 Specify and implement dietary requirements for the stallion taking into account: <ul style="list-style-type: none"> • Water • Feed • Supplementary feed • Seasonal variations
2. Be able to promote health and safety	2.1 Work in a way which promotes health safety and welfare of self, horse and others and is consistent with relevant legislation, codes of practice and any additional requirements
3. Understand how to establish and maintain the care of stallions	3.1 Explain the dietary requirements of stallions
	3.2 Describe the exercise requirements of stallions and the necessary fitness required prior to the covering season
	3.3 Explain how to maintain the physical and psychological well-being of the stallion
	3.4 Describe the behavioural problems which may arise and how to deal with them
	3.5 Summarise risks to horses, yourself and others and how these can be minimised
	3.6 Describe how to identify health problems and the appropriate action to take
	3.7 Explain potential problems that may occur during exercise and feeding and who to report the problem to
4. Understand relevant health and safety legislation	4.1 Summarise current health and safety legislation, codes of practice and any additional requirements
	4.2 Explain the records required for management and legislative purposes and the importance of maintaining them

TITLE	Ride horses for exercise (level 3)
CREDIT VALUE / GLH	10 / 65
BHSQ / UNIT REFERENCE	L3:D1 - F/600/4899

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, understanding and skills required to ride horses for exercise. It also covers monitoring the fitness of the horse and adopting the correct riding position.

Assessor guidance

In order to offer this unit, yards must have a number of horses needing exercise. Exercise to be on road, off road and canter work. The learner will be working on the yard over a period of time exercising at least three horses, in order to show their work has contributed to the horses level of fitness.

The learner will be a secure and competent rider capable of exercising fit horses. They will be able to cope with horses that are fresh, enthusiastic and up to the bridle and those behind the leg or nappy. They will be able to sit a buck, but not multiple bucks and they will not have to deal with horses that rear.

Practical assessment sheets

Ride horses for exercise – in the open

Ride horses for exercise – on the road

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to ride horses for exercise for a specified discipline at varying levels of fitness	1.1 Adopt a correct riding position to exercise control over the horse appropriate to the working area and conditions
	1.2 Exercise the horse according to exercise requirements
	1.3 Monitor progress of the horse's fitness against the exercise programme and report to the appropriate person
2. Be able to select, maintain and use relevant equipment	2.1 Select and fit suitable tack and equipment for individual requirements ensuring it is prepared, used and maintained in a safe and effective condition.
3. Be able to ride safely and promote health and safety	3.1 Ride in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements including personal protective equipment
4. Understand how to ride horses for exercise	4.1 Explain the behaviour of horses at different stages of training and fitness
	4.2 Summarise the reasons for monitoring fitness
	4.3 Analyse the effects of exercise on the horse
	4.4 Explain the importance of adopting an appropriate riding position for the type of exercise
	4.5 Explain how horses react under different circumstances.

5. Understand relevant health and safety legislation and environmental good practice	5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
	5.2 Explain the records required and the importance and legislative requirements of maintaining them
	5.3 Describe the possible risks to horses, self and others and how these can be minimised

TITLE	Ride and lead horses for exercise (level 3)
CREDIT VALUE / GLH	10 / 65
BHSQ / UNIT REFERENCE	L3:D2 - K/600/4900

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding required to ride and lead horses for exercise in a manner appropriate to the conditions.

Assessor guidance

The learner will be assessed riding and leading fit but sensible combinations. They must demonstrate good control and safe management of the exercise session. 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 for exercise – to be seen on a number of occasions

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to ride and lead a selection of horses	1.1 Mount and dismount independently
	1.2 Maintain control over ridden and led horses in a manner appropriate to conditions
	1.3 Exercise horses appropriately
	1.4 Identify difficult conditions and take appropriate action in accordance with current good practice
2. Be able to select, maintain and use relevant equipment	2.1 Select and fit suitable tack and equipment ensuring it is prepared, used and maintained in a safe and effective condition.
3. Be able to ride and lead safely and promote health and safety	3.1 Ride in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements including Personal Protective Equipment
4. Understand how to ride and lead horses for exercise	4.1 Discuss the suitability and reasons for selecting horses to be ridden and led together
	4.2 Describe types of conditions and how these can affect the horse and the appropriate action to take for all the following: (i) Surface (ii) Weather (including adverse weather) (iii) Presence of other horses (iv) Presence of people (v) Road
5. Understand relevant health and safety legislation and environmental good practice	5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
	5.2 Explain the records required and the importance of maintaining them
	5.3 Explain the risks to horses, self and others and how these can be minimised

TITLE	Ride schooled horses to maintain training (level 3)
CREDIT VALUE / GLH	26 / 169
BHSQ / UNIT REFERENCE	L3:D3 - T/600/4902

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge skills and understanding required to maintain training of schooled horses. It covers the behaviour of horses at different stages of training, monitoring the performance of the horses in training and the correct riding position.

Assessor guidance

The learner will have an established secure and effective position. Minor positional faults will be tolerated, although if they impact on the horses way of going the learner would not be considered at the level. They will be assessed on two horses demonstrating a clear plan of work establishing the basics enabling the horse to work in good form.

The learner will show a clear understanding of how to introduce and ride lengthened strides, leg yield and turn on the forehand. Ridden correctly horses should come into an outline fairly willingly.

Practical assessment sheets

Ride a schooled horse to maintain the level of training (on two different horses)

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to ride schooled horses to maintain training	1.1 Adopt an appropriate riding position to maintain level of training
	1.2 Ride a horse in a controlled manner appropriate to the working area and conditions
	1.3 Carry out movements safely and effectively according to requirements including work without stirrups in all three paces
	1.4 Monitor the progress of the horse against training requirements and report to the appropriate person
	1.5 Make suggestions to the appropriate person about the future training of the horse
2. Be able to select, maintain and use relevant equipment	2.1 Select and fit suitable tack and equipment ensuring it is prepared, used and maintained in a safe and effective condition.
3. Be able to ride safely and promote health and safety	3.1 Ride in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements including Personal Protective Equipment

4. Understand how to maintain the training of schooled horses	4.1	Summarise the mental and muscular effects of schooling horses
	4.2	Explain the behaviour of horses at different stages of training and fitness
	4.3	Explain the reasons for monitoring performance
	4.4	Describe and evaluate the use of school movements and their appropriate aids (i) walk (ii) trot - rising and sitting (iii) canter (iv) lengthened strides (v) school figures (vi) basic lateral work – leg yield, turn about at the forehand (vii) transitions (viii) work without stirrups in all three paces
	4.5	Explain why it is important to adopt a correct riding position when schooling horses
5. Understand relevant health and safety legislation and environmental good practice	5.1	Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements
	5.2	Explain the risks to horses, self and others and how these can be minimised

TITLE	Jump schooled horses to maintain training (level 3)
CREDIT VALUE / GLH	26 / 169
BHSQ / UNIT REFERENCE	L3:D4 - A/600/4903

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge skills and understanding required to jump schooled horses to maintain training dependent upon the learner situation.

The unit will include jumping:

- i) Riding more than one horse, to include working over poles and a show jumping course at 3' (0.9m)
- or
- ii) Schooling a horse over a variety of single cross country fences (between 2'6" and 3') on varying terrain

Assessor guidance

The learner will be able to ride fresh and fit horses and those that are less enthusiastic. They will be able to deal with a horse that has an occasional run out or stop. They will not ride very nappy horses or those that rear.

- i) The learner will ride at least two horses over a show jump course to include a double. They must establish and maintain balance and rhythm in the pace, ensuring straight approaches and a good track between fences.
- or
- ii) the learner will ride at least two horses over a range of cross country obstacles. A course may be hired for assessment purposes if those on site are not sufficiently varied.

Practical assessment sheets

Ride course of show jumps (on two different horses)

Ride a cross country course (on two different horses)

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to jump schooled horses to maintain training	1.1 Adopt an appropriate jumping position to maintain balance
	1.2 Ride an appropriate track between fences
	1.3 Adjust speed and gait to suit terrain type of jump and work area
	1.4 Take the appropriate actions if the horse refuses to jump or becomes over excited
	1.5 Monitor the progress of the horse against requirements and report to the appropriate person
	1.6 Make suggestions concerning any areas for improvement
2. Be able to select, maintain and use relevant equipment	2.1 Select and fit suitable tack and equipment ensuring it is prepared, used and maintained in a safe and effective condition

3. Be able to jump safely and promote health and safety	3.1 Ride in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements including Personal Protective Equipment
4. Understand how to maintain the jump training of schooled horses	4.1 Explain the actions to be taken if the horse refuses or becomes over excited
	4.2 Describe the effects of going and terrain on the horse
	4.3 Explain how and why to walk a course
	4.4 Explain the course design and positioning of fences, distances between poles, grids and combination fences
	4.5 Explain how to introduce young horses to jumping show jumps and cross country and the types of problems that may be encountered
	4.6 Explain the importance of adopting a correct riding position for jumping show jumps and cross country fences
	4.7 Explain how to assess the way of going over fences of a horse and make suggestions for improvement
	4.8 Summarise how to recognise problems in horses' attitudes to jumping and the appropriate action to take
5. Understand relevant health and safety legislation	5.1 Summarise current health and safety legislation codes of practice, for horse, self and others and any additional requirements

TITLE	Lead a horse trek (level 3)
CREDIT VALUE / GLH	15 / 98
BHSQ / UNIT REFERENCE	L3:D5 - L/600/4906

Unit purpose and aim(s)

The aim of this unit is to provide the learner with the knowledge, skills and understanding to lead a horse trek. The learner will need to be able to follow the trek route, monitor clients, identify and respond to any hazardous situations, provide information to clients and keep to road traffic requirements.

Assessor guidance

The learner will be assessed in a trekking centre that offers half and full day treks. The learner will be observed leading a variety of treks under a variety of conditions to be deemed competent.

Practical assessment sheets

Lead a trek

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to lead horse treks of varying lengths	1.1 Follow the trek route within the agreed timescale
	1.2 Monitor clients during the trek and assess conditions and risks according to agreed procedures
	1.3 Identify hazardous situations and take appropriate remedial action within limits of authority
	1.4 Provide information to clients at appropriate times and frequencies, including: <ul style="list-style-type: none"> (i) hazardous situations (to the rider and the horse) (ii) points of local interest (iii) progress of trek
	1.5 Follow the yard procedure and legislative requirements in the event of an accident
	1.6 Comply with the regulations of the Highway Code and BHS Riding and Road Safety at all times
2. Be able to promote health and safety and environmental good practice	2.1 Work in a way which maintains health and safety and security of horse, self and others during work and which is consistent with relevant legislation, codes of practice and any additional requirements
	2.2 Ensure activity is carried out in a manner which minimises environmental damage including sticking to the bridleways (Bridleway Law)

3. Understand how to lead a horse trek	3.1 Identify safe conditions for trekking. (i) weather (ii) terrain (iii) obstacles (iv) client health (v) client attitude (vi) horse welfare (vii) supervise the orders and procedures of gates
	3.2 Outline correct use of maps for identification of suitable routes and trail finding, use of a compass in relation to maps and use of GPS, country code for trek leaders
	3.3 Explain how weather conditions affects different terrain
	3.4 Explain the reasons for continually checking trek members and how to recognise client's distress, including medical conditions
	3.5 Describe the appropriate emergency procedures in the event of an accident or illness of horse including: (i) Heat distress (ii) Dehydration (iii) Rubs/pulls injuries (iv) Lameness
	3.6 Explain the appropriate emergency procedures in the event of an accident or illness of rider
	3.7 Explain when and why it is necessary to have assistants accompanying the trek
	3.8 Define the types of hazards to horses and riders which may be present during trekking
	3.9 Outline risks to horses, yourself and others and how these can be minimised (i) outline the best practice for the care of the horses on a long ride (ii) how to remove a broken or twisted shoe and apply protective hoof equipment
4. Understand relevant health and safety legislation and environmental good practice	4.1 Describe the possible environmental damage that could occur and how to respond appropriately
	4.2 Explain the records required for management and legislative purposes and the importance of maintaining them
	4.3 Summarise legislative procedure and yard directives in the event of an emergency including: (i) injury to rider (iii) injury to horse (iii) injury to third party

TITLE	Collect and analyse information and prepare for equine coaching sessions (level 3)
CREDIT VALUE / GLH	4 / 26
BHSQ / UNIT REFERENCE	L3:E1 - K/503/2136

This unit cannot be used to meet the criteria set by UKCC

Unit purpose and aim(s)

The aim and purpose of this unit is to provide the learner with the knowledge and skills required to prepare for coaching sessions. The learner is required to collect and analyse participant information to produce coaching plans. This unit is aimed at people who have training and experience and are capable of running sessions on their own.

Assessor guidance

The learner will complete at least five rider registration forms and produce session plans for the five topics listed below. This unit will normally be undertaken alongside unit L3:E2. The plans produced for coaching sessions in this unit (L3:E1) will be the individual sessions the learner delivers in unit L3:E2.

Learners must produce five session plans to cover the following:

- Sessions on the flat
- Sessions over jumps
- Sessions on the lunge
- Sessions on a lead rein
- Stable management sessions

Each of the following groups must be covered by the above plans:

- Beginner riders
- Novice riders
- Riders up to level 2 standard
- Groups of riders
- Individual riders

For example:

Sessions on the flat	Riders up to level 2 standard
Sessions over jumps	Novice riders
Sessions on the lunge	Individual riders
Sessions on a lead rein	Beginner riders
Stable management sessions	Group at Level 2

Practical assessment sheets

Collect and analyse information for coaching sessions

Additional evidence – five participant registration forms

Produce plans that meet the needs of the participant

Additional evidence – five lesson plans

Example of a lesson plan

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to collect and analyse information for coaching sessions	1.1 Identify and collect all relevant information about participants, facilities and resources 1.2 Handle confidential information appropriately 1.3 Analyse the identified needs and goals of the participants, ensuring they are relevant to the coaching session 1.4 Take into consideration any special requirements or medical needs of the participants
2. Be able to prepare for coaching sessions	2.1 Produce session plans which accurately reflect the participants' identified needs and goals 2.2 Select activities relevant for the participants needs and goals 2.3 Plan the use of time effectively 2.4 Produce plans which conform to health and safety requirements and accepted good practice
3. Understand how to collect and analyse information for coaching sessions	3.1 Identify the range of information required and how it should be collected and recorded 3.2 Explain where and how to obtain sources of information to help prepare the plan 3.3 Describe ways of resolving any conflicting information 3.4 Describe how to analyse the information gathered in order to meet the needs and goals of participants 3.5 Describe information which should be treated confidentially and how this should be dealt with 3.6 Describe how to recognise when a participant has special requirements and or medical needs 3.7 Describe how to facilitate a coaching session with a participant with special requirements and or medical needs 3.8 Explain when to refer a participant and to whom
4. Understand how to prepare for coaching sessions	4.1 Recount how to utilise the information gathered to produce coaching plans 4.2 Describe the facilities and resources required for different coaching sessions 4.3 Describe the range of activities, techniques, progressions, physiological considerations, skills and methods of presentation appropriate to the aims of the session 4.4 Describe how learning styles of the participants will have an impact on coaching plans 4.5 Describe how coaching styles may need to differ according to the participants' needs

TITLE	Prepare for, conduct and evaluate equine coaching sessions (level 3)
CREDIT VALUE / GLH	20 / 130
BHSQ / UNIT REFERENCE	L3:E1 - M/503/2137

This unit cannot be used to meet the criteria set by UKCC

Unit purpose and aim(s)

The aim and purpose of this unit is to provide the learner with the knowledge and skills to prepare for, conduct and evaluate coaching sessions. The unit is aimed at learners who have some training and experience of coaching and are capable of running sessions on their own.

Learners must prepare for, conduct and evaluate the coaching sessions prepared in unit L3:E1 - K/503/2136 Collect and analyse information and prepare for coaching sessions. The learner must also take one rider through a series of 6 linked and progressive coaching sessions.

Assessor guidance

The learner should be working in a busy Riding School with senior staff of a level to help them to develop their skills to the standard required for assessment.

The learner should already have five lesson plans prepared from unit L3:E1, which are to be delivered as part of this unit. The learner will also deliver six linked and progressive sessions for one of their riders. They will complete an 'overview of the six linked coaching sessions' and produce six lesson plans.

Examples of linked sessions would be:

- A beginner from lead-rein, to lunge, to a beginner class lesson.
- A rider learning to be secure in forward seat, to trotting poles, to a cross pole in trot, to a single fence in canter.

The Assessor will be required to see every lesson delivered to the required standard and the assessment sheet signed. Senior staff will oversee a great number of sessions completing the 'Report from Senior Staff' sheet. As many of the teaching skills required will not be demonstrated in every lesson it would be helpful for the senior staff member to sign and date the assessment sheet when they have witnessed a particular skill, e.g. the ability to help a rider overcome fear.

Practical assessment sheets

Conduct coaching sessions – flat/jump/lunge/lead-rein

Conduct coaching sessions - Stable Management

Report from Senior Staff

Additional evidence – overview of six linked coaching sessions/six linked lesson plans

Example of a lesson plan

Learner Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to prepare facilities and participants for coaching sessions	1.1 Ensure appropriate facilities, equipment and resources are available according to the coaching session plan 1.2 Confirm that arrangements conform to health, safety and security requirements and accepted good practice to meet the needs of the coaching session 1.3 Communicate positively, politely and informatively with participants 1.4 Check that the participants' equipment and PPE are appropriate for the session 1.5 Prepare the participant for the coaching session
2. Understand how to prepare facilities and participants for coaching sessions	2.1 Describe appropriate facilities, resources, equipment and PPE for different coaching activities including participants with special requirements 2.2 Describe the relevant accepted rules and or regulations, codes of practice, ethics and conduct 2.3 Recount the importance of good communication and customer care skills 2.4 Evaluate the principles and techniques of physical and mental preparation 2.5 Summarise health and safety requirements and accepted good practice
3. Be able to conduct coaching sessions	3.1 Communicate clearly, concisely and consistently to build a rapport with participants and to confirm their understanding and provide feedback 3.2 Demonstrate sound observational skills throughout the coaching session 3.3 Warm up participants and horses to ensure mental and physical readiness and identify strengths and weaknesses 3.4 Give clear explanation and demonstration of activities which are technically correct and appropriate for the participants needs 3.5 Use coaching methods and activities appropriate for participant development 3.6 Adapt the coaching plan in response to the changing needs of the participants and the environment as necessary 3.7 Maintain health, safety and welfare at all times 3.8 Keep to the planned timings for the session 3.9 Use suitable cool down activities which are safe and effective ensuring learning has taken place 3.10 End the session and advise participants of any preparations required for future sessions 3.11 Leave the equipment and environment in a condition safe and acceptable for future use

4. Understand how to conduct coaching sessions	4.1	Evaluate the importance of good communication in order to build a rapport with participants
	4.2	Explain the importance of sound observational skills for participant development and health and safety
	4.3	Summarise current coaching methodology and good practice
	4.4	Summarise the importance of continuous professional development to ensure technical skills are maintained
	4.5	Analyse techniques and activities used to facilitate participants learning and development
	4.6	Explain the reasons for using particular activities to develop and enhance participant performance
	4.7	Explain how to achieve a balance between activity, instruction and coaching appropriate to participants' ability
	4.8	Explain why it is important to modify session plans in response to the changing needs of participants and the environment
	4.9	Evaluate the use of warm up and cool down activities
	4.10	Describe the physiological and psychological effects of coaching activities on participant performance
	4.11	Explain the importance of maintaining health, safety and welfare at all times when coaching
5. Be able to evaluate coaching sessions	5.1	Review the coaching session to assess the participants' progress against their needs and goals
	5.2	Take full account of feedback from the participants and others when evaluating the session
	5.3	Evaluate own coaching practice and skills relevant to the session
	5.4	Produce an action plan for self-improvement
	5.5	Produce an action plan for the participants improvement
6. Understand how to evaluate coaching sessions	6.1	Explain how to review and record outcomes from coaching sessions
	6.2	Evaluate methods of providing and obtaining feedback from participants and when is the most appropriate time to do so
	6.3	Explain why it is important to obtain feedback from participants and others
	6.4	Describe the principles of self-evaluation and the importance of improving personal performance
	6.5	Describe how to produce action plans for participants and self-improvement