



## National Unit Specification: general information

**UNIT** Equine Housing and Handling (SCQF level 5)

**CODE** F6AG 11

### SUMMARY

This Unit allows candidates to develop some of the basic knowledge and skills in relation to handling and housing equine animals through undertaking basic stable routines and carrying out basic handling of horses and/or ponies in a realistic work setting environment.

The Unit is suitable for candidates who want to develop or further develop their skills in equine studies.

### OUTCOMES

- 1 Describe different types of housing for horses and ponies.
- 2 Describe and carry out appropriate stable cleaning and maintenance routines.
- 3 Describe and carry out appropriate basic handling techniques for horses and ponies.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, it would be beneficial if candidates had previous experience and knowledge of working with horses at a basic level.

This may be evidenced by possession of:

- ◆ *Animal Handling: An Introduction* (SCQF level 4) and *Animal Husbandry: An Introduction* (SCQF level 4) in the context of horses or similar qualifications or experience

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#### Administrative Information

**Superclass:** SH

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## **National Unit Specification: general information (cont)**

**UNIT**        Equine Housing and Handling (SCQF level 5)

### **CREDIT VALUE**

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ *Working with Others* (SCQF level 5)
- ◆ *Communication* (SCQF level 5)

These opportunities are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT      Equine Housing and Handling (SCQF level 5)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Describe different types of housing for horses and ponies.

##### **Performance Criteria**

- (a) Appropriate housing systems for horses and ponies are described correctly in terms of type and size of accommodation.
- (b) The appropriate environmental conditions for housing horses and ponies are described correctly in terms of space, temperature, fixtures and ventilation requirements.
- (c) The appropriate safety and security housing requirements are described correctly for horses and ponies.

#### **OUTCOME 2**

Describe and carry out appropriate stable cleaning and maintenance routines.

##### **Performance Criteria**

- (a) Appropriate housing requirements for horses and ponies are described correctly in terms of safety and security.
- (b) Stable cleaning routine is carried out effectively and efficiently.
- (c) Waste material is disposed of appropriately.
- (d) The cleaning routine is performed with appropriate regard to recognised health and safety procedures.

#### **OUTCOME 3**

Describe and carry out appropriate basic handling techniques for horses and ponies.

##### **Performance Criteria**

- (a) Appropriate equipment for basic control, movement and restraint of horses and ponies is correctly described.
- (b) Basic handling of horses for movement, hoof care and grooming is performed effectively.
- (c) Basic handling is performed with appropriate regard to the safety of all involved.

## National Unit Specification: statement of standards (cont)

### UNIT Equine Housing and Handling (SCQF level 5)

#### EVIDENCE REQUIREMENTS FOR THIS UNIT

Performance evidence supported by an assessor observation checklist together with written and/or oral evidence is required to show that all Outcomes and Performance Criteria have been achieved.

**In relation to Outcome 1** written and/or oral evidence should include:

- ◆ a description of three different types of equine housing identifying the following for each type:
  - the type of equine animals they are appropriate for housing
  - the appropriate size of the accommodation
  - the appropriate ventilation requirements for each equine animal in the accommodation
  - the appropriate environmental temperature range for the accommodation
  - three appropriate fixtures and fittings to be found in the accommodation, two of which must relate to the safety and security of the equine animals and those handling them

**In relation to Outcome 2** performance evidence will be supported by an observation checklist which demonstrates that the candidate has carried out the stable routine on three separate occasions and has:

- ◆ mucked out one stable without the horse present both effectively and efficiently
- ◆ appropriately disposed of the waste material
- ◆ 'set fair' a bed for one stable without the horse present
- ◆ carried out the routine with appropriate regard to the safety of all involved

Written and/or oral evidence should include:

- ◆ a description of two appropriate routines relating to the cleaning and maintenance of two of the following four types of housing system: straw bed in single stable, shavings bed in single stable, deep litter straw bed in barn type accommodation, rubber matting in single stable

**In relation to Outcome 3** performance evidence will be supported by an observation checklist which demonstrates that the candidate has safely and effectively carried out the following basic handling techniques:

- ◆ moved a horse or pony at walk for a short distance of no more than 100 metres
- ◆ lifted a horse or pony's front hoof for appropriate cleaning of the foot
- ◆ tied up a horse in the stable or yard for the purpose of grooming

Written and/or oral evidence should include:

- ◆ a description of three pieces of basic equipment appropriate for basic control, movement and restraint of horses and ponies

*The Assessment Support Pack for this Unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.*

## National Unit Specification: support notes

### UNIT Equine Housing and Handling (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is an optional Unit in the National Progression Award Rural Skills at SCQF level 5 but can also be taken as a free standing Unit.

This Unit is designed to allow the candidate to develop the basic skills and knowledge relating to the housing and handling of equine animals.

It is important that the practical aspects of the learning takes place involving live horses and/or ponies in either a work setting or simulated work setting. Partnerships with Land-based colleges, training providers or employers are likely to provide the most appropriate settings.

**It is important that the deployment of appropriate learning environments is preceded by a valid risk assessment, particularly identifying any protective personal equipment which the candidate may require.**

Examples of suitable topics and themes are shown below:

#### Outcome 1

The different housing systems should be those which most commonly house equine animals in the UK. This may include stables, stalls, barns, field shelters and other common forms. Appropriate environmental conditions should relate to those as found in the current welfare guidelines for equine animals. The British Horse Society also provides suitable guidance for the basic requirements of equine accommodation. Standards should always comply with the current legislative welfare requirements (Animal Health and welfare (Scotland) Act).

#### Outcome 2

An appropriate stable routine would be one carried out commonly for equine leisure animals in the UK and involve mucking out and lifting the bed as well as 'setting fair'. The content of this Outcome does require the candidate to dispose of soiled bedding and replace bedding appropriately but does not extend to 'building' the muck heap. The standard required would be in keeping with acceptable standards of welfare, health and safety as identified in Outcome 1 above. And the utilisation of appropriate equipment, including brushes, shovels, shavings forks, wheelbarrows etc would all be appropriate. The candidate would not be required to use any form of mechanical equipment as part of this Outcome. Ideally, the candidate should be exposed to working with different types of horse 'beds' including shavings, straw, rubber mats and others but it is recognised that this may not always be possible and it is more important that they gain practice in the routine of stable cleaning and maintenance. However, the candidates should develop an awareness of appropriate routines relating to different types of bedding systems, including straw bed in single stable, shavings bed in single stable, deep litter straw bed in barn type accommodation, and rubber matting in single stable.

## National Unit Specification: support notes (cont)

### UNIT Equine Housing and Handling (SCQF level 5)

#### Outcome 3

Basic handling routines should be confined to those carried out using the type of equipment utilised in the UK. The content of this Outcome is meant to be basic as defined in the Evidence Requirements and should be confined to the use of simple equipment including halters, headcollars, lead ropes, tie up rings. The candidate should learn basic leading techniques, basic techniques for applying a head collar or halter and tying up a horse using a safe, quick-release knot. The Outcome is not intended to look at more advanced handling techniques required for more difficult horses and candidates should not be expected to handle excitable and difficult animals in this Unit.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

It would be useful for all of the Outcomes to have some classroom based theoretical/guidance input prior to undertaking the practical activities, with particular reference to the issues of health and safety. It is important that candidates can identify appropriate safe practice, including the use of appropriate personal protective clothing and equipment (PPE) before undertaking any of the practical tasks. This may be done by using a coaching approach to risk assessment at the beginning of practical sessions.

Outcome 1 may benefit from a project –based approach with group work allowing candidates to research the different types of housing systems under which we keep horses in the UK, thus promoting an independence of learning and working with others.

Outcome 2 is probably best approached from a practical demonstration, practice, review methodology allowing for experiential learning. Some research into alternative stable routines may be required where a practical approach is not possible due to resource issues

Outcome 3 is probably best approached from a practical demonstration, practice, review methodology allowing for experiential learning. Classroom simulated models may be useful to practice on before using live animals (eg practice putting a head collar or halter on a ‘dummy’ horse). However, this is not a substitute for working with live animals. The candidates should be thoroughly briefed on health and safety practices before entering the work setting and beginning the task. Emphasis on experiential learning using live animals and a mentoring/coaching approach would be appropriate. It should be emphasised that animals that have a greater potential of being dangerous or are placed in a very stressful situation should not be used at this level.

#### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit candidates will be involved in a range of practical and written tasks which may well involve working as part of a small team. These offer good opportunities for developing aspects of:

- ◆ *Working with Others*
- ◆ *Communication* (Oral and Written)

## **National Unit Specification: support notes (cont)**

### **UNIT**      Equine Housing and Handling (SCQF level 5)

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

A Suitable instrument of assessment for Outcomes 1 and Outcome 2 Performance Criteria (a) could be assessed using a holistic assignment based approach to include all the Evidence Requirements. This may be presented electronically or in hard copy.

Outcome 2 Performance Criteria (b)–(d) could be assessed practically using an appropriate observation checklist to cover all the Evidence Requirements.

Outcome 3 Performance Criteria (a) could be assessed by oral questioning and Performance Criteria (b) and (c) by practical exercises.

#### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

#### **DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)