



National Unit specification: general information

Unit title: Horse Care: Safe Horse Handling (SCQF level 5)

Unit code: FV5K 11

Superclass: SH

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Summary

This Unit is designed to enable candidates to develop the skills, knowledge and practical ability to identify a variety of horses and to approach horses correctly when in the stable and field during catching and releasing. The candidate will practise the correct methods of presenting horses and running them up in hand. An understanding and recognition of horse colours, types and height to describe the horse viewed will be gained. The ability to recognise different horse behaviour and understand safe handling techniques to prevent and/or handle such behaviour will be practiced. Current health and safety regulations and safe working practices will be adhered to at all times.

This Unit is suitable for candidates who are school leavers, adult learners, school pupils, those wishing to progress onto HNC Equine Studies and also for industry continuous professional development (CPD).

Outcomes

- 1 Describe and respond to horse behaviour.
- 2 Catch and release horses safely.
- 3 Present a horse for inspection.
- 4 Identify horses correctly.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having some prior experience with horses.

National Unit specification: general information (cont)

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Credit points and level

1 National Unit 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

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

National Unit specification: statement of standards

Unit title: Horse Care: Safe Horse 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 and respond to horse behaviour.

Performance Criteria

- (a) Explain the natural lifestyle of the horse.
- (b) Describe a variety of horse behaviours.
- (c) Respond appropriately to a variety of horse behaviours.
- (d) Describe how to prevent and manage problems associated with horse behaviours.

Outcome 2

Catch and release horses safely.

Performance Criteria

- (a) Demonstrate safe and effective horse catching techniques.
- (b) Demonstrate safe and effective horse release techniques.
- (c) Secure horse safely and effectively.

Outcome 3

Present a horse for inspection.

Performance Criteria

- (a) Stand a horse up correctly.
- (b) Restrain horse for veterinary inspection/treatment.
- (c) Walk and trot up a horse.
- (d) Turnout horse appropriately for inspection.
- (e) Handle horse appropriately for inspection.

Outcome 4

Identify horses correctly.

Performance Criteria

- (a) Identify horse colours, markings and other identification marks.
- (b) Identify breeds, types and ages of horse.
- (c) Identify the points of horse and approximate heights.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

Written and/or oral and performance evidence is required to demonstrate that the candidate has achieved all Outcomes and Performance Criteria.

Outcome 1

Candidates must provide written/oral/recorded and performance evidence which must include:

- ◆ explanation of how the horse used to live and survive before it was domesticated
- ◆ description of how prevent and manage problems associated with horse behaviours must include the following:
 - stable vices — wind sucking, weaving, box walking, cribbing and door banging
 - behaviour vices — biting, rearing, kicking and barging,
 - response to changing situations — being left on own or introduction of new companion ,new yard, change of stable, change of field, new companions, left on own, bothered by flies, eating feed in field, stallions, bullying, chased by dogs, spooked
 - ridden behaviour — varying weather conditions, riding alone and with company, riding in an open or enclosed area, in different weather conditions, in the arena, in an open field , over fresh, tired

Performance evidence is required to demonstrate that the candidate recognises 'normal' horse behaviour, showing an awareness of nervousness and politeness in the horse and responds to this appropriately. The candidate must also describe a correct response to two of the vices listed above. The responses must ensure the safety of the handler and the horse. It may be as simple as reporting that the horse is showing aggressive behaviour.

Outcome 2

Performance evidence on a single occasion for each of the following activities:

- ◆ the candidate is required to demonstrate catching and releasing in the stable and in the field
- ◆ the candidate must also demonstrate an awareness of where it is safe to secure the horse in the stable or yard and secure the horse by the correct method
- ◆ awareness of all safety procedures must be adhered to at all times and all Personal Protective Equipment must be worn by the candidate to satisfy the required standards

National Unit specification: statement of standards (cont)

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Outcome 3

Performance evidence is required:

- ◆ the candidate must demonstrate standing the horse up square and straight and keeping the horse still while being inspected. They must hold the horse safely for the vet
- ◆ the candidate must demonstrate the correct procedures for restraining the horse during veterinary inspection and/or treatment. This should be undertaken with a horse that is not unduly disturbed by the process
- ◆ the candidate must walk and trot the horse in a straight line as instructed
- ◆ the horse must be turned out clean and tidy for the inspection
- ◆ the control and safety of the horse and safety of the handler and any other persons must be demonstrated by the candidate

Outcome 4

Candidates must provide written/oral/recorded and/or performance evidence.

The evidence must include:

- ◆ correct identification of 10 different horse colours
- ◆ correct identification of the following markings and identification marks:
 - blaze
 - star
 - snip
 - white face
 - ermine marks
 - white sock
 - white stocking
 - a scar
 - freeze brand
 - whorl
- ◆ correct identification of 12 different breeds/types
- ◆ correct identification of:
 - foal
 - yearling
 - aged
- ◆ correct identification of:
 - 12 points of the horse
- ◆ correct estimation of:
 - height of six horses/ponies

Outcome 1 — Performance Criteria (a), (b) and (d) could be assessed together. The assessment evidence for this Unit should be gathered as holistically as possible. Daily activities will enable the candidate to be assessed catching, releasing and securing horses. Some of the evidence could be gathered during farrier or veterinary visits.

National Unit specification: support notes

Unit title: Horse Care: Safe Horse 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

Safe working practices and procedures should be adhered to at all times to avoid injury to the candidate and the horse. Before attempting this Unit it is not necessary for the candidate to have any prior experience with horses but this would be an advantage.

Outcome 1

The natural lifestyle of the horse should be covered in depth to let the candidate gain an understanding of why the horse behaves the way it does. Practical experience of working with a variety of problems should be given when appropriate. All types of stable vices should be covered during teaching with an explanation of why they occur and how they could be prevented and handled. Include description of how a horse may behave in different situations, eg new yard, change of stable, change of field, new companions, left on own, bothered by flies, eating feed in field, stallions, bullying, chased by dogs, spooked etc. Include description and understanding of how the ridden horses behaviour may change when ridden with others, in different weather conditions, in the arena, in an open field, over fresh, tired, etc.

Outcome 2

This Outcome should be mainly practical with time being given for all candidates to gain confidence and competence in the expected tasks. Time working with the horse in the stable should be given to establish safe and effective techniques before progressing to the field tasks.

Outcome 3

The candidate should be given practise and explanation of the correct methods of presenting a horse for different types of inspection, including what is expected in the show ring. Correct methods of walking and trotting the horse in hand and turnout of the horse for different occasions should be practiced.

Outcome 4

This Outcome requires the candidate to gain the practical ability to describe a variety of horses. Breed, type, sex, colour, markings and points should be described accurately. It will be expected that the candidate will gain the knowledge to make an educated guess on the age and height of a variety of horses.

National Unit specification: support notes (cont)

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Guidance on learning and teaching approaches for this Unit

This Unit is focuses on the practical handling of horses while adhering to the required health and safety regulations. Whenever possible the candidate should be given the opportunity to experience different handling techniques that may be required for different situations. Recognising a variety of different horses is essential, visits to yards or shows would help the candidate identify a wide variety. The use of pictures for identification purposes would be useful but would not substitute identifying live horses. Running up horses in hand should be practised as regularly as possible. When teaching how to age and measure the height of the horse it will be expected that the candidate will gain the knowledge to make an educated guess.

Guidance on approaches to assessment for this Unit

Outcome 1 — Performance Criteria (a), (b) and (d) could be assessed with the use of a project or investigation. PC (c) is a practical assessment and the evidence could be gathered over a period of time with the candidate working with a variety of horses. If none of the listed vices arise then a simulation could take place. The use of vices recorded may be useful for assessment.

Outcome 2 — is a practical assessment and the candidate should be assessed turning out and bringing in horses over a period of time and during different weather conditions if possible. Securing horses in different locations on the yard or stable should be risk assessed by the candidate. This evidence should be gathered when the candidate is undertaking routine activities at the yard/field.

Outcome 3 — this is a practical exercise where the candidate will present the horse for inspection. A simulation may take place, for example a veterinary inspection for sale of the horse or trotting up the horse for the judge in the show ring. The horse must be presented clean and tidy for the inspection, mane laid, hooves oiled (unless during a farrier's visit) and picked, horse groomed, no boots on horse, eyes nose and dock sponged and tail untangled. Head collar or bridle used for leading should be clean and safe. Any visit from the vet should be used as an opportunity for the candidate to practice and observe the correct process of holding and handling the horse to allow the vet to carry out the necessary inspection/treatment as effectively as possible.

Outcome 4 — this would be best assessed as a written/oral or e-assessment to enable a wide variety of horses to be covered. If the yard has the appropriate variety then a practical assessment would take place, but the candidate should not have been taught with these horses. It may be possible to incorporate a practical aspect into this assessment to allow the candidate to demonstrate their ability to recognise the criteria on a live animal as pictures can often not reflect the complexity of identification.

The assessment evidence for this Unit should be gathered as holistically as possible. Daily activities will enable the candidate to be assessed catching, releasing and securing horses. Some of the evidence could be gathered during farrier or veterinary visits.

National Unit specification: support notes (cont)

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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)*.

Opportunities for developing Core Skills

In this Unit candidates will identify a variety of horses and to approach horses correctly when in the stable and field during catching and releasing. The candidate will practise the correct methods of presenting horses and running them up in hand. An understanding and recognition of horse colours, types and height to describe the horse viewed will be gained.

Candidates will:

- ◆ describe horse behaviour and how to deal with it
- ◆ demonstrate how to handle horses safely, explaining what they are doing and the reasons for this
- ◆ select the correct handling for a variety of horses and explain the reasons for their choice

As they are doing this Unit candidates will be developing aspects of the Core Skills in *Problem Solving, Communication* and *Working with Others*.

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

History of changes to Unit

Version	Description of change	Date

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