



## Higher National Graded Unit Specification

### General Information for Centres

This Graded Unit has been validated as part of the HNC in Equine Studies. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

**Graded Unit Title:** Equine Studies: Graded Unit 1

**Graded Unit Code:** DP2X 34

**Type of Graded Unit:** Project

**Assessment Instrument:** Practical Assignment

**Credit points and level:** 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7\*)

*\*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 National 1 to Doctorates.*

**Purpose:** This Graded Unit is designed to provide evidence that the candidate has achieved the following principal aims of the HNC Equine Studies:

- ◆ to provide a qualification which meets the current needs of the horse industry and also those seeking an entry route to higher education
- ◆ to provide a qualification that offers an integrated course of theory and practice which will equip students to work effectively in the wide ranging field of the horse industry

**Recommended Prior Knowledge and Skills:** It is recommended that the candidate should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

- ◆ *Equine Studies: Equine Nutrition*
- ◆ *Equine Studies: Equine Facility Management*
- ◆ *Equine Studies: Equine Fitness*
- ◆ *Equine Studies: Equine Selection*
- ◆ *Equine Studies: Equine Health*
- ◆ *Equine Studies: Preparation of Horses for Competition*

## General Information for Centres (cont)

**Core Skills:** There is no automatic certification of Core Skills or a Core Skill component as part of this Graded Unit. However, there may be opportunities to develop the Core Skill of *Problem Solving*.

**Assessment:** This Graded Unit will be assessed by the use of practical assignment. The developed practical assignment should provide the candidate with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

## Administrative Information

**Graded Unit code:** DP2X 34

**Graded Unit title:** Equine Studies: Graded Unit 1

**Original date of publication:** August 2004

**Version:** 02

### History of changes:

Version	Description of change	Date
02	Update of Conditions of Assessment	Jul 2018

**Source:** SQA

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# Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates

## Graded Unit Title: Equine Studies: Graded Unit 1

### Conditions of Assessment

The candidate should be given a date for completion of the practical assignment. However, the instructions for the assessment task should be distributed to allow the candidate sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing candidates with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes.

In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

At this level, candidates should work independently. It is up to Centres to take reasonable steps to ensure that the project is the work of the candidate. For example, Centres may wish to informally question candidates at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc, is carried out in other establishments or under the supervision of others that the candidate does not receive undue assistance.

Remediation allows an assessor to clarify candidate responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or by recording, and be made available to the internal and external verifier.

In relation to Higher National Project-based Graded Units, candidates must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any re-assessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the candidate to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, candidates who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for re-assessment of that stage.

Any candidate who has failed their graded unit or wishes to upgrade their award must be given a re-assessment opportunity, or in exceptional circumstances, two re-assessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the candidate's evidence at the time of the completion of the graded unit. Candidates must be awarded the highest grade achieved — whether through first submission or through any re-assessment, remediation, and/or reasonable assistance provided.

## **Higher National Graded Unit Specification: Instructions for designing the assessment task and assessing candidates (cont)**

**Graded Unit Title:** Equine Studies: Graded Unit 1

### **Instructions for designing the assessment task**

The assessment task is a project. The project undertaken by the candidate must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the candidate

The assessment task must require the candidate to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

### **Guidance on grading candidates**

Candidates who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge candidate performance for this Graded Unit is specified in the following table.

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> <li>◆ produces evidence for the three essential stages of the practical assignment which is of a high quality and clearly inter related</li> <li>◆ is highly focused and demonstrates an insightful interpretation and a balanced, integrative approach</li> <li>◆ is tightly structured, relevant to the content of the units and displays a high level of subject/occupational expertise</li> <li>◆ effectively applies integrated and consolidated knowledge, understanding and skills from the course units to complex situations</li> </ul>	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> <li>◆ produces documentation for the three essential stages of the practical assignment which shows some integration between them</li> <li>◆ demonstrates an acceptable interpretation from a balanced integrative approach</li> <li>◆ is reasonable well structured and displays an adequate level of subject/occupational expertise</li> <li>◆ applies integrated and consolidated knowledge, understanding and skills with some lack of continuity and consistency</li> </ul>

The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the candidate for this Graded Unit based on the following grade boundaries.

A = 70% — 100%  
 B = 60% — 69%  
 C = 50% — 59%

**Note:** the candidate must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

### Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

**Note:** The candidate must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 1 — Planning	<p>The planning stage is assessed by a short planning document and an individual interview. The tutor’s role is as a facilitator and so to gain high marks the candidate must demonstrate a high degree of autonomy in planning activities</p> <p>Produce a written plan which includes:</p> <ol style="list-style-type: none"> <li>1 Justification of selection of horse and event.</li> <li>2 A detailed plan for the daily routines for one month to include feeding, fitness and training, health and welfare, grooming, clipping, trimming and competition preparation.</li> <li>3 Realistic timescales for carrying out the activities.</li> <li>4 A discussion of the methods to be used.</li> </ol> <p>The plan should be between 750–1,000 words and could take the form of charts, tables where appropriate.</p> <p>This stage is worth 30 marks.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>
Stage 2 — Developing	<p>Produce a diary detailing the actual programme followed for the month which should:</p> <ol style="list-style-type: none"> <li>1 Be based on the plan which should be completed prior to the activity taking place.</li> <li>2 Demonstrate the ability to manage the programme for the specified timescale without causing detriment to the horses health and welfare.</li> <li>3 Demonstrate the ability to produce a horse for a suitable public event to a high standard. This would involve actually demonstrating skills of clipping, trimming, pulling manes, grooming and turnout which could be evidenced by photo’s, video or witness testimony.</li> <li>4 Demonstrate suitable methods and approaches for all tasks.</li> <li>5 Is verified by the placement supervisor as an authentic record of what actually took place.</li> </ol> <p>The diary should be between 1,000–1,500 words.</p> <p>This stage is worth 40 marks.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Developing stage</i></p>

## Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)

Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating	<p>Produce a written evaluation of the activity which includes</p> <ol style="list-style-type: none"> <li>1 An assessment of the effectiveness of the original plan.</li> <li>2 An assessment of own strengths and weaknesses.</li> <li>3 Identification of any problems encountered and skills gained.</li> <li>4 A review of the evaluation tools and methods used.</li> </ol> <p>This report should be between 500–750 words.</p> <p>This stage is worth 30 marks.</p> <p><i>The candidate must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Assessment is based on the **product** and the **process**.

Candidates must:

- ◆ interpret the brief
- ◆ gather information to clarify the brief
- ◆ decide on the activity/event/process to develop
- ◆ carry out the activity/event/process to develop
- ◆ evaluate the activity/event/process

The project brief should sample the Outcomes of the following mandatory units of the Group Award:

Unit Title	Outcome Number	Outcome Title
<i>Equine Studies: Equine Nutrition</i>	3	Formulate and evaluate the effectiveness of rations to meet the nutritional requirements of the horse
<i>Equine Studies: Equine Facility Management</i>	1	Formulate and evaluate the effectiveness of rations to meet the nutritional requirements of the horse
<i>Equine Studies: Equine Fitness</i>	2	Design a specific fitness programme for a horse
<i>Equine Studies: Equine Selection</i>	1	Identify the qualities of horses for specific purposes
<i>Equine Studies: Preparation of Horses for Competition</i>	1	Identify the qualities of horses for specific purposes
<i>Equine Studies: Equine Health</i>	2	Identify ailments in relation to both performance and non performance horses



## **Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)**

### **Support notes**

#### **Project brief: Practical Assignment**

This assignment involves selecting a horse from the yard in which the candidate is working and preparing it for a suitable event in 1 month's time. It will cover feeding, fitness and training, health and welfare, grooming, clipping, trimming and turnout on the day. When selecting a suitable event for the horse, conformation, breed or type, action and ability of the horse should be taken into consideration. The type of event could be competitive or non-competitive, affiliated or non-affiliated and this should be taken into account when selecting the horse.

#### **Stage 1: Planning**

Select a horse for a suitable event and prepare it for a public appearance in one month's time.

Plan a programme suitable for preparing a horse for a public event in one month with reference to:

- ◆ selection of horse
- ◆ selection of event
- ◆ requirements of event
- ◆ aims, objectives and timescales
- ◆ daily routines
- ◆ feeding programme
- ◆ fitness and training programme
- ◆ health and welfare
- ◆ preparation of horses for intended event ie clipping, trimming, plaiting

#### **Stage 2: Developing**

Give an account of the activity/event/process.

With reference to:

- ◆ selection of horse and event
- ◆ actual organisation of daily routine for one month
- ◆ implementation of feeding and fitness/training programmes
- ◆ preparation of horse for event
- ◆ monitoring health and welfare

## **Higher National Graded Unit specification: Instructions for designing the assessment task and assessing candidates (cont)**

### **Stage 3 Evaluating**

Evaluate and review the activity/event/process.

With reference to:

- ◆ reflection on own practice
- ◆ reflection on own learning
- ◆ impact on participants
- ◆ effectiveness of original plan

The project will be marked out of 100.

### **Equality and inclusion**

This graded unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).