



## National Unit specification: general information

**Unit title:** Horse Care: Watering and Feeding (SCQF level 6)

**Unit code:** FW00 12

**Superclass:** SH

**Publication date:** September 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

## Summary

The purpose of this Unit is to give candidates the skills and knowledge to gain a basic understanding of the digestive systems and the nutrients required by the horse. Candidates will be able to calculate the correct amounts of food to feed a horse and maintain it in appropriate condition. This Unit will build upon the knowledge gained in *Watering and Feeding* (SCQF level 5). 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 CPD.

## Outcomes

- 1 Describe the structure and elementary functions of the digestive system.
- 2 Describe the purpose of the main nutrients and fibre in the horse's diet.
- 3 Identify a range of different types of feed and their uses.
- 4 Describe how to feed a horse to maintain it in appropriate condition.

## Recommended entry

While entry is at the discretion of the centre, candidates would normally be expected to have attained the following, or equivalent: *Watering and Feeding* (SCQF level 5).

## Credit points and level

1 National Unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6\*)

*\*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.*

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

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### **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**

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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 the structure and elementary functions of the digestive system.

#### **Performance Criteria**

- (a) Describe the basic structure of the digestive system in accordance with the rules of feeding.
- (b) Describe the elementary functions of the digestive system.

### **Outcome 2**

Describe the purpose of the main nutrients and fibre in the horse's diet.

#### **Performance Criteria**

- (a) Explain the significance of carbohydrates, proteins, fats, oils, minerals, vitamins and water to the horse's nutrition.
- (b) Explain the balance of nutrients in the horse's diet.
- (c) Explain the importance of fibre in the horse's diet.

### **Outcome 3**

Identify a range of different types of feed and their uses.

#### **Performance Criteria**

- (a) Identify a range of different feeds.
- (b) Identify the nutrient content contained in a range of feeds.
- (c) Describe the purposes of a variety of feeds for horses in different work situations.

### **Outcome 4**

Describe how to feed a horse to maintain it in appropriate condition.

#### **Performance Criteria**

- (a) Estimate the horse's weight according to height and type, using a height/weight table or a weight tape.
- (b) Calculate the daily quantity of feed needed for the horse.
- (c) Identify suitable feeds for the horse in its current work load.
- (d) Formulate and justify the daily diet for given horses and create a feed chart.

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

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### Evidence Requirements for this Unit

#### Outcome 1:

Candidates must provide written/oral/recorded evidence (closed-book), to demonstrate their knowledge of the basic structure and functions of the digestive system.

The candidate must be able to name ten parts of the digestive system and describe their basic functions. This must be related to the rules of feeding

#### Outcome 2:

Candidates should provide written/oral/recorded evidence (closed-book), to demonstrate their knowledge of the basic function of nutrients in the horses' diet and the importance of fibre.

An explanation which includes:

- ◆ The main nutrients provided in feed stuffs; water, protein, carbohydrate, fats/oils, vitamins and minerals.
- ◆ The main purposes of these nutrients in the diet and how the balance of these nutrients will alter according to the horse's status — young horse, old horse, level of work including pregnancy and lactation.
- ◆ The difference between the fat soluble vitamins and the water soluble vitamins, but excluding the role of individual vitamins and minerals other than the calcium: phosphorous ratios.
- ◆ The importance of fibre in the diet and how it relates back to the functions of the digestive system.

#### Outcome 3:

Performance and written/oral/recorded evidence (closed-book) should be provided to demonstrate the candidate's ability to select three different feedstuffs, suitable for each of four horses, in different work situations. The evidence must include the reasons for selecting the individual feeds for those horses.

Evidence must include:

- ◆ The identification of any six feeds from the list below and their basic nutrient values:
  - Barley
  - Oats
  - Sugarbeet nuts/shreds
  - A leisure mix
  - Horse and pony nuts
  - A competition mix
  - A stud mix
  - A forage feed — hay or haylage
  - Chaff
  - Conditioning feed
- ◆ A description of the attributes of the selected feeds as described on the bag or using other reference material.

## **National Unit specification: statement of standards (cont)**

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- ◆ The correct selection of feedstuffs for 4 horses from, sick horses, horses on box rest, maintenance, riding school, trekking, riding/pony club.
- ◆ The selection of feedstuffs must also take into account the breed, type, age and temperament of the horse.
- ◆ Reasons for the selection of the feeds in the given situation.

#### **Outcome 4:**

Performance and written/oral/recorded evidence (closed-book) should be provided to demonstrate the ability to feed horses a suitable diet in two given situations.

Evidence must include:

- ◆ An estimation of each horse's weight using weight tapes and weight tables.
- ◆ The identification of suitable feedstuffs with justification.
- ◆ Calculation of overall daily quantities of feed for two horses in maintenance or light/medium work. This could be a horse competing at riding club level, a child's pony ridden at pony club, a trekking horse, riding school horse, leisure horse.
- ◆ Daily feed charts for the two different horses, which contain quantities of the individual feedstuffs including the forage ration.

Outcomes 3 and 4 could be integrated.

## National Unit specification: support notes

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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 is an optional Unit in the National Certificate in Horse Care at SCQF level 5 and should follow on from the Unit *Watering and Feeding* (SCQF level 5). It would be beneficial to complete this Unit before progressing onto *DP1M 34: HN Equine Nutrition*.

The candidate will be introduced to a wider range of feedstuffs than in *Horse Care: Watering and Feeding* (SCQF level 5).

On completion of this Unit candidates will have a basic understanding of the digestive system, knowledge of the key nutrients required by horses and their basic purpose in the horses' diet. They will be able to describe the importance and purpose of fibre in the horses' diet and recognise nutrient values of a variety of feedstuffs. They will be able to carry out condition scoring, estimation of horses' weights and calculating a ration to maintain a horse in appropriate condition — to include horses in maintenance, light/medium work, old horses, sick and injured horses.

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 CPD.

This Unit aligns to the following National Occupational Standards from Lantra:

- ◆ LAN Eq304: Plan Diets and Implement Feeding Regimes for Horses

### Guidance on learning and teaching approaches for this Unit

The anatomy of the digestive system should be introduced using diagrams and tutor led classroom work. The location of the main parts of the digestive system should be identified where possible on a live horse. Functions of the system should be related to the rules of feeding.

The main nutrients and their functions should be introduced using classroom work. The balance of these nutrients should then be discussed according to the horses work status and how these nutrients will affect the performance of the horse. The importance of fibre in the diet should be related to the functions of the digestive system.

Candidates should examine a wide range of feedstuffs on visits to stables and feed merchants. Using information given on the bag labels or using other methods of research; they should discuss the nutrient and fibre contents of the feedstuffs and be able to evaluate their uses for a variety of horses. Assessing their suitability for temperament, age, breed or type and work status should be taken into account when evaluating the use of the feedstuffs.

Practical experience should be gained of estimating the weight of various horses using weight tapes and weight tables. Candidates should evaluate existing feed charts with

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support from the tutor taking into account the horses being fed; their weight, height, temperament, age, breed or type, body condition and work status.

Different feeds should be weighed accurately to compare appearance of quantity.

### Guidance on approaches to assessment for this Unit

Outcomes 1, 2 and 3 could be assessed with short answer questions — written/oral. Outcome 4 should be assessed with a practical and written assignment whereby they produce a feed chart for two horses and justify their feed selections.

### 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 develop a basic understanding of the digestive system of horses. They will also learn about the key nutrients required by horses and their basic purpose in the horses' diet. They will be able to describe the importance and purpose of fibre in the horses' diet. They will recognise nutrient values of a variety of feedstuffs. They will be able to carry out condition scoring, estimation of horses' weights and calculating a ration to maintain a horse in appropriate condition.

Candidates will:

- ◆ estimate horses weights and calculate the correct amount of feed
- ◆ score the condition of horses using an established scale
- ◆ select appropriate feeds for a variety of horses and justify their choices
- ◆ describe the nutritional value of a variety of foodstuffs
- ◆ evaluate the suitability of foodstuffs and explain their reasons for this
- ◆ research available foodstuffs and discuss their properties in groups.

As candidates are doing this Unit they will develop aspects of the Core Skills in *Numeracy*, *Communication*, *Problem Solving* 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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