



National Unit specification: general information

Unit title: Horse Care: Tack and Tacking Up (SCQF level 4)

Unit code: H1LT 10

Superclass: SH

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Version: 01

Summary

The purpose of this Unit is to develop the candidate's ability to identify basic parts of tack, care for tack and be able to assist in putting tack on a quiet horse. Current health and safety regulations will be followed and safe working practices will be adopted at all times.

The Unit is suitable for candidates who are school leavers, adult returners, school pupils and for industry CPD.

Candidates can progress from this Unit to FV74 11 *Horse Care: Preparation for Ridden Work*.

This Unit is part of the National Progression Award in Horse Care (SCQF level 4) and can also be taken as a freestanding Unit.

Outcomes

- 1 Identify parts of the saddle and bridle.
- 2 Assist with cleaning tack.
- 3 Assist with putting on and taking off a saddle and bridle on a quiet horse.

Recommended entry

While entry is at the discretion of the centre, candidates would benefit from having completed Unit FV5K 11 *Horse Care: Safe Horse Handling*.

General information (cont)

Unit title: Horse Care: Tack and Tacking up (SCQF Level 4)

Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4*)

**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: Tack and Tacking Up (SCQF level 4)

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

Identify parts of the saddle and bridle.

Performance Criteria

- (a) Identify parts of a simple snaffle bridle.
- (b) Identify parts of a general purpose saddle.

Outcome 2

Assist with cleaning tack.

Performance Criteria

- (a) Identify reasons for cleaning tack.
- (b) Assemble items needed for cleaning tack.
- (c) Assist with taking tack apart.
- (d) Assist with cleaning tack under supervision.
- (e) Describe types of damage or weaknesses which may affect tack.
- (f) Undertake the process of identifying any damage or weakness to tack.
- (g) Assist with the reassembly of tack and hang up correctly.

Outcome 3

Assist with putting on and taking off a saddle and bridle on a quiet horse.

Performance Criteria

- (a) Wear PPE according to Health and Safety requirements.
- (b) Identify a safe and convenient area for tack prior to tacking up.
- (c) Assist with securing a quiet horse safely and effectively.
- (d) Assist with putting on the saddle, saddle cloth and bridle on a quiet horse.
- (e) Assist with securing tack on a quiet horse and leave horse tied up safely.
- (f) Assist with the removal of the saddle and bridle safely.

National Unit specification: statement of standards (cont)

Unit title: Horse Care: Tack and Tacking Up (SCQF level 4)

Evidence Requirements for this Unit

Oral and performance evidence is required to demonstrate that the candidates have achieved all of the Outcomes and Performance Criteria. All practical activities must be carried out under supervision and according to health and safety requirements.

Outcome 1

Candidates must be able on one occasion to:

- ◆ Identify the parts a snaffle bridle, to include: head piece, throat lash, brow band, noseband, cheek pieces, bit and reins.
- ◆ Identify parts of the saddle to include: pommel, seat, cantle, skirt, stirrup bars, saddle flap, girth straps, saddle panel, saddle lining, gullet, girth and stirrup leathers and numnah/saddle cloth.

Outcome 2

Candidates must be able on one occasion to:

- ◆ Identify three reasons for cleaning tack, any three reasons from: checking for damage, checking for wear, checking for loose stitching, keep leather soft for horse's comfort, increase longevity of tack.
- ◆ Assist with:
 - the assembly of items required to clean tack which must include a bucket of warm water, washing sponge, soaping sponge, saddle soap or similar, towel
 - taking tack apart which includes noting which holes buckles came out of
 - washing bit and stirrups effectively and drying these items
 - washing tack effectively
 - soaping tack effectively
 - reassembling tack putting buckles back to original holes
 - undertake the process of reporting damage or weakness to tack

Provide a description of the types of damage or weakness to include: poor or worn stitching, worn or split leather.

National Unit specification: statement of standards (cont)

Unit title: Horse Care: Tack and Tacking Up (SCQF level 4)

Outcome 3

Candidates must be able on one occasion to:

- ◆ Assist with
 - securing horse, according to instructions, in preparation for tacking up
 - identifying a safe and convenient area to place tack, in preparation for tacking up
 - placing saddle with saddle cloth or similar, in correct area of horse's back to ensure comfort for horse
 - doing up girth to correct girth straps to make saddle secure
 - removing head collar from horse's head and place around neck
 - untying horse from tie ring
 - putting on the bridle without causing discomfort to the horse
 - securing reins through throatlash and place headcollar back on horse, leaving horse tied up effectively
 - securing the horse prior to removing tack

- ◆ Assist with
 - removing the saddle, which includes putting girth either through stirrup iron or over saddle seat prior to removing from horses back
 - placing saddle in a safe and convenient place after removal
 - placing head collar round horses neck
 - untying horse from ring
 - removing bridle smoothly without causing stress to horse
 - hanging up bridle and saddle after use, according to instructions

National Unit specification: support notes

Unit title: Horse Care: Tack and Tacking Up (SCQF level 4)

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 aligned to the following Lantra Sector Skills Council's National Occupational Standards (NOS).

Eq 104 Assist with putting on a saddle and bridle ('This standard is about putting on and taking off horse tack. The work described in this Unit would be carried out under the direction of a supervisor. You will need to be fully aware of the importance of health and safety in connection with this work').

Eq 106 Assist with cleaning tack and horse clothing ('This standard is about the daily and weekly cleaning of tack and horse clothing. Cleaning includes washing and brushing, and care of leather and metal work. The work described in this standard would be carried out under the direction of a supervisor. You will need to be fully aware of the importance of health and safety in connection with this work').

Some of the activities will be carried out in a stable yard environment and the content of the Unit will involve hands on practical activities. Candidates will wear appropriate protective clothing to include strong footwear and riding hat to current safety standards and must adhere to current health and safety guidelines.

Candidates should learn the basic parts of a simple snaffle bridle with a cavasson noseband — at this level they would not have to identify the type of bit. They should learn the basic parts of a general purpose saddle including the girth.

Candidates should be introduced to cleaning bridles and saddles which have no attachment, and should be made aware of the importance of caring for tack effectively to ensure its longevity, safety and comfort to the horse. They should also be made aware of the importance of reporting defects such as loose stitching and worn leather especially on stirrup leathers. They should learn how to hang up the saddle and bridle correctly when finished. When reassembling tack they should be encouraged to get into the habit of making a note of the holes that the buckles came out of so that the tack will fit back to the horse with no adjustment.

When assisting to tack up, a quiet horse should be used. They should learn where tack can be placed safely and conveniently prior to tacking up, make sure that the horse cannot stand on the tack and that the tack will not be damaged or scratched by being placed on a rough surface or by being placed incorrectly.

National Unit specification: support notes (cont)

Unit title: Horse Care: Tack and Tacking Up (SCQF level 4)

When putting the tack on or off, they should be aware of the horse at all times and respond to the horse's behaviour safely. Saddle cloths or similar must be checked to ensure that they are lying smoothly and that they are not pressing on the wither. When the girth is done up the candidates must be made aware of correct pressure or tightness around the horse to ensure that the saddle stays in place but does not restrict them unnecessarily. They should be made aware of the safety aspects when biting a horse and be able to bit and bridle a horse without causing undue stress. If the horse is not to be taken out of the stable immediately, once the bridle is fitted they should be made aware of the necessity for securing up the reins and replacing the headcollar on the head to tie the horse up so as to prevent the horse from catching the reins and breaking them or to prevent the horse from lying down with the saddle on.

When tack is being removed, they should be aware of causing possible discomfort to the horse by rough handling and be shown how to avoid this, especially when removing the bridle.

Guidance on learning and teaching approaches for this Unit

Safe working practices and procedures should be adhered to at all times to avoid injury to the candidate and the horse. PPE must be worn.

For all Outcomes, the approach to learning should mainly be practical. Demonstrations should be used followed by practice.

It is recommended that most of the learning takes place in the stable yard and tack room, although for Outcome 1 the use of IT and literature would be useful for the candidates in learning parts of the saddle and bridle and therefore some learning could take place in the classroom. For all Outcomes, clips available on the internet may be interesting and useful for the candidates.

Outcome 2 should be delivered using tutor demonstration followed by practice and tutor led discussion on reasons for cleaning tack. Examples of poorly maintained tack, worn tack and damaged tack would be useful to assist in making candidates aware of the safety aspects of cleaning tack and the importance of reporting damage and wear to the supervisor.

Outcome 3: A quiet horse will be used for the purpose of this Unit but the candidates must be made aware of the possible changes in behaviour which may occur, even with a quiet horse and must be guided to follow tutor instructions quickly and without question while working with horses at all times. Tutor led discussion should take place regarding the importance of correct placing of tack prior to tacking up and on removal. When tacking up and untacking, the tutor should emphasise to candidates that rough handling of the horse, especially with the bridle, may result in horses becoming head shy and difficult to tack up.

National Unit specification: support notes (cont)

Unit title: Horse Care: Tack and Tacking Up (SCQF level 4)

Guidance on approaches to assessment for this Unit

Outcome 1 — Practical and oral assessment

Outcome 2 — Practical and oral assessment

Outcome 3 — Practical and oral assessment

Assessment may be carried out Outcome by Outcome though this is not recommended. It would be suitable to integrate all the Outcomes in one assessment with one practical and oral assessment. For example candidates may identify and clean tack before tacking up the horse, as one holistic assessment.

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 learn the skills needed to: take tack apart, clean it, report defects and to reassemble tack replacing buckles in correct holes to ensure that the fit of the bridle to the horse stays the same.

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

Essential Skills:

Candidates should develop a greater awareness of sustainability with regard to the maintenance and correct handling and storage of tack. They should be made aware of the costs associated with tack equipment and its correct maintenance. Successful completion of this Unit should contribute to the employability of the candidate.

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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