



## National Unit specification

### General information

**Unit title:** Animal Care: Horses: An Introduction (SCQF level 4)

**Unit code:** HA1M 44

**Superclass:** SH

**Publication date:** January 2016

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit allows the learner to develop knowledge and understanding of the equine industries and related career opportunities in the UK as well as basic care standards offered to horses. The Unit introduces the concepts of basic husbandry of horses and common equine health problems. Learners will also become familiar with horse types commonly seen in the UK. This Unit would be suitable for those wishing to pursue a career in the equine industry or the wider animal care sector or those who simply have an interest in horses.

### Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Identify common types and uses of horses.
- 2 Explain suitable feeding routines and accommodation for horses.
- 3 Identify common ailments in horses.
- 4 Describe a range of careers available in the equine-related industries.

### Credit points and level

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

### Recommended entry to the Unit

There are no formal entry requirements for this Unit. Entry is at the discretion of the centre.

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

**Unit title:** Animal Care: Horses: An Introduction (SCQF level 4)

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

### **Equality and inclusion**

This 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).

## **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**

Identify common types and uses of horses.

#### **Performance Criteria**

- (a) Identification of type is correct.
- (b) Identification of colour is correct.
- (c) Identification of common usage is correct.

### **Outcome 2**

Explain suitable feeding routines and accommodation for horses.

#### **Performance Criteria**

- (a) Identification of common feeds and supplements is correct.
- (b) Description of a suitable feeding routine is correct.
- (c) Description of suitable accommodation is correct.

### **Outcome 3**

Identify common ailments in horses.

#### **Performance Criteria**

- (a) Description of signs of health is correct.
- (b) Description of signs of ill health is correct.
- (c) Identification of common ailments and injuries is correct.

### **Outcome 4**

Describe a range of careers available in the equine-related industries.

#### **Performance Criteria**

- (a) Identification of job/career opportunities available from a range of sectors within equine industries is accurate.
- (b) Description of the conditions and type of work carried out by a person in each role identified is accurate.
- (c) Identification of the types of appropriate qualification for each of the identified positions is accurate.

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

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### **Evidence Requirements for this Unit**

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

#### **Outcome 1**

Written and/or recorded oral evidence to correctly identify a minimum of seven out of ten common horse types.

Written and/or recorded oral evidence to correctly identify a minimum of seven out of ten common horse colours.

Written and/or recorded oral evidence to correctly identify a minimum of seven out of ten common uses for the types identified.

#### **Outcome 2**

Written and/or recorded oral evidence or performance evidence to correctly identify a minimum of 5 out of 7 commonly used horse feedstuffs and/or supplements.

Written and/or recorded oral evidence of feeding routines for horses in a variety of situations.

Written and/or recorded oral evidence of suitable accommodation for horses in a variety of situations.

#### **Outcome 3**

Written and/or recorded oral evidence or performance evidence to correctly describe a minimum of five signs of normal health in horses.

Written and/or recorded oral evidence or performance evidence to correctly describe a minimum of five signs of ill health in horses.

Written and/or recorded oral evidence to correctly identify a minimum of five out of seven common ailments or injuries seen in horses.

#### **Outcome 4**

Written and/or recorded oral evidence to identify a minimum of two different career opportunities, each from a different sector of the equine industry.

Description of the conditions and type of work carried out by a person in each of the identified careers is correct.

Description of appropriate qualifications and/or training for a person in each of the identified careers is correct.



## **National Unit Support Notes**

**Unit title:** Animal Care: Horses: An Introduction (SCQF level 4)

Unit Support Notes are offered as guidance and 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 can be delivered as a free-standing Unit or as part of a Group Award.

This Unit is designed to give learners knowledge of the scope of equine industries and potential career paths in the UK.

On completion of this Unit learners will be able to identify a number of the UK's commonly kept horse types as well as problems associated with incorrect feeding and husbandry. The Unit also allows the learner to become familiar with different employment opportunities within the equine world.

Learners who complete this Unit as part of an Introductory Animal Care course may wish to consider progression to National Certificate in Animal Care at SCQF level 5 or the National Certificate in Horse Care at SCQF level 5.

### **Guidance on approaches to delivery of this Unit**

This Unit may present the opportunity to invite guest speakers from relevant equine industries to talk about their career paths and daily duties. For purpose of demonstration it may be appropriate to offer a range of equine foodstuffs which can be discussed during practical sessions. Visits to stables and yards may be of benefit to learners.

#### **Outcome 1**

The learner should develop their knowledge of and ability to recognise a range of horse types commonly kept in the UK. This knowledge could be gained through classroom discussions, access to live animals, where possible, the learner's own research and photographs

#### **Outcome 2**

Learners could be given the opportunity to examine feedstuffs and accommodation using practical sessions along with visits to yards and stables. Photographs and videos could be utilised to re-inforce learning.

## National Unit Support Notes (cont)

**Unit title:** Animal Care: Horses: An Introduction (SCQF level 4)

### Outcome 3

Sessions could make use of visits to see live horses, class discussions, photographs, video clips and the learners' own research.

### Outcome 4

This Outcome provides an opportunity for a learner-centred approach, allowing learners to carry out their own research into aspects of equine industries which interest them as individuals. It would be appropriate at this level to offer structured guidance to learners to help them explore a range of possible career opportunities.

## Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

### Outcome 1

The learner could be presented with pictures of ten horse types commonly kept in the UK. Satisfactory achievement would be based on the learner identifying the correct type, colour and common usage for each example. This Outcome could alternatively be assessed using live horses (where available) and performance evidence of correct identification for each of the Performance Criteria.

### Outcome 2

Learners could be presented with samples of feedstuffs or supplements for identification or appropriate photographs of the same. Common feeds and supplements could include: grass, hay, haylage, oats, barley, alfalfa, pony nuts, sugar beet, molasses, linseed oil, Codminavit, biotin.

Learners could be presented with restricted response questions to correctly describe aspects of an appropriate feeding routine for horses in a variety of situations (eg at rest, light work, medium work, high workload, age-appropriate, sick).

Learners could be presented with restricted response questions to correctly describe aspects of suitable accommodation for horses in a variety of situations (eg horses kept outside or inside). This could include accommodation size, environmental enrichment, shelter, isolation facilities and methods to provide feed and water.

This Outcome could be assessed under closed-book conditions with restricted response questions to identify five from seven feedstuffs, and five questions to cover feeding and accommodation.

## National Unit Support Notes (cont)

**Unit title:** Animal Care: Horses: An Introduction (SCQF level 4)

### Outcome 3

The learner could be presented with restricted response questions to identify a minimum of five signs of health and five signs of ill health in horses. A selection of photographs and/or video clips could be presented to the learner in order to identify a minimum of five from seven common ailments. Common ailments could include conditions such as: Colic, Navicular Disease, Laminitis, Wind Galls, Splints, Ring Bone, Wounds, Proud Flesh, Strangles, Thrush, Mud Fever, Sweet Itch, Ring Worm, Influenza, COPD and stereotypical behaviours.

### Outcome 4

This Outcome could be assessed as an open-book written assignment with self-directed and tutor-led research. The learner should present evidence of research for two different career paths describing conditions and types of work carried out and relevant qualifications for the selected roles. Some centres may wish to give learners the opportunity to present their findings in different ways such as a presentation, a poster or a video.

## Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Opportunities for developing Core and other essential skills

There is no automatic certification of Core Skills or Core Skills components in this Unit, however there may be opportunities to develop the Core Skills of *Communication* and *Information and Communication Technology (ICT)* at SCQF level 4.

This Unit will also develop the learner's employability skills by allowing them to demonstrate a basic understanding of the equine sector.

## History of changes to Unit

Version	Description of change	Date

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## **General information for learners**

### **Unit title:** Animal Care: Horses: An Introduction (SCQF level 4)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is aimed at providing you with an insight into the equine industries operating in the UK. On successful completion, you will be able to identify a variety of horse type and their common uses.

You will become familiar with appropriate husbandry procedures in terms of accommodation and feeding of horses in a variety of circumstances.

You will develop knowledge of signs of normal health and be able to recognise signs of ill health and common ailments in horses.

You will have opportunities to explore employment opportunities centred on horses and gain an understanding of the roles of workers in these industries.

You are likely to experience a range of assessments in this Unit, designed to allow you to demonstrate your understanding of the topics covered.

This Unit will be of benefit to you if you are interested in a career in the Equine related industries or the wider Animal Care sector.