



## **Group Award Specification for:**

**National Progression Award (NPA) in Racing Yard  
Routine at SCQF level 5**

**Group Award Code: GR21 45**

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# 1 Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification.
- ◆ provide a guide for new staff involved in offering the qualification.
- ◆ inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities.

This group award specification covers:

- ◆ NPA in Horse Racing: Yard Routine at SCQF level 5

Scottish Racing and its partners have received support from the horseracing industry to be a catalyst for the development and delivery of a strategic, ambitious, innovative, joined-up and sustainable model of education and training provision for young people entering the horseracing industry, existing racing staff and their trainers.

Racing is the second largest spectator sport in Scotland after football, with over 300,000 attendances at over 100 fixtures in 2016. Racing has a rich heritage, strong revenues and a burgeoning public profile, with significant potential to grow and support the development of horseracing across the UK, while contributing to economic development in Scotland.

SQA has worked with Scottish Racing to produce a suite of new NPA qualifications, including the NPA in Racing Yard Routine, that will help attract new entrants to the industry and provide opportunities for existing staff to gain recognition of their skills and experience.

The National Progression Award (NPA) in Racing Yard Routine (SCQF level 5) builds on the knowledge and skills of the National Progression Award in Horse care (SCQF 5) and enhances knowledge on racing specific activities specific to high performance horses, such as a racehorse. You will cover units such as *Horse Care: Horse Health: An Introduction* and *Racehorse Care: An Introduction*.

This suite of NPAs have been designed to:

- ◆ provide appropriate skills and knowledge for those who wish to enter employment in the horseracing industry
- ◆ develop a foundation for progression to further study
- ◆ complement the existing National Certificate (NC) in Horse Care at SCQF level 5
- ◆ provide an introduction to the care of racehorses and the needs of the industry
- ◆ provide a range of formal qualifications for the sector
- ◆ provide a Scottish solution to ensuring compliance with the rule of racing.
- ◆ reflect the vocational competences required for job roles within the horseracing industry.
- ◆ allow for multiple, positive exit routes for learners depending upon their aspirations and preferences

The qualifications are suitable for a wide range of learners:

- ◆ Learners wishing to develop and enhance their horse care skills and horse racing knowledge to support their learning across a wide range of curricular areas
- ◆ Senior school pupils who will undertake the qualification as a broadening of the curriculum as well as employment opportunities
- ◆ Learners who will be using the NPAs within full or part-time college programmes
- ◆ Current stable staff who would like to upskill
- ◆ Adults returning to education with an interest in developing their skills relevant to accessing a career in this field

The group award titles have been selected to reflect the vocational areas covered by the component units and to be meaningful to the industry.

## 2 Qualification structure

The design principles for National Progression Awards state:

- ◆ NPAs can be set at SCQF levels 2–6
- ◆ NPAs will have minimum credit value of 12 SCQF credit points. There is no maximum.
- ◆ NPAs may have: mandatory units only; mandatory and optional units and mandatory options (learners have a choice of units from restricted group(s))
- ◆ Units at any SCQF level are allowed to count towards an NPA. There is no restriction.
- ◆ More than half the SCQF credit points must be at the same level as the NPA.
- ◆ The minimum amount of units an NPA can contain is 2.
- ◆ NPAs can be any combination of HN Units, SVQ Units, National (Workplace), or National Units.

The NPA structure detailed below in Section 2.1 meet all relevant criteria.

A mapping of Core Skills development opportunities is available in Section 5.3.

### 2.1 Structure

#### NPA in Racing Yard Routine at SCQF level 5

#### 24 Mandatory SCQF Credit Points Required (4 Mandatory SQA Unit Credits)

| 4 code | 2 code | Unit title  | SQA credit | SCQF credit points | SCQF level |
|--------|--------|---|------------|--------------------|------------|
| FV73   | 11     | Horse Care: Horse Health: An Introduction         | 1          | 6                  | 5          |
| J3XC   | 45     | Racehorse Care: An Introduction                   | 1          | 6                  | 5          |
| FV9H   | 11     | Horse Care: Watering and Feeding: An Introduction | 1          | 6                  | 5          |
| FV9L   | 12     | Horse Care: Safe Working Practices                | 1          | 6                  | 6          |

## 3 Aims of the qualification

The qualifications aim to provide foundation knowledge and skills in racehorse care, riding, exercising and industry regulations with the aim of increasing the number of learners choosing this field as a future career path. In addition, these qualifications aim to implement inclusive, sustainable education and training programs that can provide opportunities within horseracing by identifying gaps in provision, promoting mutual support and up-skilling current stable staff.

The ultimate aim is to encourage more staff into the horseracing industry and help develop existing staff.

### 3.1 General aims of the qualification

- ◆ Provide an up-to-date curriculum, reflecting contemporary knowledge and skills in the subject domain.
- ◆ Improve knowledge and skills in horse care and horseracing to reflect the needs of the wider industry.
- ◆ Develop key cognitive skills, such as creative thinking, communication and presentation.
- ◆ Develop collaboration and team working skills.
- ◆ Develop employment skills.

### 3.2 Specific aims of the qualifications

- 1 Develop knowledge and skills relevant to the specific requirements of the horseracing industry.
- 2 Develop a working knowledge of the legal requirements and regulations relevant to the horseracing industry.
- 3 Develop an understanding of the rules of racing and their implications with regard to horse care.
- 4 Develop a range of practical skills to increase employability in the equine industries.
- 5 Maintain high standards of health and safety, for learners, others and horses, and promote industry best practice.
- 6 Develop underpinning knowledge and skills to allow progression to higher level study.
- 7 Provide opportunities to develop highly vocationally focused skills in a workplace setting.

## 4 Recommended entry to the qualifications

Entry to these qualifications is at the discretion of the centre(s). The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience.

- ◆ Any one of the component units or equivalent
- ◆ Experience of working with thoroughbred horses
- ◆ Experience of horse handling
- ◆ An understanding of the horseracing industry
- ◆ An interest in the horseracing industry

While possession of one or more of these qualifications would be advantageous to learners, they are not prerequisites.

## 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

| Core Skill                                     | Recommended SCQF entry profile | Associated assessment activities  |
|--|--------------------------------|---|
| Communication                                  | 4                              | Written and oral assessments, communication with colleagues, supervisors and others.                      |
| Numeracy                                       | 4                              | Basic calculations for feeding and yard maintenance, etc.   |
| Information and Communication Technology (ICT) | 4                              | Research and compiling information.   |
| Problem Solving                                | 4                              | Adapting to changing conditions and working with different horses. Dealing with unforeseen circumstances. |
| Working with Others                            | 4                              | Working with stable staff and race officials, etc.  |

## 5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in national occupational standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to units

| Code    | Unit title  | Aims |   |   |   |   |   |   |
|---------|---|------|---|---|---|---|---|---|
|         |   | 1    | 2 | 3 | 4 | 5 | 6 | 7 |
| J3XC 45 | Horse Care: Horse Health: An Introduction         | X    | X | X | X | X | X | X |
| FV9Y 12 | Racehorse Care: An Introduction                   | X    |   |   |   | X |   |   |
| FV9H 11 | Horse Care: Watering and Feeding: An Introduction | X    |   |   | X | X |   | X |
| FV9L 12 | Horse Care: Safe Working Practices                | X    |   |   | X | X | X | X |

- 1 Develop knowledge and skills relevant to the specific requirements of the horseracing industry.
- 2 Develop a working knowledge of the legal requirements and regulations relevant to the horseracing industry.
- 3 Develop an understanding of the rules of racing and their implications with regard to horse care.
- 4 Develop a range of practical skills to increase employability in the equine industries.
- 5 Maintain high standards of health and safety, for learners, others and horses, and promote industry best practice.
- 6 Develop underpinning knowledge and skills to allow progression to higher level study.
- 7 Provide opportunities to develop highly vocationally focused skills in a workplace setting.

## 5.2 Mapping of National Occupational Standards (NOS)

The National Units have been mapped to the relevant Equine National Occupational Standards as produced by Lantra, the Sector Skills Council for the land-based and environmental sectors.

|              |  | Racehorse Care: An Introduction | Horse Care: Horse Health: An Introduction | Horse Care: Watering and Feeding: An Introduction | Horse Care: Safe Working Practices |
|--------------|--|---------------------------------|---|---|------------------------------------|
| <b>Eq302</b> | <b>Receive a horse and carry out an initial assessment</b>                 | X                               |   |   |                                    |
| <b>Eq303</b> | <b>Deliver basic health care treatment to horses</b>                       |                                 | X   |   |                                    |
| <b>Eq306</b> | <b>Promote the health and wellbeing of horses</b>                          |                                 | X   |   |                                    |
| <b>Eq201</b> | <b>Clean and prepare stables for horses</b>                                | X                               |   |   |                                    |
| <b>Eq202</b> | <b>Provide feed and water to horses</b>                                    | X                               |   | X   |                                    |
| <b>Eq203</b> | <b>Carry out routine care and monitor the health and welfare of horses</b> | X                               |   |   |                                    |
| <b>Eq107</b> | <b>Lead and control horses for inspection under supervision</b>            | X                               |   |   |                                    |
| <b>Eq108</b> | <b>Assist with catching and leading horses</b>                             | X                               |   |   |                                    |
| <b>Eq109</b> | <b>Mount and dismount suitable horses under supervision</b>                |                                 |   |   | X                                  |

### 5.3 Mapping of Core Skills development opportunities across the qualification

| Unit code | Unit title  | Communication     |                   |      | Numeracy     |                             | ICT                   |                                | Problem Solving   |                         |                          | Working with Others                |                                     |
|-----------|---|-------------------|-------------------|------|--------------|-----------------------------|-----------------------|--------------------------------|-------------------|-------------------------|--------------------------|------------------------------------|-------------------------------------|
|           |   | Written (Reading) | Written (Writing) | Oral | Using Number | Using Graphical Information | Accessing Information | Providing/Creating Information | Critical Thinking | Planning and Organising | Reviewing and Evaluating | Working Co-operatively with Others | Reviewing Co-operative Contribution |
| FV73 11   | Horse Care: Horse Health: An Introduction         | X                 |                   | X    |              |                             |                       |                                | X                 | X                       | X                        | X                                  |                                     |
| J3XC 45   | Racehorse Care: An Introduction                   |                   |                   |      |              |                             |                       |                                | X                 | X                       |                          | X                                  |                                     |
| FV9H 11   | Horse Care: Watering and Feeding: An Introduction | X                 |                   | X    |              |                             |                       |                                | X                 |                         |                          | X                                  |                                     |
| FV9L 12   | Horse Care: Safe Working Practices                | X                 |                   |      |              |                             |                       |                                | X                 | X                       |                          | X                                  |                                     |

### 5.4 Assessment strategy for the qualification

| Unit  | Assessment            |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
|   | Outcome 1             | Outcome 2             | Outcome 3             | Outcome 4             |
| Horse Care: Horse Health: An Introduction         | Written/oral evidence | Written/oral evidence | Written/oral evidence |                       |
| Racehorse Care: An Introduction                   | Practical             | Practical             | Practical             |                       |
| Horse Care: Watering and Feeding: An Introduction | Written/oral evidence | Practical             |                       | Practical             |
| Horse Care: Safe Working Practices                | Practical             | Written/oral evidence | Written/oral evidence | Written/oral evidence |



## 6 Guidance on approaches to delivery and assessment

The suite of Horseracing National Progression Awards are designed for learners who want to enter into positions within the horseracing industry at an operational level within the workforce or upskill their current knowledge to complement their position. The qualifications all place a heavy focus on developing learners' practical skills and their ability to apply their knowledge to the relevant environment. The qualifications have been developed to ensure that there is a balance of both theoretical and practical units within the frameworks. The theory will underpin the knowledge required to complete the practical elements and gain employability skills.

The application of practical skills underpins the philosophy of the awards and is central to their delivery however, the nature of the units enable the assessments to be within a simulated work environment or an actual working scenario.

It is recommended that all units should be delivered in the context of the awards. Learners should be given the opportunity to apply knowledge gained in realistic and practical settings. The awards also aim to prepare learners for progression to a range of programmes of study either in higher education or workplace qualifications. The awards are designed to facilitate articulation routes to a number of roles both nationally and internationally.

### 6.1 Sequencing/integration of units

The structure of the qualifications allows for a high degree of flexibility in the delivery mode. The awards could be offered on full-time, block-release, day release or evening modes. A distance learning delivery mode is possible providing adequate materials, tutorial support and assessment facilities exist. Combination of delivery modes is also a possibility. Such combined modes of study may enable learners to complete the awards within a shorter time period.

There are many opportunities for integrative delivery of units within each of the awards. Teaching and learning for the following units could be integrated:

- ◆ Preparation for ridden work/riding racehorses for routine exercise
- ◆ Safe handling of thoroughbred horses/racehorse care: an introduction
- ◆ Rehab and therapy: an introduction /providing non-ridden exercise to horses
- ◆ Horseracing regulation and controlled substances: an introduction/taking horses to the races

Support notes in each of the unit specifications identify specific opportunities for integration with other units.

Centres will define which order units are undertaken based on learner recruitment patterns, mode of delivery, resource issues and logical progression dictated by topic and unit content.

Provided that adequate material and tutorial expertise existed these awards could be delivered by open/distance learning as well as on an online basis. Centre devised supervision agreements should detail controlled conditions to ensure authenticity of evidence.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### 6.2.1 Articulation and/or progression

The SQA National Progression Awards allow for articulation to Further Education and Higher Education provision in the UK, including (at time of writing):

- ◆ NC Horse Care at SCQF level 5
- ◆ NPA in Horse Care at SCQF level 6
- ◆ HNC/D Equine Care at SCQF level 7/8
- ◆ Relevant SVQs

The awards allow direct access to the equine industry in areas such as:

- ◆ Racing groom
- ◆ Travelling racing groom
- ◆ Work rider

### 6.2.2 Professional recognition

The suite of NPA qualifications have been developed in conjunction with the British Horse Racing Authority (BHA) to ensure that the qualifications meet Section two of the rules of racing.

In addition, the BHA have been part of the validation team which has further highlighted the need for the majority of delivery to be through practical activities and with an emphasis on developing learners' own personal employability qualities and skills.

The learner will develop an understanding of the horseracing industry and of the requirements of the employer in horseracing training businesses. A key feature of the suite of qualifications for the racehorse sector is the emphasis on experiential learning and therefore has significant emphasis placed on employer input and feedback. This means learning through mainly practical activity, significant work placements and learning by reflecting on experience, so due to the practical nature of the horseracing industry, wherever possible, delivery is of a practical nature. Successful completion of this qualification will therefore produce employment ready learners, primarily as racing groom, yard worker or work rider, depending on the learner's aspirations.

### **6.3 Opportunities for e-assessment**

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 that 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. SQA Academy has resources which can be used for the delivery of the unit. 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).

### **6.4 Support materials**

A **list of existing ASPs** is available to view on SQA's website.

### **6.5 Resource requirements**

These awards have been written in conjunction with employers to enable a fit for purpose qualifications with employability as a key consideration.

Delivering centres will require access to a suitable range of tack and equipment specific to racing, Thoroughbred horses and regular riding opportunities to support the delivery of the practical elements of the racing group awards.

Centres will require to ensure that specific requirements in terms of documents, texts and resources to support the learning processes within the racing group award are met.

All staff delivering the racing group awards will require significant experience of the horseracing industry appropriate to the unit(s) delivered and a positive, innovative approach to the horseracing industry.

All learners, who wish to ride, should be given the opportunity to ride, outside of the riding racehorses for routine exercise and riding racehorses to improve performance even if it is for enrichment purposes.

The units have all been written to allow centres to assess learners in simulated environment as well as the workplace, depending on the model of delivery. The only exception is the riding racehorses to improve performance unit, which requires learners to be able to ride racehorses as a piece of work and requires employer feedback.

The riding racehorses for routine exercise requires learners to be able to canter in an open space or gallops, which may include a field.

To ensure that the centres maintain industry credibility and obtain maximal input from the key stakeholders, centres would benefit from working alongside the Scottish Racing Academy who will be able to assist with guest speakers, industry visits, racecourse visits, dual marketing and work experience placements.

## **7 General information for centres**

### **Equality and inclusion**

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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).

### **Internal and external verification**

All assessments used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

| Version Number | Description | Date |
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## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 9 General information for learners

This section will help you decide whether these qualifications are suitable for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification(s) and opportunities for further learning and employment.

The suite of NPA Horseracing qualifications are designed to prepare you for a variety of roles and levels of employment in the horseracing industry.

The awards will support you towards a career in the horseracing industry as well provide a platform through which you can progress through the SCQF levels. The industry has high expectations of its employees demanding highly developed social skills, which can be demonstrated through good oral and written communication skills and good practical ability to work productively both individually and with others with horse welfare, and health and safety being at the forefront of every activity and assessment.

The majority of delivery is through practical activities and the emphasis will be on developing your own personal employability qualities and skills. You will develop an understanding of the horseracing industry and of the requirements of the employer in horseracing training businesses. A key feature of the qualifications is the emphasis on experiential learning and therefore has significant emphasis placed on employer input and feedback. This means learning through mainly practical activity, significant work placements and learning by reflecting on experience, so due to the practical nature of the horseracing industry, wherever possible, delivery is of a practical nature. Successful completion of this qualification will therefore produce employment ready learners, primarily as racing groom, yard worker or work rider, depending on the learner's aspirations.

The NPA provides practical skills and theoretical knowledge that meet the needs of employers and they have been written with significant input and feedback from Scottish racing stakeholders.

The suite of NPA qualifications have been designed to provide you with the skills and knowledge required to gain employment working with racehorses in the horseracing industry. Throughout these qualifications you will develop skills and an understanding of how to care of racehorses as well as how clean and groom horses and monitor the well-being of horses. The qualifications will give recognition to the abilities, for example, of those people who work at race horse training yards as racing grooms, assist with taking horses racing and will provide the employers/racehorse trainers/head stable staff with the opportunity to formally address the health and safety requirements of working around horses.

The National Progression Award (NPA) in Racing Yard Routine (SCQF level 5) compliments the knowledge and skills of the National Progression award in Horse Care (SCQF level 5) and enhances knowledge on racing specific activities specific to high performance horses, such as a racehorse. You will cover topics such as horse health and assisting with the care of the racehorse.

Units will be assessed using a variety of assessment styles. Some will be class based, some home based. Integration of assessments between units will take place where appropriate, which will lessen the assessment burden.