



## August 2021

### Subject guidance for internally assessed qualifications in 2021–22

Please read this document in conjunction with [guidance for the assessment of internally assessed qualifications](#) issued to centres in August 2021.

<b>Group Award titles:</b>	NPA Racehorse Exercise and Performance NPA Racing Yard Routine NPA Specialist Racehorse Care NPA Thoroughbred Preparation
<b>Group Award codes:</b>	GR20 45 GR21 45 GR22 45 GR23 45

### Introduction

We have produced this subject-specific supplementary guidance to help centres deliver the above-named NPAs at SCQF level 5 and to mitigate the impact of COVID-19 restrictions. In this guidance, we focus on supporting achievement of the NPAs while maintaining the integrity of the qualification.

### Summary

This document provides information on the following:

- ◆ guidance on delivery and assessment
- ◆ planning for assessment
- ◆ course planning and timetabling
- ◆ specific group award aims
- ◆ general advice

## Adaptations to evidence requirements to help manage assessment

### National units

Centres can use the flexibilities that we introduced in August 2020, including integrating assessment and changing closed-book assessments to open-book assessments.

Please refer to the document, [Supporting the delivery, assessment and verification of SQA units, session 2020–21: Information and guidance for centres](#) published in August 2020.

These adaptations will help maximise time available for learning and teaching, ensure that the validity and integrity of these NPAs is maintained, and help protect lecturers and learners.

### Additional guidance

Adaptations have been agreed for the following units and will be available throughout session 2021–22:

Unit code	Title
FV9P 11	Horse Care: Horse Fittening
FV9M 11	Horse Care: Lungeing
FV74 11	Horse Care: Preparation for Ridden Work
FV76 11	Horse Care: Stable Routine

This guidance will be updated as required.

## Summary

This document provides information on the following:

- ◆ guidance on delivery and assessment
- ◆ planning for assessment
- ◆ course planning and timetabling
- ◆ specific group award aims
- ◆ general advice

## Delivery and assessment

The qualifications manager and qualifications officer received feedback from delivering centres regarding the impact and continuing disruption caused by the ongoing restrictions.

We are very grateful for the contributions and cooperation of our college colleagues in the production of this guidance. From the discussions, it is clear that all centres delivering these

NPAs share similar issues on how and what can be delivered to new and existing students. These issues include:

- ◆ timetabling
- ◆ access to colleges and specialist equipment
- ◆ logistics involved in managing student numbers in classroom/studio settings
- ◆ compliance with government guidelines
- ◆ health and safety requirements — both general (ie college-wide) and specific to these qualifications
- ◆ course planning and assessment

The application of practical skills underpins the philosophy of the awards and is central to their delivery. Nevertheless, the nature of the units enables the assessments to be carried out within a simulated work environment or an actual working scenario. We recommend that all are delivered in the context of the awards. You should give learners 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. The units have all been written to allow centres to assess learners in a simulated environment as well as the workplace, depending on the model of delivery. The only exception is the unit *Riding a Racehorse to Improve Performance*, which requires learners to be able to ride racehorses as a piece of work and necessitates employer feedback.

## Planning for assessment

The section is a summary of the guidance we issued in August 2020. Learners must generate evidence that demonstrates they have met all the unit outcomes. The emphasis is on planning and taking a whole course team approach to implement a combined approach to the collection of evidence generated by the learner. This means we can address duplication or overlapping assessments, and should result in reduced assessment requirements. Centres can:

- ◆ make use of combined instruments of assessment
- ◆ adapt current instruments of assessment

In addition, centres can opt for free prior verification. This process ensures that any combined assessments that centres create, or adaptations they make, meet SQA's core principles of assessment:

- ◆ valid
- ◆ reliable
- ◆ practicable
- ◆ equitable and fair

This guarantees that the National Standards will be upheld during COVID-19 restrictions.

If a centre has not made use of the free prior verification service, then it should clearly record all the adaptations it makes to any instruments of assessment, or combined assessments it creates.

If centres have used none of these options, they should take the following actions :

1. Mandatory units:

- ◆ review unit evidence requirements closely
- ◆ review and adapt the instrument of assessment
- ◆ remember that guidance on delivery assumes studio/college-based delivery and access to resources

Assessors should consider carefully if delivery and assessment can be adapted in the current circumstances to allow the candidate to meet the mandatory evidence requirements.

2. Optional units:

- ◆ review unit evidence requirements closely
- ◆ review and adapt the instrument of assessment, where possible
- ◆ where possible, swap unit for alternative that is less reliant on access to specialist resources

3. Remove the Graded Unit to allow for the additional time required to be utilised across all other units within the award.

4. Grade holistically based on all group award course aims: *broad, general and specific*.

## **General and specific aims of the group awards**

These aims pertain to all four awards:

*Racehorse Exercise and Performance (GR20 45)*

*Racing Yard Routine (GR21 45)*

*Specialist Racehorse Care (GR22 45)*

*Thoroughbred Preparation (GR23 45)*

### **General aims**

- ◆ 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

## **Specific aims**

- ◆ develop knowledge and skills relevant to the specific requirements of the horseracing industry
- ◆ develop a working knowledge of the legal requirements and regulations relevant to the horseracing industry
- ◆ develop an understanding of the rules of racing and their implications regarding horse care
- ◆ develop a range of practical skills to increase employability in the equine industries
- ◆ maintain high standards of health and safety, for learners, others and horses, and promote industry best practice
- ◆ develop underpinning knowledge and skills to allow progression to higher level study
- ◆ provide opportunities to develop highly vocationally focused skills in a workplace setting

We recommend that you record all holistic approaches to assessment in a matrix style format, which clearly maps each unit to its corresponding group award course aim.

## **Course planning and timetabling**

The general guidance provides detailed information on this. Nevertheless, in addition, you should consider the potential impact of delivering individual units in the current circumstances. This may affect learners who may be unable or choose not to continue after Year 1. It is, therefore, important that all learners have the opportunity to meet the conditions of award for the NPAs.

## **Appropriate action if existing conditions of assessment cannot be met**

Restrictions on access to placements or workplaces and other sector-related sites, coupled with school and college closures, have had a significant and adverse effect on delivery and assessment. The impact of COVID-19 restrictions and public health advice have made it difficult for learners to gain practical experience. However, we hope that a return to school and college in the coming weeks will make it possible for learners to undertake practical activities.

Centres are reminded that prior verification of centre-devised assessments helps 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. Learners can use a variety of methods to present their findings. Teachers and lecturers, where possible, should give learners the choice as to their preferred method.

Delivery and assessment have been severely affected by COVID-19 restrictions and extended school and college closures, and this may continue in session 2021–22. Centres should work towards completing knowledge-based outcomes and deliver practical components whenever possible to enable learners to generate evidence of practical activity. They can then use appropriate evidence to infer knowledge and skills across other outcomes and units.

Where it is not possible, in session 2021–22, for learners to generate evidence from hands-on practical experience through placement or visits, a range of approaches could be explored, including:

- ◆ remote, virtual visits with practitioners demonstrating the activities
- ◆ expert speakers
- ◆ videos
- ◆ internet research
- ◆ simulated activities to offer the opportunity to experience a range of practical activities remotely

This will give learners the opportunity to witness demonstrations of, for example, caring for and feeding horses, use of equipment, and health and safety procedures.

Assessments could then focus on projects, case studies and questioning. In addition, you could use existing checklists to facilitate assessment.

Where on-site practical activities are limited or not possible, Recognition of Prior Learning (RPL) may be possible for learners who have previously undertaken National Certificate (NC) *Horse Care* at SCQF level 5 (GD2M 45) or equivalent. The following units may provide additional evidence of competence for the outcomes of this unit:

*Horse Care: Equitation 1* (FV9R 11)

*Horse Care: Safe Working Practices* (FV9L 12)

*Horse Care: Safe Horse Handling* (FV5K 11)

*Horse Care: Preparation for Ridden Work* (FV74 11)

*Horse Care: Tacking up for Ridden Competition Work* (H1LN 12)

Further guidance on RPL is available here: <https://www.sqa.org.uk/sqa/67029.html>

## **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. It may also be possible to combine delivery modes. 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.

## Units where teaching and learning can be integrated

Note: *Horse Care: Safe Working Practices* (FV9L 11) may be integrated with all units.

<b>Unit title</b>	<b>Can be integrated with</b>
Racehorse Care: Preparation for Ridden Work (J3XG 45)	Riding Racehorses for Routine Exercise (J3XJ 45)
Racehorse Care: Safe Handling of Thoroughbred Horses (J3XK 45)	Racehorse Care: An Introduction (J3XC 45)
Horse Rehabilitation and Therapy: An Introduction (J3XE 45)	Providing Non-ridden Exercise to Horses (J3XH 45)
Horseracing Regulation and Controlled Substances: An Introduction (J3XF 45)	Escort Racehorses to a Race Meeting (J3XD 45)
Horse Care: Safe Working Practices (FV9L 12)	All units

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

## Specific advice

Group Award code	Title	Issues	Guidance
GR21 45	NPA Racing Yard Routine	Specific practical elements: feeding, loading and unloading	Use images of feed for identification of correct selection and amounts; video evidence and/or reliable witness testimony of loading and unloading horse can be used where learners have access to their own or someone else's horse. We recommend providing individual assessment days to complete outstanding elements where practicable. Please also note that RPL may be possible.
GR22 45	NPA Specialist Racehorse Care	Specific practical elements; for example, giving medication, assessing posture faults (conformation)	Witness testimony and video evidence on placement are acceptable. Online demonstrations and images can be used to assess analysis of posture, and can be supplemented by restricted response questions. Please also note that RPL may be possible.
GR23 45	NPA Thoroughbred Preparation	Specific practical elements; for example, presenting a horse	Witness testimony and video evidence on placement are acceptable. Online demonstrations and images can be used to assess the presentation of the horse, and can be supplemented by restricted response questions. Please also note that RPL may be possible.

If you have any questions, please contact [operationshmvq@sqa.org.uk](mailto:operationshmvq@sqa.org.uk).