

1st4sport Level 1 Diploma in Work Based Horse Care and Riding

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

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| Title: | 1st4sport Level 1 Diploma in Work Based Horse Care and Riding |
| Qualification Overview: | Gives learners the knowledge, confidence, and skills to care for and ride horses under supervision and carry out general stable management routines. |
| Qualification Code: | 24QHCRDip1 |
| Qualification Regulation Number: | 610/4459/3 |
| Guided Learning Hours (GLH): | 497 |
| Total Qualification Time (TQT): | 638 |
| Credit Value (if applicable): | Not applicable |
| Operational Start Date: | 01/09/2024 |
| Qualification Review Date: | 31/08/2028 |
| Learner Registration Period: | 2 years |
| Qualification Objective: | This qualification qualifies learners to care for, ride horses and carry out general stable management routines under supervision. |
| Qualification Purpose: | Develop knowledge and/or skills in a subject area. |

Who is this qualification for?

This qualification is designed for individuals who wish to work with horses by providing them with the skills and knowledge required to care for and ride horses under supervision, and to carry out general stable management routines. Learners must have access to a working yard and horses/ponies to be able to develop their skills under the direction of experienced yard staff.

Qualification Progression

The learner will also be able to progress onto the 1st4sport Level 2 Diploma in Work Based Horse Care, the 1st4sport Level 2 Award in Transporting Horses or the 1st4sport Level 1 Award in Equestrian Coaching.

Achievement of this qualification will help learners progress to the following job roles:

- Stable Staff
- Yard worker

Entry Requirements

Learners must be a minimum of 14 years old at registration and 14 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 14 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Portfolio of Evidence (in 11 of 12 mandatory units),
- Practical Demonstration/Assignment (in 1 of 12 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

| Unit ID | Unit Title | GLH |
|------------|--|-----|
| K/651/2378 | Putting on and taking off horse rugs under direction | 38 |
| L/651/2379 | Leading and controlling a horse for inspection under direction | 43 |
| T/651/2380 | Maintaining good working relations with others | 26 |
| Y/651/2381 | Maintaining health and safety in the workplace | 54 |
| A/651/2382 | Feeding and watering horses under direction | 39 |
| D/651/2383 | Cleaning the stables and yard under direction | 55 |
| F/651/2384 | Grooming horses under direction | 43 |
| H/651/2385 | Understanding horse behaviour and methods of identification | 26 |
| J/651/2386 | Putting on, taking off and maintaining tack under direction. | 55 |
| K/651/2387 | Catch and move horses under direction | 43 |
| L/651/2388 | Mounting and dismounting quiet horses under direction | 59 |
| M/651/2389 | Riding quiet horses in an enclosed area under direction | 122 |

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

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| Unit Title | Putting on and taking off horse rugs under direction |
| Unit Aim | This unit is about having the knowledge, understanding and practical skills to assist with putting on and taking off horse rugs. Although working under supervision, learners will be able to work safely and understand safe working practices. |
| Unique Unit Number | K/651/2378 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

| Learning Outcome: 1. Know how to put on and take off horse rugs | |
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| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 Describe how to apply and remove horse rugs | How to apply and removed horse rugs |
| 1.2 Give the reasons for ensuring the rugs are applied correctly | How to apply rugs correctly |
| 1.3 Identify the potential hazards when using rugs with leg straps | The potential hazards that could occur when using rugs with leg straps |
| 1.4 Outline the procedure to follow if rugs slip | The procedure to follow if a rug slips, including any specific health, welfare, and safety considerations |
| 1.5 State how to fold and store rugs | How to fold and store rugs effectively |
| 1.6 Identify problems that may occur when working with rugs and to whom they should be reported | Examples of problems that may occur when working with rugs and who to report problems which may occur to within the learners setting |
| 1.7 State safety precautions to be taken whilst putting on and taking off horse rugs | What safety precautions to take when putting on and taking off horse rugs |

Learning Outcome: 2. Be able to assist with putting on and taking off horse rugs

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 2.1 Demonstrate how to put on rugs according to instructions | How to put on indoor and outdoor rugs |
| 2.2 Show how to adjust rugs under supervision | How to adjust rugs |
| 2.3 Demonstrate how to fold and store rugs according to instructions | How to fold and store rugs |
| 2.4 Show how to report any problems and potential hazards to the appropriate person | How to report potential hazards to the appropriate person |
| 2.5 Demonstrate maintaining the health, welfare, safety and security of horse, self and others whilst putting on and taking off horse rugs | Maintaining the health, welfare, safety and security of horse, self and others whilst putting on and taking off horse rugs the work |

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| Unit Title | Leading and controlling a horse for inspection under direction |
| Unit Aim | This unit is about having the knowledge, understanding and the practical skills to stand up, lead and control a horse under direction. The learner will be able to select and put on suitable tack and equipment. Although working under direction the learner will be able to work safely and understand safe working practices. |
| Unique Unit Number | L/651/2379 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health and safety and security of horse, self, and others throughout all activities within the unit |

Learning Outcome: 1. Know the principles of leading and controlling a quiet horse for inspection

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Describe the methods for controlling the horse | The different methods of controlling horses and reasons for selecting each method |
| 1.2 Identify when it is necessary to control horses and describe the potential dangers involved | When it is necessary to control horses and the potential dangers |
| 1.3 Describe the types and use of tack and equipment that will be required for the activity | The types and use of tack and equipment including bridle and headcollars |
| 1.4 Describe the reasons for safety procedures and identify protective clothing | Reasons for safety procedures and protective clothing |
| 1.5 Identify precautions to be taken when controlling horses | The precautions to be taken when controlling horses |
| 1.6 Identify the types of inspection and healthcare procedure | The different types of inspection and healthcare procedures including but not limited to veterinary surgeon and farrier |
| 1.7 Outline the current health and safety legislation and codes of practices | The current health and safety legislation |

Learning Outcome: 2. Be able to lead and control a horse for inspection

| Assessment Criteria | Indicative Delivery Content |
|---|---|
| The learner can: | |
| 2.1 Select appropriate equipment for leading and controlling a horse | Appropriate equipment to be used for leading and controlling a horse for inspection |
| 2.2 Use the appropriate protective clothing | Wearing appropriate protective clothing for the activity and ensuring the clothing fits correctly. Check the clothing for damage and any issues that may impact on the effectiveness of it. |
| 2.3 Demonstrate how to lead and control the horse in accordance with instructions | How to lead and control the horse according to instructions |
| 2.4 Demonstrate how to prepare, maintain, and store equipment in a safe and effective working condition | How to prepare, maintain, and store equipment |
| 2.5 Work in a way which maintains health and safety and security of horse, self, and others | Know health and safety procedures when working with horses |

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| Unit Title | Maintaining good working relations with others |
| Unit Aim | This unit is about establishing and maintaining good working relations with others. This includes working with colleagues as well as visitors to the workplace. |
| Unique Unit Number | T/651/2380 |
| Unit Assessment Method(s) | Practical Demonstration/Assignment |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

| Learning Outcome: 1. Be able to maintain good working relations with others | |
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| Assessment Criteria The learner can: | Indicative Delivery Content |
| 1.1 Communicate effectively with others | Communicate in appropriate and effective ways with others during horse care activities |
| 1.2 Demonstrate appropriate behaviours when dealing with others | Greet and assist visitors courteously and providing clear instructions |
| 1.3 Contribute to a review of their progress | Take part in reviews of their progress with the appropriate person and at suitable intervals throughout their horse care learning and development |
| 1.4 Clarify expectations and methodology for tasks assigned to them | To include seeking advice and clarification if there are aspects of their work which are unclear |

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| Unit Title | Maintaining health and safety in the workplace |
| Unit Aim | This unit is about having the knowledge, understanding and practical skills in relation to health and safety in the workplace. This includes how to recognise and report hazards, comply with legislation and codes of practice, use equipment safely, report accidents, wear the correct clothing for the job, use safe lifting techniques and dispose of waste. |
| Unique Unit Number | Y/651/2381 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

Learning Outcome: 1. Know the principles of maintaining health and safety in the workplace

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 Describe fire and accident procedures | Fire and accident procedures |
| 1.2 Describe safe lifting and handling techniques | Safe lifting and handling techniques |
| 1.3 Describe methods of minimising the contamination of edible materials when moving them around the work area | Methods of minimising the contamination of edible materials when moving them around the work area |
| 1.4 Describe methods of stacking materials safely | Methods of stacking materials safely |

Learning Outcome: 2. Know relevant health and safety legislation and environmental good practice

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Outline the current health and legislation and codes of practice | The current health and legislation and codes of practice |
| 2.2 Describe how environmental damage can be minimised | How environmental damage can be minimised |
| 2.3 Describe the correct methods for disposing of waste | The correct methods for disposing of waste |

Learning Outcome: 3. Be able to work safely and minimise environmental damage

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Demonstrate how to work in a way which maintains health, safety, and security | Demonstrate how to work in a way which maintains health, safety and security of horse, self, and others during work; consistent with relevant legislation and codes of practice |
| 3.2 Carry out work in a manner which minimises environmental damage | Carry out work in a manner which minimises environmental damage |
| 3.3 Show how to dispose of waste safely and correctly | How to dispose of waste safely and correctly |

Learning Outcome: 4. Be able to maintain health and safety in the workplace

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 4.1 Identify hazards and report them to the appropriate person | The hazards relevant to the learner's venue, how to report them and who to report them to |
| 4.2 Demonstrate how to keep the work area tidy at all times | How to keep their own workspace tidy at all times |
| 4.3 Demonstrate how to report accidents | Report accidents promptly and in accordance with legal and organisational policy |
| 4.4 Use clothing which is consistent with health and safety practice | Wear clothing which is consistent with health and safety practice |
| 4.5 Use safe techniques for lifting or moving heavy and awkward items | Know how to lift and move heavy and awkward items |

Learning Outcome: 5. Be able to select, use and maintain relevant equipment

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 5.1 Identify appropriate equipment for the area of work | Select equipment that is appropriate for the work that is being carried out taking into consideration external factors such as weather, facilities, and the horse |
| 5.2 Use equipment appropriately | All relevant legislation that will impact the use of the equipment and how to follow user instructions. |
| 5.3 Demonstrate how to prepare, maintain, and store equipment in a safe and effective working condition | Prepare, maintain, and store relevant equipment in a safe and effective working condition |

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| Unit Title | Feeding and watering horses under direction |
| Unit Aim | This unit is about having the knowledge, understanding and practical skills to assist with feeding and watering horses. Although working under supervision the learner will be able to work safely and understand safe working practices. |
| Unique Unit Number | A/651/2382 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

| Learning Outcome: 1. Know how to provide feed and water to horses | |
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| Assessment Criteria | Indicative Delivery Content |
| The learner can: | |
| 1.1 Describe methods of feeding and watering horses throughout the year | The methods of feeding and watering horses throughout the year |
| 1.2 State the normal feeding habits of horses and why it is important to report any changes | The normal feeding habits of horses and how to recognise changes |
| 1.3 List the types of changes in horses' feeding habits which may occur | The changes which may occur in a horses feeding habits |
| 1.4 State how feeding and watering equipment should be cleaned, maintained, and stored | How feeding and watering equipment should be stored and maintained. |
| 1.5 State the hygiene requirements of horses, self, and others | Know the hygiene requirements of horses, self, and others |
| 1.6 Describe changes in horses' behaviour at feeding time and safety awareness | Know the changes in horses' behaviour |
| 1.7 Describe how waste should be disposed of | Know how to dispose of waste |

Learning Outcome: 2. Be able to assist with providing feed and water for horses

| Assessment Criteria | Indicative Delivery Content |
|---|---|
| The learner can: | |
| 2.1 Demonstrate how to feed horses according to instructions | Feeding horses according to instructions including forage and concentrates |
| 2.2 Demonstrate how to supply horses with water using the correct sources, system, and quantities | Supplying horses with water using the correct sources, system, and quantities |
| 2.3 Communicate changes in the feeding and drinking habits of horse to the appropriate person | How to report changes in feeding and drinking habits |
| 2.4 Demonstrate how to clean and replace equipment, ensuring it is ready for use | How to clean and replace equipment, ensuring it is ready for use |
| 2.5 Demonstrate how to dispose of waste from feeding safely and correctly | Disposing of waste from feeding safely and correctly |
| 2.6 Correctly identify and report any hazards to the appropriate person | Reporting of hazards to the appropriate person |

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| Unit Title | Cleaning the stables and yard under direction |
| Unit Aim | This unit is about having the knowledge, understanding and practical skill to clean stables and yard, including mucking out and bedding down. |
| Unique Unit Number | D/651/2383 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

Learning Outcome: 1. Know how to clean stables and yard

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 1.1 State the horses' basic welfare requirements and how to maintain their health and wellbeing | Basic welfare requirements and how to maintain their health and wellbeing |
| 1.2 List types of bedding used in stables to maintain horses' health and well-being | A minimum of three different types of bedding used and the reasons for use |
| 1.3 Describe how to handle horses and tie horses up safely and securely | How to handle horses and tie horses up safely and securely |
| 1.4 Describe the types of equipment used when cleaning stables and describe how to use and store them correctly | The types of equipment used when cleaning stables and how to use and store them correctly |
| 1.5 Outline reasons for personal hygiene as it applies to working on the yard | Personal hygiene as it applies to working on the yard |
| 1.6 Describe reporting procedures and to whom faults and defects should be reported | Reporting procedures and to whom faults and defects should be reported |
| 1.7 List types of hazards that may be present in stables and yard and state how these should be removed or controlled | Types of hazards that may be present in stables and yard and how these should be removed or controlled |
| 1.8 Outline health and safety implications associated with drains and muck heaps and how to dispose of waste safely and correctly | Health and safety implications associated with drains and muck heaps and how to dispose of waste safely and correctly |
| 1.9 Describe the procedures in icy and adverse weather conditions | Procedures in icy and adverse weather conditions |

Learning Outcome: 2. Be able to assist with cleaning stables

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 2.1 Demonstrate how to tie the horse up safely and securely | Tying the horse up safely and securely |
| 2.2 Demonstrate how to clean stables | How to clean stables to including skip out and full muck out |
| 2.3 Carry out disposal of waste according to instructions | Disposal of waste according to instructions |
| 2.4 Show how to select bedding and bed down according to instructions | How to select bedding and bed down according to instructions |
| 2.5 Show how to replace water and food containers when cleaning is complete | Replacing water and food containers when cleaning is complete |
| 2.6 Demonstrate how to replace equipment according to instructions | Replacing equipment according to instructions |
| 2.7 Show how to keep the yard clean and maintain the muck area in accordance with instructions | How to keep the yard clean and maintain the muck area in accordance with instructions |
| 2.8 Perform a clean of surface drains to ensure the free flow of excess water | Cleaning surface drains to ensure the free flow of excess water |
| 2.9 Show how to report faults and defects | Reporting faults and defects immediately to the appropriate person |

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| Unit Title | Grooming horses under direction |
| Unit Aim | This unit is about knowledge, understanding and practical skills for grooming and sponging horses off prior to and after exercise, under direction. Although working under direction the learner will be able to work safely and understand safe working practices. |
| Unique Unit Number | F/651/2384 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

| Learning Outcome: 1. Know how to groom horses | |
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| Assessment Criteria | Indicative Delivery Content |
| The learner can: | |
| 1.1 Identify the items of the grooming kit. | The items of the grooming kit. |
| 1.2 Describe the different types of grooming techniques and when to use them. | Different types of grooming techniques and when to use them. |
| 1.3 Describe different grooming requirements of stabled and grass kept horses | Different grooming requirements of stabled and grass kept horses |
| 1.4 Outline changes in the condition of horses shoes that must be reported | Changes in the condition of the shoes that must be reported. |
| 1.5 Explain the dangers of a dusty environment. | The dangers of a dusty environment. |
| 1.6 Explain the dangers of wearing perfume and jewellery. | The dangers of wearing perfume and jewellery. |
| 1.7 Describe the methods of maintaining the range of equipment in a fit state for use. | Methods of maintaining the range of equipment in a fit state for use. |

Learning Outcome: 2. Be able to groom horses

| Assessment Criteria | Indicative Delivery Content |
|---|--|
| The learner can: | |
| 2.1 Demonstrate selecting and using grooming equipment according to instruction | Selecting and use of grooming equipment according to instruction |
| 2.2 Demonstrate how to groom the horse ready for exercise | Grooming the horse ready for exercise |
| 2.3 Demonstrate how to groom the horse after exercise | Grooming the horse after exercise |
| 2.4 Demonstrate how to sponge the horse down in accordance with instructions | Sponging the horse down in accordance with instructions |
| 2.5 Identify changes in the condition of horses shoes that must be reported | Reporting concerns regarding changes in the condition of the shoes and to the appropriate person |
| 2.6 Identify and report hazards to the appropriate person | Identifying and report hazards to the appropriate person |
| 2.7 Demonstrate how to prepare, maintain, and store grooming or other appropriate equipment correctly | How to prepare, maintain, and store grooming or other appropriate equipment correctly |

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| Unit Title | Understanding horse behaviour and methods of identification |
| Unit Aim | This unit is about having the knowledge, understanding and practical skills to assist with identification of horses including their common behaviours and the importance of passports and microchips. The learner will be able to identify common colours and markings. |
| Unique Unit Number | H/651/2385 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

Learning Outcome: 1. Know how to recognise individual horses and why that is important

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 1.1 Describe methods of horse identification | A minimum of three methods to be included |
| 1.2 Summarise basic colours of horses | A minimum of the five basic colours of horses |
| 1.3 Describe the different face or leg markings on a horse | A minimum of five leg and/or face markings |
| 1.4 Give reasons why it is important to be able to recognise individual horses | The importance of and reason for being able to recognise |
| 1.5 Explain equine passports and microchips | What is a horse passport and microchip and purpose of these |

Learning Outcome: 2. Be able to recognise colours, markings and other means of identification of the horse

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 2.1 Recognise common colours of the horse | Recognising a minimum of the five common colours of horses |
| 2.2 Recognise common markings of the horse | Recognising a minimum of five common markings on horses |
| 2.3 recognise age, sex, height of the horse | Recognising age, sex, height of the horse of horses and key indicators to support this |
| 2.4 Identify an equine passport | Equine passport identification and the key information within the passport |

Learning Outcome: 3. Understand basic horse behaviour

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 3.1 Identify the behaviours of a relaxed horse | A minimum of three ways to identify a relaxed horse |
| 3.2 Identify the behaviours of an anxious horse | A minimum of three ways to identify an anxious horse |
| 3.3 Describe how the horse's natural instincts affect its behaviour | How the horse's natural instincts affect its behaviour |
| 3.4 Outline appropriate equine groom behaviours when handling horses | Considering the positioning, consideration of health, safety, and welfare, handling, of self and horse, and communication with both horse and those around |

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| Unit Title | Putting on, taking off and maintaining tack under direction. |
| Unit Aim | This unit is about having the knowledge, understanding and practical skills to assist with putting on and taking off tack and exercise boots. Although working under supervision the learner will be able to work safely and understand safe working practices |
| Unique Unit Number | J/651/2386 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

Learning Outcome: 1. Know how to put on and take off tack

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|---|
| 1.1 Identify the parts of the bridle and basic parts of the saddle | Parts of the bridle and basic parts of the saddle |
| 1.2 Describe how to tack up and un-tack horses | How to tack up and un-tack horses |
| 1.3 Describe how to secure the horse when it needs to be left when tacked up | How to secure the horse when it needs to be left when tacked up |
| 1.4 State why it is important for tack to fit the horse correctly. | How to fit horse tack correctly and the consequences of incorrectly fitting tack |
| 1.5 State the types of difficulties which may occur | The types of difficulties which may occur and to whom these should be reported to |
| 1.6 Describe how and where to store tack | How and where to store tack |
| 1.7 Explain safety precautions to be taken while tacking up | Safety precautions to be taken while tacking up |

Learning Outcome: 2. Be able to assist with putting on and taking off tack

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 2.1 Demonstrate how to tack up | How to tack up horses |
| 2.2 Demonstrate how to secure the horse when it needs to be left when tacked up | How to secure the horse when it needs to be left when tacked up |
| 2.3 Identify when tack fittings are likely to cause the horse discomfort or be unsafe | Recognise when the tack is likely to cause the horse discomfort or be unsafe and to whom these should be reported to |
| 2.4 Demonstrate how to un-tack horses | How to un-tack horses |
| 2.5 Show how to return tack to storage area | How to return tack to storage area and store it correctly |
| 2.6 Show how to work safely while tacking up and untacking | How to work safely while tacking up and untacking |

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| Unit Title | Catch and move horses under direction |
| Unit Aim | This unit is about the routine catching and moving of horses, including turning out and catching up from paddocks. Although working under direction the learner will be able to work safely and understand safe working practices. |
| Unique Unit Number | K/651/2387 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

| Learning Outcome: 1. Know the principles of catching and moving horses under direction | |
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| Assessment Criteria | Indicative Delivery Content |
| The learner can: | |
| 1.1 Describe the correct method of handling horses | The correct method of handling horses |
| 1.2 State the importance of approaching horses in a calm, safe manner | The importance of approaching horses in a calm, safe manner |
| 1.3 Identify how to move horses safely and correctly | How to move horses safely and correctly |
| 1.4 Summarise how to establish horses in the new location | How to establish horses in the new location |
| 1.5 Describe how to check that the area is safe and secure | How to check that the area is safe and secure |
| 1.6 State the equipment that will be required for the activity | The equipment that will be required for the activity |
| 1.7 Describe the methods of maintaining the range of equipment in a fit state for use | The methods of maintaining the range of equipment in a fit state for use |

Learning Outcome: 2. Be able to catch and move horses

| Assessment Criteria | Indicative Delivery Content |
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| The learner can: | |
| 2.1 Demonstrate how to select appropriate equipment | Selecting the appropriate equipment to support catching and moving horses |
| 2.2 Show how to check the enclosure for safety and security of the horses and report to the appropriate person | How to check the enclosure for safety and security of the horses and report to the appropriate person |
| 2.3 Show how to approach and catch the horses in a manner which minimises risk | How to approach and catch the horse in a manner which minimises risk |
| 2.4 Show how to move horses to the required enclosure | How to move horses to the required enclosure |
| 2.5 Demonstrate how remove horses carefully from the enclosure using an appropriate method | How to identify horses to be moved and remove carefully from the enclosure using an appropriate method |
| 2.6 Demonstrate how to prepare, maintain, and store equipment in a safe and effective working condition | How to prepare, maintain, and store equipment in a safe and effective working condition |

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| Unit Title | Mounting and dismounting quiet horses under direction |
| Unit Aim | This unit is about the knowledge, understanding and basic skill of mounting and dismounting a horse, checking girths and stirrups, and preparing for riding the horse. Although working under supervision the learner will be able to work safely and understand safe working practices |
| Unique Unit Number | L/651/2388 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

Learning Outcome: 1. Know why it is important to be able to mount and dismount quiet horses

| Assessment Criteria The learner can: | Indicative Delivery Content |
|--|--|
| 1.1 State safety considerations when mounting and dismounting | Safety considerations when mounting and dismounting |
| 1.2 State how to recognise discomfort in horses associated with mounting and dismounting | How to recognise discomfort in horses associated with mounting and dismounting |
| 1.3 Describe the necessary preparations for mounting | The necessary preparations for mounting |

Learning Outcome: 2. Be able to mount and dismount quiet horses under supervision

| Assessment Criteria | Indicative Delivery Content |
|--|--|
| The learner can: | |
| 2.1 Demonstrate how to identify, select, and fit personal protective equipment according to instructions prior to mounting a horse | How to identify, select, and fit personal protective equipment according to instructions prior to mounting a horse |
| 2.2 Show how to identify and lead the horse to the required area calmly and safely | How to identify and lead the horse to the required area calmly and safely |
| 2.3 Carry out the appropriate safety checks on tack and equipment | How to carry out the appropriate safety checks on tack and equipment |
| 2.4 Demonstrate mounting the horse under supervision | Mounting under supervision, according to instructions and without causing discomfort to the horse |
| 2.5 Demonstrate dismounting the horse under supervision | Dismounting under supervision, according to instructions and without causing discomfort to the horse |

| | |
|----------------------------------|--|
| Unit Title | Riding quiet horses in an enclosed area under direction |
| Unit Aim | This unit is about the knowledge, understanding and basic skill of riding a quiet horse in walk trot and canter in an enclosed area under supervision. Although working under direction the learner will be able to work safely and understand safe working practices. |
| Unique Unit Number | M/651/2389 |
| Unit Assessment Method(s) | Portfolio of Evidence |
| Assessment Specification | Learners are expected to demonstrate working in a way which maintains health, welfare, and safety and security of horse, self, and others throughout all activities within the unit |

Learning Outcome: 1. Know why it is important to be able to ride quiet horses in an enclosed area

| Assessment Criteria The learner can: | Indicative Delivery Content |
|---|--|
| 1.1 State why it is important to adjust girths and stirrups | The importance of adjusting girths and stirrups |
| 1.2 State reasons for adopting a suitable riding position | Reasons for adopting a suitable riding position |
| 1.3 Describe the basic principles of controlling a horse | The basic principles of controlling a horse |
| 1.4 Describe hazards likely to be encountered when riding in an enclosed area and how these must be minimised | Hazards likely to be encountered when riding in an enclosed area and how these must be minimised |
| 1.5 Outline the current health and safety legislation and codes of practice | The current health and safety legislation and codes of practice |

Learning Outcome: 2. Be able to ride quiet horses in an enclosed area

| Assessment Criteria | Indicative Delivery Content |
|---|--|
| The learner can: | |
| 2.1 Show how to adjust girths and stirrups | How to adjust girths and stirrups |
| 2.2 Demonstrate adopting a suitable riding position | Adopting a suitable riding position |
| 2.3 Demonstrate the basic aids of controlling a horse | The basic aids of controlling a horse |
| 2.4 Describe hazards likely to be encountered when riding in an enclosed area and how these must be minimised | Hazards likely to be encountered when riding in an enclosed area and how these must be minimised |
| 2.5 Demonstrate how to follow current health and safety legislation and codes of practice | How to follow current health and safety legislation and codes of practice |

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. The tutor must have experience of working in a tutoring role within the horse care subject sector, have up-to-date technical and occupational competence in basic horse care e.g. working directly with horses and is deemed more occupationally competent than the qualification being delivered

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. The assessor must have experience of assessing, have up-to-date technical and occupational competence in basic horse care e.g. working directly with horses and is deemed more occupationally competent than the qualification being assessed

Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do apply. The IQA must be qualified or working towards a recognised IQA qualification. In addition, the IQA must have up-to-date technical and occupational competence in basic horse care e.g. working directly with horses and is deemed more occupationally competent than the qualification being internally quality assured

Additional Qualification Requirements

Learners can complete this qualification working with horses and/or ponies.

This qualification is regulated by XXXXX

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