

# Trainer Guide



## INTRODUCTION

This trainer guide has been designed to support you as you train and support learners and sign-off the skills record for Unit 1: Stage 4 Senior Care.

Your role as a trainer is to ensure learners are competent with all criteria in the syllabus. Your training should cover the complete specification. Learners should also be encouraged to self-study, practice and gain work experience to be able to draw down answers from their own experiences. You also have responsibility to complete the learner's **Ready for Assessment** and **Trainer Endorsement** forms within the learner's skills record. You and the learner should ensure sufficient time to complete these before the learner's assessment. We strongly recommend the learner's skills record is completed before the learner books their assessment. The learner should have their own skills record for you to sign. If you would like a skills record for your own reference, a copy can be downloaded for free from our website (<https://pathways.bhs.org.uk/resource-hub/skills-record/>), or you can purchase a hard-copy for £5 by calling the Education Team. We recommend that you keep a record of learners that you have signed off and the applicable date for your own records.

### **LEARNERS ARE REQUIRED TO TAKE THEIR COMPLETED SKILLS RECORD TO THEIR ASSESSMENT.**

Failure to do so may result with the learner not being able to sit the assessment.

In order to sign-off the skills record at this level, you need to:

- Be an Accredited Professional Coach or Accredited Professional Centre Coach,
- Have achieved the BHSI Stable Managers qualification, or Performance Care and Welfare,
- Have a teaching or coaching qualification, or Ride Leader Level 2,
- Have a thorough knowledge of the revised assessment process (preferably having completed a conference call to confirm the standards and procedure).

You will need to be able to:

- Recognise when the learner is working at Stage 4 level
- Have a thorough knowledge of the breadth and depth of the current Stage 4 Senior Care assessment criteria
- Understand the expectations of industry requirements
- Differentiate between skills record sign-off requirements
  - Ready for assessment - the learner is sufficiently of the level to be presented for assessment (these learning outcomes are shaded grey in this guide)
  - Trainer endorsement - the criteria is required to be signed off by the trainer prior to the assessment day. On the assessment day the learner will be required to undertake a viva (verbal check of knowledge) with the assessor selecting criteria at random to confirm thorough understanding.
- Understand the differences in the relevant command verbs as part of the assessment criteria.

## COMPLETING THE SKILLS RECORD

If you meet the above criteria you can sign off the learner's skills record. With either a **Ready for Assessment** or **Trainer Endorsement**, these can be signed off in stages on a continuous basis. Within the **Trainer Endorsement** forms you will note the 'date achieved' for each learning outcome within the form, and also add any feedback for the learner should you wish.

## COMMAND VERBS

Below is a list of the commonly used command verbs used throughout the Stage 4 units, and their meaning.

<b>Verb</b>	<b>The learner will be able to:</b>
<b>Analyse</b>	Break down a complex topic into simpler parts, exploring patterns and explaining significance. Could be strengths, weaknesses, conclusions and often paired with making recommendations.
<b>Assess</b>	Consider several options or arguments and weigh them up to come to a conclusion about their effectiveness or validity. Similar to evaluate, though can be without the measure.
<b>Compare</b>	Identify similarities and differences of the topic.
<b>Demonstrate</b>	Carry out particular activity or skill showing awareness and understanding.
<b>Describe</b>	Paint a picture in words. Give a full description including details of all the relevant features.
<b>Evaluate</b>	Examine the strengths and weaknesses and judge the merits of particular perspectives to come to a conclusion about their success/importance/worth. Evaluation is often against a measure or value.
<b>Explain</b>	Give logical reasons to support a view.
<b>Justify</b>	Give reasons why something is valid. This might reasonably involve discussing and discounting some views or actions. Each view or option will have positives and negatives, but the positives should outweigh the negatives.

## TOTAL QUALIFICATION TIME (TQT)

The BHS specifies a total number of hours that it is estimated an average learner will take to complete a qualification: this is the Total Qualification Time (TQT). Within TQT, the BHS identifies the number of Guided Learning Hours (GLH) that we estimate a trainer might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance. Guided learning includes the time required for learners to complete assessment. In addition to guided learning, other suggested learning will include private study and preparation for assessment such as preparatory reading, revision and independent research. The thoroughness of their training, which should consist of considerable experience backed up by knowledge, is a vital aspect.

BHS Stage 4 qualifications have been designed around the number of hours of guided learning expected for the average learner (eg, at Stage 3 level working towards Stage 4). It is important to note that this is a guide. Each learner you train will have a different level of experience and learn at a different pace and may need more or less of the GLH advised.

GLH and suggested learning hours is indicated for each learning outcome within this guide. The TQT will vary depending on the combination of units required for each of the qualifications available within the Stage 4 career pathways.

## STAGE 4 QUALIFICATION STRUCTURE

There are several career pathways to follow within the Stage 4 suite of qualifications.

The qualifications within the suite are:

- Stage 4 Senior Yard Manager
- Stage 4 Senior Yard Manager with Riding
- Stage 4 Senior Eventing Coach
- Stage 4 Senior Dressage Coach
- Stage 4 Senior Show Jumping Coach

Each qualification comprises of a combination of compulsory and optional units.  
This table shows an overview of the qualifications at Stage 4 and the units required for the achievement of each qualification.

	STAGE 4 SENIOR YARD MANAGER	STAGE 4 SENIOR YARD MANAGER WITH RIDING*	STAGE 4 SENIOR EVENTING COACH**	STAGE 4 SENIOR DRESSAGE COACH **	STAGE 4 SENIOR SHOW JUMPING COACH**
<b>C</b> - Compulsory units <b>O</b> - Optional units					
Unit 1. Stage 4 Senior Care	C	C	C	C	C
Unit 2. Stage 4 Senior Management	C	C	C	C	C
Unit 3. Stage 4 Senior Lunge		C	C	C	C
Unit 4. Stage 4 Senior Ride for Training Eventing		O	O	O	O
Unit 5. Stage 4 Senior Ride for Training Dressage		O	O	O	
Unit 6. Stage 4 Senior Ride for Training Show Jumping		O	O		O
Unit 7. Stage 4 Senior Coaching Eventing			C		
Unit 8. Stage 4 Senior Coaching Dressage				C	
Unit 9. Stage 4 Senior Coaching Show Jumping					C

\* Achievement of the Stage 4 Senior Yard Manager with Riding requires completion of the three compulsory units and one optional unit.

\*\* Achievement of Stage 4 Senior Coach qualifications require completion of the four compulsory units and one optional unit

### GENERAL GUIDANCE

Good stable management practice of handling horses, tack and equipment with safety and care, and of skipping out should be followed at all times. The assessor will want to see the learner follow safe and efficient practice they can apply when working with any horse, whether mare, gelding, stallion or youngster. The age and/or sex of the horse should be checked, before commencing work, if appropriate.

## LO1 Be able to use specialist tack in a safe and efficient manner

(Ready for Assessment)

### GLH 21; Self-guided study 10

- *This learning outcome is assessed on the assessment day*
- *The learner will be ready to take the assessment when they can demonstrate to the trainer all the skills and knowledge as outlined in the assessment criteria listed below*
- **Ensure the 'Ready for Assessment' form in the learner's skills record is completed before the assessment day; this records the learner is of sufficient level to sit the assessment. This does not mean they will necessarily be successful in passing the assessment on the day.**

Assessment Criteria	Guidance on level and depth of subject content
1.1 Maintain safe handling and working procedures for health, safety and welfare	<p>Learner should show regard for health, safety and welfare of self, others and horses throughout all work covered in the learning outcome whilst:</p> <ul style="list-style-type: none"> <li>• Handling fit horses in the stable</li> <li>• Showing respect for the horse and their surroundings</li> <li>• Awareness of how the horse may react to the task/s</li> <li>• Safe positioning of tack in and around stable</li> <li>• Positioning self and horse for designated task</li> </ul> <p>The learner must follow safe procedures to show they are aware of how to work around horses they do not know.</p> <p>Assessor will observe how the learner handles horse/s in the stable; their positioning, respect shown for the horse and how observant they are around the horse.</p> <p>Recognition that this is an unknown horse and suitable behaviour with regards to this. Taking care putting the bridle on and not tying the horse up with a double bridle on.</p> <p>Assessment method: Observation.</p>
1.2 Manage own time efficiently according to industry practice	<p>Learner to work at commercial speed and prioritise tasks appropriately throughout all work within the learning outcome.</p> <p>For example, tacking up. To enable to work at commercial speed, generally boots put on (before horse becomes impatient), then saddle (so back can warm up before getting on) then bridle (so you can lead away without tying back up).</p> <p>Assessment method: Observation.</p>
1.3 <b>Explain</b> a range of methods of restraint to ensure safety of horse and handler	<p>Learner should be able to <b>explain</b> any of the below methods of restraint, to include how and when they may be used.</p> <p>Methods of restraint:</p> <ul style="list-style-type: none"> <li>• Bridle</li> <li>• Control headcollar</li> <li>• Lunge cavesson</li> <li>• Skin pinch</li> <li>• Lip twitch (and unacceptable twitches – ear twitch)</li> <li>• Chifney</li> <li>• Stallion chains</li> <li>• Veterinary prescribed sedative</li> </ul> <p><b>Example depth and level of knowledge</b></p>

	<p><b>Control headcollar:</b> Mildest method should be used initially, and, only if this is unsuccessful should a more powerful method be tried. PPE should be worn. A control headcollar works on a pressure and release system. Fit similar to a standard headcollar but they have an extra moveable rope fitted to the nosepiece which will apply additional pressure on the nose when the horse pulls against the lead rope, and then releases when he stops. There are also rope options available that tighten under the jaw when the horse becomes strong. A control headcollar is usually used with horses that are strong to lead, perhaps being lead to the field to be turned out, and young horses where jaw and teeth not developed for a bridle, but perhaps need a bit more control than a headcollar (colts, for example). In this scenario, a helper to open/close gates would also be beneficial to make things easier. Assessment method: Discussion.</p>
<p>1.4 Select, fit and <b>evaluate</b> tack for different situations</p>	<p>Learner will be presented with a range of tack and equipment of different sizes. They should be able to work efficiently to select tack and equipment appropriate for the horse they are given. If the tack or equipment does not fit they should look to see if it can be adapted or if other items are more suitable.</p> <p>Learner should be able to put on and fit each of the below items:</p> <p><b>Dressage tack:</b></p> <ul style="list-style-type: none"> <li>• Modern comfort bridle</li> <li>• Variations of nosebands in current use</li> <li>• Double bridle</li> <li>• Dressage saddle</li> <li>• Pad, cloth, numnah</li> <li>• Girth, protector</li> </ul> <p><b>Show jumping tack:</b></p> <ul style="list-style-type: none"> <li>• Bridle (this can be a double bridle)</li> <li>• Martingale/breast plate</li> <li>• Noseband(s)</li> <li>• Jumping saddle</li> <li>• Alternative stirrups</li> <li>• Stud girth</li> <li>• Spur guard</li> <li>• Leg protection</li> </ul> <p><b>Cross country tack:</b></p> <ul style="list-style-type: none"> <li>• Bridle (this can be a double bridle)</li> <li>• Martingale</li> <li>• Suitable reins</li> <li>• Noseband</li> <li>• Jumping saddle</li> <li>• Girth/stud girth</li> <li>• Breast plate (to include five point)</li> <li>• Leg protection</li> </ul> <p><b>Endurance/trekking/long distance riding tack:</b></p> <ul style="list-style-type: none"> <li>• Washable or lightweight bridle</li> </ul>

	<ul style="list-style-type: none"> <li>• General purpose saddle (synthetic or leather)</li> <li>• Comfort girth</li> <li>• Stirrups (toe cages)</li> <li>• Seat saver</li> <li>• Comfortable pad for horse</li> <li>• Saddle bag</li> <li>• Coiled leadrope on saddle</li> <li>• Neck strap</li> </ul> <p>The learner should <b>evaluate</b> the tack chosen through discussion to include:</p> <ul style="list-style-type: none"> <li>• Consideration of horse welfare</li> <li>• Effectiveness for purpose</li> <li>• Consideration of competition rules</li> </ul> <p>Comfort bridles: Learners need to understand the principles of why people use comfort bridles, eg. knowing about the nerves on the face and how the bridle relates to this.</p> <p>The learner will be asked to evaluate and discuss the fit of all the tack and equipment for its suitability and relate to human and horse anatomy. When asked a question about the fit of the bridle or saddle they should be able to go through each feature of the bridle/saddle and talk about the fit, what have they checked and how have they decided if it fits/doesn't fit. They should be able to discuss this in depth showing confidence.</p> <p>Saddle: What is relevant to the size of the saddle and the fit of it? Discussions should include tree width, points of tree and pressure points on horse, relate to horse and human anatomy eg, a jump saddle's knee roll should accommodate the rider's legs at jump length. Fitting of anatomical girth.</p> <p>Double bridle: The learner would be expected to check inside the horse's mouth to evaluate the size of bits to use (from size of tongue/position of upper tushes). Bridle put on with care and bits placed correctly. Once bridle on, check position of bits (sitting level in the mouth and not touching teeth). Should be able to get a little finger either side of the bridoon, Weymouth/curb slightly narrower (the bridoon should sit a fraction higher than a snaffle would). The curb chain with lip strap should be under the bridoon (not through the rings, in the right place with the curb chain not twisted).</p> <p>Assessment method: Observation and discussion.</p>
<p>1.5 <b>Evaluate</b> a range of training aids for riding</p>	<p>The BHS does not promote the use of training aids, however we accept they are used and it is important for a coach/groom/yard manager to give appropriate advice with regard to fit and use.</p> <p>Learners should be able to discuss the positives and negatives for a variety of training aids. They should be able to say when they may use a training aid and when it's not appropriate at competitions and when schooling.</p> <p>Training aids may include:</p> <ul style="list-style-type: none"> <li>• Draw reins</li> <li>• Bungees</li> </ul>

	<ul style="list-style-type: none"> <li>• Market Harborough</li> <li>• Harbridge</li> <li>• De Gogue</li> </ul> <p><b>Example depth and level of knowledge:</b>  Draw reins can be used to give more control to the rider, eg. a horse that naps or spins on the road. These consist of a double length rein made of leather, webbing or nylon, with a loop at either end. They may or may not have a buckle. When fitted as draw reins, both loops are fitted to the centre of the girth under the belly, pass together between the front legs and then divide, passing through the bit rings from inside to outside and back to the rider’s hands. The draw reins should not be consistently used with a contact, they should only come into play when extra control is required. If the draw reins are used too much or not fitted correctly it is very easy to force the horse into an artificial head carriage with a short neck. It can appear broken at the fourth vertebra. This can be very difficult to correct later.</p> <p>Assessment method: Discussion.</p>
<p>1.6 <b>Evaluate</b> use of a range of bits</p>	<p>Learner should be able to <b>evaluate</b> the suitability of bits in relation to anatomy of the mouth, their action and effect on a horse’s way of going. Bits to include:</p> <ul style="list-style-type: none"> <li>• Snaffles</li> <li>• Double bridle bits</li> <li>• Gags</li> <li>• Pelhams</li> <li>• Bitless bridles</li> <li>• Dressage legal bits</li> <li>• Other bits in common use</li> </ul> <p><b>Example depth and level of knowledge:</b>  <b>Double bridle bits</b>  It is not normal to mix a fixed Weymouth/curb with a loose ring bridoon as the Weymouth/curb would end up being more severe. The bridoon acts in the same way as a snaffle and the Weymouth/curb has a refining action of putting pressure on the poll and the fulcrum action on the curb groove to bring the head down and round. For a horse that has a tendency to fix its jaw a loose ring and sliding cheek may help with this. A horse that has large tushes may need slightly thinner bits.</p> <p>Assessment method: Discussion.</p>
<p>1.7 <b>Evaluate</b> leg protection for a range of situations</p>	<p>Learner should show knowledge of leg protection for:</p> <ul style="list-style-type: none"> <li>• Cross country</li> <li>• Show jumping</li> <li>• Dressage</li> <li>• Endurance/trekking/riding over a distance</li> <li>• Turning horses out</li> </ul> <p>The learner should <b>evaluate</b> through discussion to include:</p> <ul style="list-style-type: none"> <li>• Consideration of horse welfare</li> <li>• Effectiveness for purpose</li> <li>• Consideration of competition rules</li> </ul> <p><b>Example depth and level of knowledge:</b>  <b>Boots:</b></p>

	<p>Positives: protection, support (if correctly fitted), speed of application. Negatives: safety issue if not fitted correctly, going through water and becoming heavy and then rubbing, causes legs to heat up. Assessment method: Discussion.</p>
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## LO2 Understand nutritional requirements of horses

(Trainer Endorsement)

### GLH 7; Self-guided study 6

- *This learning outcome is assessed by the trainer. The learner's skills record should be signed off when the trainer is confident that the learner has met the demand of all the assessment criteria*
- **Ensure the 'Trainer Endorsement' form in the learner's skills record is completed before the assessment day; this records that an assessment with the trainer has taken place**
- *The learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor on the day to clarify competence.*

Assessment Criteria	Guidance on level and depth of subject content
<p><b>2.1 Explain</b> nutritional and dietary needs for a range of horses</p>	<p>The learner should be able to <b>explain</b> the nutritional requirements of the following horses:</p> <ul style="list-style-type: none"> <li>• Show jumping (foxhunter)</li> <li>• Dressage (medium)</li> <li>• Eventing (intermediate)</li> <li>• Endurance / trekking (50 miles / 80km)</li> <li>• Show horses</li> <li>• Stallions</li> <li>• Developing young stock (including fast growing young stock)</li> </ul> <p>Nutritional and dietary needs should include:</p> <ul style="list-style-type: none"> <li>• Type of feed</li> <li>• Bulk to concentrate ratios</li> <li>• Consideration to the stage of fitness of the horse</li> <li>• How and when to feed</li> </ul> <p>Learner should know how levels of carbohydrates, proteins (% of diet) etc vary for the range of horses above. Also identify where in the diet you can make changes to provide nutritional requirements (for example, hay approximately 7% protein, haylage is approximately 10% protein). Learners should have a detailed understanding of a diet and nutritional requirements for horses, and how this can be adapted for the various horses above. Also a knowledge of why the diet should be adapted and when (how close to competition).</p> <p>Learner should be familiar with a range of feeds available on the market. Should be able to provide practical answers based on their experiences of feeding horses.</p> <p><b>Example depth and level of knowledge</b></p> <p><b>Dressage:</b></p> <p>A dressage horse working at Medium level would be considered to be working within moderate workloads. This would include 4/5 working sessions in the arena each week with supportive hacking and riding out. The diet would be; good quality hay – 2/3 times daily depending on routine and timings Some yards may prefer to use haylage as this is not dusty and may be more nutrient dense – energy, protein. There is choice as to the type of haylage used. The bucket feed will be made up of high quality fibre. An example would be; fast fibre soaked to manufacturer's guidance mixed with chaff/ready grass or similar</p>

	<p>prepared brand suitable for the type of horse and its workload. Wherever the feed is primarily bulk, a balancer should be included.</p> <p>This type of diet tends not to indicate specific balance of concentrate to bulk which in traditional terms would be something in the region of 60% bulk. More traditional course mixes can be used with the coarse mix being added to chaff or similar prepacked product.</p> <p>Depending on food type the horse would require a minimum of 2% of bodyweight per day and a maximum of 2.5%</p> <p>Vitamins/mineral supplements can be used but may depend on the feed type being used as balancers offer a balance to the diet.</p> <p>Any diet should suit the needs of the individual horse which should be monitored continuously with regard to condition, work and general wellbeing.</p>
<p><b>2.2 Evaluate</b> the use of vitamin and mineral supplements in horses' diets</p>	<p><b>Evaluation</b> to include:</p> <ul style="list-style-type: none"> <li>• Provision of vitamins and minerals within the food ration</li> <li>• Supplementary feeding, how and when</li> </ul> <p>The learner should be able to discuss when and why vitamin and mineral supplements may be used in horses' diets and <b>evaluate</b> their use.</p> <p><b>Example depth and level of knowledge:</b></p> <ul style="list-style-type: none"> <li>• Supplements are formulated to provide vitamins and minerals to meet the horse's daily recommended intake. If the horse is on the recommended intake of a formulated feed and eating sufficient forage, it is unlikely that an additional supplement would be necessary</li> <li>• Over-supplementation of specific vitamins or minerals can cause toxicity, or a deficiency in another mineral resulting from shared uptake carriers. For example, copper and iron are metabolically linked and an excess of one can cause a deficiency in the other; likewise there are similar antagonistic interactions between Vitamin A and Vitamin D.</li> </ul> <p>Typical situations when feeding a supplement might be advised may include:</p> <ul style="list-style-type: none"> <li>• Electrolytes for working horses who are sweating</li> <li>• Horses out at grass not being fed any hard feed</li> <li>• Horses on predominantly preserved forage diets being fed less than recommended amounts of complementary feeds</li> <li>• Biotin for horses with poor quality horn</li> <li>• In areas where ground is selenium deficient and the horse lives out with no hard feed</li> <li>• If horse is not thriving (blood tests would identify any deficiencies)</li> <li>• Horses on restricted grazing.</li> </ul> <p>It is important to take care to check the list of ingredients on any tub of supplements and look at the analytical composition to see what it contains. Vitamin E is one of the most expensive ingredients and provides a good indication of the quality of the supplement. You should also check the recommended dose to see how many grams per day you will need to feed each particular horse, so that you can then compare products accurately.</p>
<p><b>2.3 Analyse</b> the management of</p>	<p>The learner should be able to <b>analyse</b> the management of the health conditions listed.</p>

a range of health conditions that may be linked to nutrition

**Analyse** by identifying several relevant factors, show how they are linked and explain the importance of each. Management factors could include:

- How the condition may be linked to poor nutrition
- Diet
- Turnout vs stabling
- Exercise
- Routine

Health conditions to include:

- Exertional Rhabdomyolysis (ER) (tying up)
- Lymphangitis
- Filled legs
- Equine Metabolic Syndrome (EMS) (diabetes)
- Gastric ulcers
- Colic
- Laminitis
- Obesity
- Developmental Orthopaedic Disease (DOD)
- Dehydration

#### **Example depth and level of knowledge**

##### **Laminitis:**

There are other causes of laminitis not just nutrition.

The horse is a herbivore adapted to eating forage 16-18 hours a day and travelling considerable distances to find food (this would be a wild horse's 'exercise'). Domesticated horses do not have the same energy expenditure compared to feral horses.

The frequency of a diagnosis of laminitis rises in the UK every year and there is a positive correlation between increasing body fat score and laminitis, with a cresty neck being significantly associated with chronic and acute laminitis.

If horses are fed too much, they lay down fat that is metabolically active. This metabolically active fat causes changes in the way the horse's metabolism works, increasing chronic inflammation, insulin resistance and changing the lining of blood vessels. An overweight horse is in poor condition and is not fit for purpose, which is a welfare issue.

To manage a horse to prevent laminitis means keeping them lean. This is done by maintaining bulk intake, reducing calories, balancing vitamins and minerals and increasing exercise that will result in fat loss and muscle development. Keeping horses turned out muzzled (no more than 12 hours at a time, then stabled) or providing soaked hay will reduce calorie intake, and clipping in winter and using thin rugs purely to keep horses dry (only if needed) rather than to insulate will also facilitate fat loss. It is essential a horse is slightly underweight/lean going into spring, rather than overweight, as this is when grass is at its most nutrient dense. In winter, frosty grass can also be a trigger for a laminitis episode so careful management of limited turnout early in mornings/overnight is recommended. Laminitis can trigger other health conditions such as EMS.



## LO3 Understand the management of competition horses

(Trainer Endorsement)

### GLH 8; Self-guided study 5

- This learning outcome is assessed by the trainer. The learner's skills record should be signed off when the trainer is confident that the learner has met the demand of all the assessment criteria
- **Ensure the 'Trainer Endorsement' form in the learner's skills record is completed before the assessment day; this records that an assessment with the trainer has taken place**
- The learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor on the day to clarify competence.

Assessment criteria	Guidance
3.1 <b>Analyse</b> the management of competition horses pre, during and post competition	<p>The learner should be able to <b>analyse</b> the overall management of competition horses before, during and after competition. For the purposes of this question, 'pre' and 'post' competition is defined as the week prior and week after competition. The competition is within the country the horse is based but may require several hours of travel. It could be a one-day competition or three-day event.</p> <p>The learner should be able to <b>analyse</b> by identifying several factors, how they are linked and explaining the importance of each. Factors could include:</p> <p>Pre competition:</p> <ul style="list-style-type: none"> <li>• Daily routine</li> <li>• Use of popular management techniques and equipment (e.g. massage, massage pads, stretching, magnetic therapy, hydro treatments)</li> <li>• Workload</li> <li>• Transportation within home based country (regulations, passport and relevant paperwork)</li> <li>• Routine and care of horse upon arrival</li> </ul> <p>During competition:</p> <ul style="list-style-type: none"> <li>• Grooming and presentation of horse</li> <li>• Feeding, hydration</li> <li>• Care and management techniques at a competition</li> <li>• Cooling off and care of legs after competition (ice boots, hosing)</li> <li>• Checking for injury</li> <li>• Stabling away from home</li> </ul> <p>Post competition:</p> <ul style="list-style-type: none"> <li>• Checking for injury (sprains, pulls etc)</li> <li>• Routine, turnout</li> <li>• Use of popular management techniques and equipment (e.g. massage, massage pads, stretching, magnetic therapy, hydro treatments)</li> </ul> <p><b>Example depth and level of knowledge</b></p> <p><b>Pre-competition:</b></p> <p>Routine: Should try and stay the same as much as possible. May want to reduce workload in the run up to a competition. So, if a dressage horse, may hack out to vary work</p>

	<p>before the test and so they're not stale before the test. Work depends on temperament of horse, generally speaking, try not to do too much heavy work a few days before to allow horse to conserve energy and reduce risk of injury, however, a stressy horse may need extra work to take the edge off. Check shoes. If weather will be hot can begin to give electrolytes.</p> <p>Preparation for travelling: Stocking the lorry with food, water, bedding, veterinary products (for example, first aid kit) as well as horse's equipment and tack (including fly spray, sunblock etc), water for whole time away, or use water there (depends on if horse will drink away from home, will it need flavoured water?). Passport, relevant certificate of competence (if you're travelling a horse for financial gain you must comply with transporting horses regulations).</p> <p>Transport of horse: Consideration – hay or no hay, leg protection, temperature of vehicle (air flow), rug (if required), hydration/electrolytes (depending on sweating). Check travel times/journey try to travel outside of peak times, this reduces journey time and the potential dehydration of horse. Breakdown details/contact in vehicle.</p> <p>Arrival Present passport to organiser before unloading. Offer a drink, take horse for a walk/graze, depending on time of arrival you may wish to ride horse, groom, bed it down. If stable is on grass, let horse graze it first before bed is down (prevents horse trying to eat bedding to get to grass), give horse sufficient food and water for the night, bandage? Rug? Contact details visibly displayed on stable. Check horse periodically to check has settled in stable.</p>
<p>3.2 <b>Evaluate</b> the different fitness processes required for a range of performance horses</p>	<p>The learner should be able to <b>evaluate</b> the different processes for getting the following horses fit for competition:</p> <ul style="list-style-type: none"> <li>• Show jumping (foxhunter)</li> <li>• Dressage (medium)</li> <li>• Eventing (intermediate)</li> <li>• Endurance / trekking (50 miles / 80km)</li> <li>• Show horses</li> </ul> <p>Fitness processes to include:</p> <ul style="list-style-type: none"> <li>• Interval training</li> <li>• Traditional methods</li> <li>• Fitness programs</li> </ul> <p><b>Example depth and level of knowledge</b> <b>Dressage horse:</b> A dressage horse requires a variety of work within a fitness programme to maintain suppleness. This could include; hacking out, work over different surfaces including undulating ground, up and down hills. It is important to work on different surfaces which may be reflective of different competition venues. The intensity of the work should be in line with the level of competition. Medium dressage: schooling sessions be up to 45 minutes and working towards the horse being able to trot and canter consistently for blocks of 15 minutes. Dressage horses may benefit from pole work and grid work to help suppleness in</p>

	<p>addition to flat schooling. Competitions can also be used as part of a fitness plan. An event horse would require a higher level of aerobic fitness; this often includes canter work which may be covered using interval training. Three five minute canter sessions with three minutes of walk in between, every four days. Interval training should be done with heart rate monitors, train horse to stay fit enough to keep heart rate under an acceptable level (approximately 160bpm) to prevent the build-up of lactic acid. Use heart rate monitor to check recovery of the horse. The speed will depend on terrain (flat vs hills). Competitions can be used as part of this too.</p>
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## LO4 Be able to maintain a horse's physical wellbeing

(Ready for Assessment)

### GLH 20; Self-guided study 10

- *This learning outcome is assessed on the assessment day*
- *The learner will be ready to take the assessment when they can demonstrate to the trainer all the skills and knowledge as outlined in the assessment criteria listed below*
- **Ensure the 'Ready for Assessment' form in the learner's skills record is completed before the assessment day; this records the learner is of sufficient level to sit the assessment. This does not mean they will necessarily be successful in passing the assessment on the day.**

Assessment Criteria	Guidance on level and depth of subject content
4.1 Assess a horse's static and physical condition	<p>The learner will be required to <b>assess</b> a horse. They should show respect and consideration for the horse and handler during their assessment. Assessment criteria 3.1 and 3.2 will likely to be assessed at the same time and learner expected to discuss both before assessing the dynamic conformation.</p> <p>The learner will be asked to <b>assess</b> a horse taking into consideration the horse's; type, size, sex, age, and evaluate the type of work the horse is suited for.</p> <p>Static:</p> <ul style="list-style-type: none"> <li>• Ageing the horse</li> <li>• Bone structure (length of bone/angles)</li> <li>• Strengths and weaknesses relating to the frame and covering muscular structure</li> <li>• Dividing horse into sections</li> <li>• How proportion and balance influence soundness and the ride</li> </ul> <p>Physical condition:</p> <ul style="list-style-type: none"> <li>• Condition scoring</li> <li>• Level of fitness</li> <li>• Muscular development</li> <li>• TPR – will not need to take TPR but understand how it could be used to evaluate the condition</li> <li>• Skin conditions (sarcoids/sweet itch/melanoma)</li> <li>• Hoof condition</li> </ul> <p>TPR: observe the horse and talk about how it could be used to evaluate physical condition (resting rates, time taken to recover etc.) or you might notice something in the breathing that isn't quite right (quick, shallow).</p> <p>The learner will be expected to assess the horse on each of the points above. They will be able to discuss this with the assessor with few prompts. From the static assessment they should be able to discuss with the assessor how they think the horse might move during the walk and trot up. Assessment method: Observation and discussion.</p>
4.2 Analyse a horse's lower leg and foot	<p>The learner should be asked to assess the structure of the horse's lower legs and <b>analyse</b> foot balance. <b>Analysis</b> to include:</p>

<p>balance</p>	<ul style="list-style-type: none"> <li>• Front and hind</li> <li>• Conformation of limbs (bone spavin, bog spavin, thoroughpin, curb, windgalls, splints)</li> <li>• Relationship of hoof pastern axis</li> <li>• Foot balance implications and conditions (ringbone, sidebone, navicular disease, windgalls, splints)</li> </ul> <p>Learner should be able to <b>analyse</b> the static conformation and foot balance of the horse in front of them and how they would expect this to affect the horse's dynamic conformation.</p> <p>The learner may be asked scenarios to discuss if the horse given on the day does not present with any conditions/implications.</p> <p>Assessment method: Observation and discussion.</p>
<p>4.3 <b>Assess</b> a horse's dynamic conformation</p>	<p>The learner will be presented with a horse for them to <b>asses</b>. They should show respect and consideration for the horse and handler during their assessment, be able to manage the situation politely, instruct the handler clearly and follow the correct process for trotting up.</p> <p>The learner should be asked to <b>assess</b> the horse to include:</p> <ul style="list-style-type: none"> <li>• Walk in hand</li> <li>• Trot in hand</li> <li>• Turning and reversing</li> <li>• Flexion test (discussion only)</li> <li>• Lungeing for soundness (discussion only)</li> <li>• Quality of movement</li> <li>• Soundness in gait</li> <li>• Foot balance implications</li> </ul> <p>Learner should be able to discuss the quality of movement, if the horse is sound or not, and notice and discuss any deviations in movement.</p> <p>Assessment method: Observation and discussion.</p>
<p>4.4 <b>Explain</b> how a range of remedial equipment would be used in the prevention or rehabilitation of lameness</p>	<p>Learner should be able to <b>explain</b> how each of the below remedial equipment can be used in the rehabilitation of lameness.</p> <p>Remedial equipment to include:</p> <ul style="list-style-type: none"> <li>• Standard shoe</li> <li>• Rolled toe shoe</li> <li>• Support shoe</li> <li>• Raised heel shoe</li> <li>• Bar shoe</li> <li>• Heart bar shoe</li> <li>• Gel pads – silicon / impression materials</li> <li>• The use and fitting of hoof boots for unshod horses</li> </ul> <p><b>Example depth and level of knowledge</b></p> <p><b>Heart bar shoe:</b></p> <p>A heart bar shoe could be used for the treatment of laminitis. The shoe continues at the top (where the gap would usually be on a conventional shoe) and has a heart shaped pad which covers the frog. The heart shape shouldn't go beyond the length of the frog. The purpose of the heart shape is to support the pedal</p>

	<p>bone and improve circulation. If the horse finds it too painful for the heart bar shoe to be nailed on they could have pads taped to the feet instead or gauze with setting gel (for example, Equi-pak) that covers the sole of the foot. By supporting the foot this helps to hold the laminae in place to prevent separation. When a horse has laminitis it is important the farrier trims the foot appropriately to keep the toe short.</p> <p>Assessment method: Discussion.</p>
<p>4.5 <b>Analyse</b> the use of current bandaging methods</p>	<p><b>Analyse</b> the use of the following bandages by explaining:</p> <ul style="list-style-type: none"> <li>• How to apply</li> <li>• Why they may be used</li> <li>• Length of use and how often</li> <li>• Potential issues of use</li> <li>• Occasions when a method may not be suitable</li> </ul> <p>Bandaging methods:</p> <ul style="list-style-type: none"> <li>• Support</li> <li>• Pressure</li> <li>• Stable</li> <li>• Foot</li> </ul> <p><b>Example level and depth of knowledge</b></p> <p><b>Hock bandage:</b></p> <p>This may be used for example if a horse is bleeding from a wound on the hock. You could apply a hock bandage whilst you wait for the vet. The fibergee or Gamgee should be large enough to go over the joint and then bandage in a figure of eight with a cohesive bandage. The tension of bandage should be checked, when applying don't pull tight, roll the bandage around the limb, once completed check with a finger at the top and bottom. Can also apply support/stable bandage to encourage circulation in lower limb, if the hock bandage is being worn in stable overnight this can be removed as required to check for filling. Also put a support bandage on the other leg. If a hock bandage is being worn for longer periods, follow vet's advice for length of time. Should only be applied for as long as necessary and on occasions when needed. With elastic and cohesive bandages there is a risk they may be put on too tight. If the bandage is applied too tight and/or there is insufficient padding this could result in too much pressure being applied. This can restrict or in severe cases cut off the circulation to lower leg. You could lose all skin and hair from around bandage. Incorrect bandaging can result in scarring/white marks on the legs.</p> <p>Assessment method: Discussion.</p>
<p>4.6 Select and apply a suitable foot dressing or a figure of eight bandage</p>	<p>Learners should select equipment and apply:</p> <ul style="list-style-type: none"> <li>• A foot dressing with poultice (or substitute) and suitable bandages and duct tape</li> <li>or</li> <li>• A figure of eight bandage for wound protection</li> </ul> <p>Learners should be efficient and complete this in 5 minutes, from selection of suitable equipment to completion.</p> <p>Hock bandage: Equipment provided: Gamgee or fibergee, elastic bandages, stable bandages, duct tape, wound dressings</p>

	<p>Process: fibregee or gamgee around the joint (large enough piece), should bandage in a figure of eight using an elastic bandage (this may be used instead of a cohesive bandage for purposes of demonstration), a stable bandage should also be applied to ensure circulation in the lower limb. They should also be prepared to put a support bandage on the other leg.</p> <p>Foot poultice: can be demonstrated using an elastic bandage, in practice duct tape would be used. Duct tape is attached to the hoof wall around the heel and sole of the foot. If attached above the coronary band should be cut to ensure circulation to the foot.</p> <p>Assessment method: Observation and discussion.</p>
<p>4.7 <b>Explain</b> the function of muscles</p>	<p>Learner should be able to <b>explain</b> the role of various muscles and <b>explain</b> the function regards to locomotion and gait (which part of the horse moves and how).</p> <ul style="list-style-type: none"> <li>• Quarters</li> <li>• Back</li> <li>• Shoulders</li> <li>• Neck and top line</li> </ul> <p>Learners should be able to show on the horse where the individual muscles are and name the major muscles within that group. The learner should be able to explain which muscles pull and which muscles push.</p> <p><b>Example level and depth of knowledge</b>  <b>When galloping:</b>  Biceps femoris, semitendinosus and semimembranosus - Powerfully extend the hips and propel the horse forward.  Medial gluteal - Provides power for hip extension but also helps raise the forehand.</p> <p><b>When jumping:</b>  Medial gluteal, hamstrings, gastrocnemius and quadriceps - Provide the power at take-off to propel the horse into the air when the horse is jumping.</p> <p><b>Jumping and dressage:</b>  Superficial gluteal and biceps femoris. Maintain lateral stability behind, particularly important during collection, lateral exercises and at take-off.  Assessment method: Observation and discussion.</p>
<p>4.8 <b>Explain</b> the role of the main tendons and ligaments in the lower leg</p>	<p>Learners will need to identify the relevant tendons and ligaments in the lower leg and <b>explain</b> basic function in locomotion.</p> <p>To include:</p> <ul style="list-style-type: none"> <li>• Front and hind lower leg</li> <li>• Flexor and extensor tendons</li> <li>• Annular, check and suspensory ligaments</li> <li>• Connection to muscle (going to top of leg) and bone structure</li> </ul> <p><b>Example level and depth of knowledge</b>  <b>Suspensory ligament:</b>  Ligaments connect bone to bone across joints. They differ from tendons in not</p>

	<p>being part of a muscle. They support the joint and prevent it from over-extending, over-flexing or over-rotating.</p> <p>The suspensory ligament runs down the back of the leg and plays a major role in the support of the fetlock. It functions more like a tendon in that it can stretch and recoil. For example, when the fetlock is on the ground, the suspensory ligament stretches; it then recoils as the leg leaves the ground. Repetitions of the stretch and recoil can lead to repetitive strain injury in this ligament.</p> <p>Assessment method: Observation and discussion.</p>
<p><b>4.9 Explain</b> a range of common injuries to tendons and ligaments and their treatment</p>	<p>Learners should be able to <b>explain</b> common injuries to tendons and ligaments (suspensory, check collateral ligament damage) and their treatment.</p> <p>Common injuries:</p> <ul style="list-style-type: none"> <li>• Sprain / pull</li> <li>• Strain / tear</li> <li>• Laceration</li> </ul> <p><b>Example level and depth of knowledge:</b></p> <p>An injury would present itself via heat and swelling of the affected area. Lameness can range from mild to severe depending on the severity of the injury. If any injury is suspected, call your vet at the time of injury. Depending on the level of lameness they may need to examine the horse as a matter of urgency to rule out any concurrent trauma eg fracture. Follow vets advice but generally this may include anti-inflammatory medication, cold hosing, initial box rest, walking out in hand, long term rehabilitation. Bandaging may be advised in certain cases. Further treatment could include shockwave therapy and/or stem cell therapy depending on the nature of the injury.</p>
<p><b>4.10 Explain</b> how to prevent injuries to tendons and ligaments</p>	<p>Prevention to include the importance of:</p> <ul style="list-style-type: none"> <li>• Adjusting work to ground conditions</li> <li>• Correct warm up and cool down</li> <li>• Inspection and care of legs after competition</li> <li>• Injuries more commonly seen in specific disciplines</li> <li>• Fitness and initial work in fitness program</li> </ul> <p><b>Example level and depth of knowledge:</b></p> <p>Correct warm up and cool down, leg protection and inspection and care of legs after competition</p> <p>Cold tendons are less pliable and more prone to injury than warm ones, so warm up the legs gradually when exercising.</p> <p>Tendons are more susceptible to injury when they have a high core temperature. Excessive heat generated by bandages or protective leg gear can cause the core tendon temperature to rise to as much as 46–47 °C. Avoid using bandages for a prolonged period or if the horse is engaged in fast work. Bandages increase the heat within the structures, thus increasing the time it takes to cool the legs. Use well-ventilated boots that allow efficient convection and cooling of the lower legs during exercise.</p> <p>Become familiar with all the horse’s legs in their care. Feel them every day to detect early signs of change, heat or swelling.</p> <p>After exercise remove boots and check the legs. After any type of strenuous</p>

	<p>exercise actively cool the legs as soon as it is safe to do so. There are many options for doing this, these may include; cold hosing, various ice/cool boots. Continue to check the legs for any signs of heat or swelling.</p> <p>Assessment method: Discussion.</p>
<p>4.11 <b>Explain</b> a range of common treatments and therapies</p>	<p><b>Explain</b> why any of the below may be used and <b>explain</b> their benefit</p> <p>Treatments and therapies:</p> <ul style="list-style-type: none"> <li>• Veterinary intervention</li> <li>• Treadmill</li> <li>• Heat lamps or pads</li> <li>• Stretching</li> <li>• Circulatory treatments (massage, shockwave, magnetic, ultra sound, TENS, etc.)</li> <li>• Care of legs</li> <li>• Hydro treatments</li> <li>• Rehabilitation work</li> <li>• Walking in hand and under saddle</li> <li>• Cold and warm treatment</li> </ul> <p><b>Example level and depth of knowledge:</b></p> <p>Equine treadmills offer an array of benefits in that they come with a control panel allowing variations in speed and gradient depending on the intended goal. Treadmills are claimed to be particularly beneficial for straightness training, as well as being a good tool for rehabilitation. Because of the flat, specially designed surface that a treadmill offers it is suggested that it reduces ground force reaction through the horse's limbs compared to normal ground exercise, thus reducing the risk of injury.</p> <p>A treadmill offers a range of uses, including:</p> <ul style="list-style-type: none"> <li>• They make it possible to exercise a horse if the arena is flooded, deep or out of use and options such as roadwork are also reduced</li> <li>• They are an alternative to a horse-walker for exercising horses when turnout is limited</li> <li>• They offer an alternative modality on which to exercise a horse to reduce the risk of repetitive injury</li> <li>• They can be programmed to adjust speed and gradient, which can give more options for working different muscle groups, and challenging the cardiovascular and respiratory systems</li> <li>• They are a means of exercising a horse in straight lines to improve straightness</li> <li>• They are a means of exercising a horse without the weight of the rider.</li> </ul> <p>Assessment method: Discussion.</p>

## LO5 Understand the care of horses

(Trainer Endorsement)

### GLH 4; Self-guided study 3

- *This learning outcome is assessed by the trainer. The learner's skills record should be signed off when the trainer is confident that the learner has met the demand of all the assessment criteria*
- **Ensure the 'Trainer Endorsement' form in the learner's skills record is completed before the assessment day; this records that an assessment with the trainer has taken place**
- *The learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor on the day to clarify competence.*

Assessment Criteria	Guidance on level and depth of subject content
5.1 <b>Explain</b> how to maintain health and wellbeing of horses	<p>The learner should be able to <b>explain</b> how to maintain horse health by including the following:</p> <ul style="list-style-type: none"> <li>• Cleanliness</li> <li>• Isolation</li> <li>• Dealing with new horses (psychological wellbeing)</li> <li>• Contagion and infection, common conditions</li> <li>• Biosecurity measures</li> <li>• Recognising hazards</li> <li>• Risk management</li> <li>• Health and safety policy</li> <li>• Ensuring effective communication with all stakeholders</li> </ul> <p><b>Example depth and level of knowledge</b></p> <p><b>Biosecurity:</b></p> <ul style="list-style-type: none"> <li>• Biosecurity can be defined as the prevention of the spread of contagious disease</li> <li>• Ideally, as a precautionary measure, new horses onto a yard should be isolated for a minimum of 28 days with their temperature taken twice daily. Yards have their own individual policies, which may be a paddock or stable where the newcomer can see other horses but not touch them</li> <li>• All horses should have up-to-date vaccinations (flu)</li> <li>• Do not share equipment such as tack, grooming kits, water buckets and rugs between horses</li> <li>• Even if you have no reason to believe any horses on the yard are sick, it is good practice to wash your hands between handling different horses, or carry a sanitiser on your belt. If a horse is known to be unwell, more strict isolation and disinfection precautions than this <i>must</i> be taken (do not need to go into detail for this assessment criteria as this is covered in 5.3, however you can link the two if preferred)</li> <li>• All yard visitors should be noted in the yard diary</li> <li>• When away at competition do not let your horse touch unknown horses or share water, upon return the horse should be monitored for any signs of illness. Travel equipment should be cleaned and the trailer or lorry disinfected. Be careful when using pressure hoses, as those with greater than 120psi produce aerosols and can spread infectious agents</li> <li>• Common conditions to look for include equine flu or strangles.</li> </ul>

<p><b>5.2 Explain</b> procedures for managing a suspected outbreak of a contagious disease</p>	<p>The learner should be able to <b>explain</b> how to manage the procedures required on a yard if it is suspected that a horse has a contagious disease.</p> <p>Procedures to include:</p> <ul style="list-style-type: none"> <li>• Symptom identification</li> <li>• Immediate procedures</li> <li>• Short, medium and long term action planning</li> </ul> <p><b>Example depth and level of knowledge</b></p> <p><b>Immediate procedure:</b></p> <ul style="list-style-type: none"> <li>• Barrier nursing (taking extra precautions to try to ensure that the disease cannot spread, including washing hands, wearing overalls and using disinfectants on footwear and stabling). Approved list of disinfectants available from Defra</li> <li>• Any horse showing signs of infectious or contagious disease such as cough, nasal discharge, fever (above 38.5°C), skin lesions (e.g. ringworm) should be isolated immediately and veterinary advice sought. Where relevant, the horse's owner should be informed. This would also help to decide and plan how to manage the disease</li> <li>• The horse should be placed in strict quarantine and isolated. Is there a stable away from the main stabling, or could one of them be sectioned off? Likewise, with a field, could one be sectioned off where no other horses could touch the infected horse?</li> <li>• Monitor the temperature of all horses on the yard, ensuring that thermometers are sterilised between horses</li> <li>• Sick horses should not be handled by people who then attend other horses unless full cleaning/washing/disinfecting happens. This should include wearing overalls, washing hands and disinfecting boots</li> <li>• Inform other owners and local yards</li> <li>• Keep a record of dates and names of horses who have had contact with the isolated horse</li> <li>• Implement the traffic light system – colour-code horses into groups (red, amber, green)</li> </ul>
<p><b>5.3 Describe</b> end of life care</p>	<p>The learner should be able to <b>describe</b> end of life care to include:</p> <ul style="list-style-type: none"> <li>• Assessing quality of life</li> <li>• Signs that may indicate the need for euthanasia</li> <li>• Procedure and veterinary intervention</li> <li>• Carcass disposal</li> <li>• Passport requirements</li> </ul> <p>Services the learner should be familiar with are Friends at the End (BHS) and Equine End of Life Service (National Fallen Stock Company).</p> <p><b>Example depth and level of knowledge</b></p> <p><b>Assessing quality of life:</b></p> <p>Quality of life can be subjective and what one person regards as being acceptable might differ from the view of another. However, there are a number of observations that can help you visualise and monitor all aspects of a horse's life and thereby indicate good or poor quality of life. There is a checklist that can be</p>

	used when observing a horse on a daily basis, to monitor his condition. Learner should have knowledge of the criteria on this list available on the BHS website via the following link: <a href="https://www.bhs.org.uk/our-work/welfare/our-campaigns/friends-at-the-end">https://www.bhs.org.uk/our-work/welfare/our-campaigns/friends-at-the-end</a>
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## LO6 Understand how to care for mares and youngstock

(Trainer Endorsement)

### GLH 7; Self-guided study 6

- *This learning outcome is assessed by the trainer. The learner's skills record should be signed off when the trainer is confident that the learner has met the demand of all the assessment criteria*
- **Ensure the 'Trainer Endorsement' form in the learner's skills record is completed before the assessment day; this records that an assessment with the trainer has taken place**
- *The learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor on the day to clarify competence.*

Assessment criteria	Guidance on level and depth of subject content
6.1 <b>Explain</b> how mares in foal should be cared for	<p>The learner should be able to <b>explain</b> how to care for a mare in foal throughout pregnancy, to include:</p> <ul style="list-style-type: none"> <li>• Feeding</li> <li>• Turn out</li> <li>• Vaccinations and worming</li> </ul> <p><b>Example depth and level of knowledge</b></p> <p><b>Feeding:</b></p> <ul style="list-style-type: none"> <li>• During this last trimester it will be necessary to increase her nutrition, although by how much will depend on what type she is. She will definitely require increased levels of protein, and a good source of calcium for optimum foetal development, along with vitamins and minerals. Oil is a good source of essential fatty acids</li> <li>• Whilst the mare requires correct nutrition, and whilst oil/fat can be a useful component of this, it is essential that she does not lay down excess fat, as this can make foaling difficult, and can also cause developmental problems in her foal, particularly to the limbs</li> <li>• There are many proprietary feeds available for the purpose; a stud mix or cube will give correct nutrition and maintain weight, while a stud balancer will supplement the feed to ensure a balanced diet</li> <li>• The key to any quality diet is good forage. Good grass throughout pregnancy is recommended and/or ad lib forage. Amount of bulk to be kept high. Keep hard feeds small and often (if necessary).</li> </ul>
6.2 <b>Describe</b> the signs a mare is due to foal	<p>The learner should be able to <b>describe</b> the signs in relation to the horse's:</p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Udder</li> <li>• Behaviour</li> <li>• Muscle tone</li> </ul> <p><b>Example depth and level of knowledge</b></p>

	<p>Shape: As the mare reaches approximately 9 months of gestation, her abdomen will start to appear more pendulous.</p> <p>Udder: Approximately 24 hours prior to foaling the mare will wax up. The udder will be completely full. Immediately prior to foaling, colostrum may drip from the teats. Any more discharge than this should be considered abnormal and the vet must be consulted urgently.</p> <p>Behaviour: Changes in behaviour are highly variable between individuals when foaling is imminent. Sometimes she may appear to show sweating and mild colic signs or just be unsettled and walk around more. If you have any doubts at this stage, the vet should be notified immediately.</p> <p>Muscle tone: Muscle tone decreases prior to foaling, with the muscles in the pelvic area beginning to relax approximately three weeks before parturition.</p>
<p>6.3 <b>Explain</b> the foaling process</p>	<p>Learners should be able to <b>explain</b> the foaling process to include:</p> <ul style="list-style-type: none"> <li>• Choice to foal inside or outside</li> <li>• Normal foaling process</li> <li>• Identifying problems and when veterinary intervention is required</li> <li>• Immediate after care (importance of colostrum, passing of meconium, retention of afterbirth)</li> </ul> <p><b>Example depth and level of knowledge</b>  <b>Choice to foal inside or outside:</b>  <b>Foaling inside.</b> An adequate-sized foaling box, well-bedded and banked, clear of fixtures, with CCTV is desirable. An automatic waterer, which is out of the way when the foal is born, is ideal; alternatively a water bucket that is soft and will collapse and has no handle is the safer option. Most mares foal without incident, however watching from a distance gives reassurance, and means that if complications do occur help can be at hand.  <b>Foaling outside.</b> If the mare is due to foal early or late in the season, the weather may be harsh. Any other companions in the field must be compatible. Ideally, the field should be relatively flat, with fencing that prevents the foal becoming separated from the mare. As most mares foal at night it is difficult to keep an eye on proceedings if foaling takes place in a field. If you foal down in the field it may be difficult to catch the mare after. Native horses and ponies will often be foaled outside as they are often more hardy and used to living outdoors.</p>
<p>6.4 <b>Evaluate</b> care options for the mare and foal</p>	<p>The learner should be able to <b>evaluate</b> through discussion different options for the care of the mare and foal.</p> <ul style="list-style-type: none"> <li>• Stabling</li> <li>• Turning out</li> <li>• Handling</li> <li>• Company of others</li> <li>• Health checks</li> <li>• Breed of mare</li> </ul> <p><b>Example depth and level of knowledge:</b>  The type of mare or breed may have a direct influence on how the mare and foal are managed. The available space for turn out, time of year and the nature of the turn out provision are further considerations.  Native breeds will generally do better if managed out of doors. This assumes the turn out area is safe, well fenced and drained and has protection against the worst of the weather. Good grazing is essential, native breeds would usually foal</p>

	<p>in the spring so there should be sufficient grazing. However attention should still be paid to the condition of the field, an open field with little natural protection poorly drained on clay will provide poor turn out for even the most hardy of breeds.</p> <p>All stock should have as much access to turn out as possible however thoroughbred horses may often need to be provided with sufficient shelter, protection and food in order to do well. Thoroughbreds breeding for the racing industry may foal earlier in the year. Many youngstock will not do well to prolonged periods of wet and cold. The compromise may be turn out through the day and stabled in the evening. Some studs may keep breeding stock in barns which allows for more companionship and reflects a more natural management process. These examples are extremes but in general terms the judgement is around dealing with what is available; matching care to breed and needs of individuals and using turn out to best possible advantage.</p>
<p>6.5 <b>Explain</b> the physical needs of young horses</p>	<p>The learner should be able <b>explain</b> through discussion the young horse’s need for the following:</p> <ul style="list-style-type: none"> <li>• Group turn out; value of company for young horses, types of horses suitable for group turn out with young horses</li> <li>• Stabling; evaluate whether there is need to stable young horses compared to 24/7 turnout. Consider factors such as breed, time of year and turn out availability</li> <li>• Weaning; methods of weaning, age of foal</li> <li>• Castration; when required, age of horse</li> <li>• Feeding; requirements (consider factors such as breed, age and environment)</li> <li>• Health care including joint development</li> </ul> <p>For the purpose of this question, a young horse is defined between the years of 0-3.</p> <p><b>Example depth and level of knowledge</b>  <b>Weaning:</b>  Approximately 6 months of age. Several ways to wean.  If field with lots of mares and foals take one mare out at a time. Be mindful that youngsters should not be left on their own. When dealing with small numbers it might be best to separate youngsters at the same time. Before weaning is contemplated ensure that the youngster is eating independently. Any turn out space used for youngsters in this environment should be extra safe. Out of mare earshot; possible higher protected fencing or a barn. It is always wise to make sure the weanling is well handled before weaning as handling will quickly be necessary following weaning. Establish a new routine quickly and one that can be maintained.  If only one mare and foal then try to remove them so they cannot hear each other. Try to find someone else in a similar situation so that both foals have company, or provide an alternative companion for your foal. Ideally, the companion of a similar age and, if possible, sex.</p>
<p>6.6 <b>Explain</b> methods of handling young horses</p>	<p>Methods of handling to include:</p> <ul style="list-style-type: none"> <li>• Daily routine attention; general handling, picking up/out feet, grooming, tying up</li> <li>• Work in hand; leading, trotting up</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction to loading and transportation</li> </ul> <p><b>Example depth and level of knowledge</b>  <b>Tying up:</b>  The horse should be comfortable in a headcollar and being led. Start putting a long line through a piece of string and making sure the horse realises it can't pull back, give it something to eat while he gets used to staying in one position, do this for short periods, make there is sure nothing nearby to panic horse. Lengthen the time each session. Stay with the horse when it is properly tied up.</p>
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## LO7 Understand the care of older horses

(Trainer Endorsement)

### GLH 3; Self-guided study 3

- *This learning outcome is assessed by the trainer. The learner's skills record should be signed off when the trainer is confident that the learner has met the demand of all the assessment criteria*
- **Ensure the 'Trainer Endorsement' form in the learner's skills record is completed before the assessment day; this records that an assessment with the trainer has taken place**
- *The learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor on the day to clarify competence.*

Assessment criteria	Guidance on level and depth of subject content
7.1 <b>Explain</b> how to recognise the signs of ageing	Learner should be able to <b>explain</b> the signs of ageing in relation to: <ul style="list-style-type: none"> <li>• Muscle tone</li> <li>• Dental changes</li> <li>• Eating habits</li> <li>• Stiffness</li> <li>• Coat colour</li> </ul> <p><b>Example depth and level of knowledge</b>  <b>Muscle tone:</b>  Muscle-wasting, also known as sarcopenia, is common in aged horses as reductions to the level and type of work affect muscle mass. Sarcopenia is most frequently noticed in large muscle groups, such as those along the topline and over the hindquarters. Generalised muscle loss gradually results in the area becoming weaker and the horse often develops a sway back. Sarcopenia is more common in older horses not being exercised, who have poor nutrition or PPID. In these horses, the spine and hip bones may be more prominent. In an older healthy, sound horse, regular gentle low-speed exercise can help to stabilise any further muscle loss. Because of the changing musculature, regular saddle fitting checks will be imperative to prevent serious discomfort and potential pain to the horse if ridden.</p>
7.2 <b>Explain</b> ongoing care of the older horse	Learners should be able to <b>explain</b> the ongoing care required for the older horse to include: <ul style="list-style-type: none"> <li>• Feeding</li> </ul>

- Management
- Turn out
- Work

**Example depth and level of knowledge****Feeding:**

It is always important to feed according to the individual needs of the horse. Being overweight results in arthritic joints having to carry more weight and becoming aggravated. However, weight loss in an older horse is often a sign of compromised health or a social problem whereby the horse is unable to access, digest or absorb the nutrients provided. Horses that experience pain or illness are likely to lose their appetite and in such cases veterinary attention should be sought. As with any horse, routine weighing and fat scoring are important to monitor any changes.

In some older horses the effectiveness of the molar teeth deteriorate (and with the added possibility of lost teeth), a geriatric horse may begin to struggle grinding down certain foods such as grains, mixes or rough forages. As a result the horse is at an increased risk of choke, colic and weight loss. The horse's diet will need to be carefully managed with softer, soaked, sloppy feeds that are easier for the horse to consume. Hay replacers are widely available and are ideal for an older horse with poor dentition. Short-chopped stalky forage should be avoided as it is difficult to grind effectively and may become trapped between the teeth as they get narrower, causing gum disease. Pelleted feeds are preferable to replace the fibre horses are not able to chew themselves. Soaking them can mean the teeth don't need to work very hard for the horse to get the nutrients he needs. Poor-quality incisor teeth can inhibit the horse's ability to graze productively, especially on short grass.