

Care A

Learning Outcome	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment	Assessment Method
1. Know about the responsibilities of working on the stable yard	1.1 Identify the responsibilities of working on the stable yard	The responsibilities of working on a stable yard may include: <ul style="list-style-type: none"> • Reporting • Safeguarding • Health and Safety • Equality and diversity • Data protection • Animal welfare concerns • Employee role and responsibilities 	Discussion
2. Be able to maintain a clean stable	2.1 Muck out and put a bed down	Full muck out- (excluding deep litter) Common type of bedding e.g.: <ul style="list-style-type: none"> • Shavings • Straw • Using utensils, e.g <ul style="list-style-type: none"> ○ Fork ○ Shovel ○ Brush • Positioning of barrow • Removal of droppings and wet • Banking and bedding • Sifting clean Put a bed down to include: <ul style="list-style-type: none"> • Adequate floor coverage and depth • Banks • Tidy up front of stable 	Observation and discussion
	2.2 Provide water	Providing water should include: <ul style="list-style-type: none"> • Checking the water receptacle is clean (bucket, drinker) • Discuss cleaning/clean and refill receptacle 	Observation and discussion
	2.3 Skip out and tidy a stable	Skip out: <ul style="list-style-type: none"> • Removal of droppings Tidying the stable should include: <ul style="list-style-type: none"> • Levelling the bedding • Sweeping back • Checking water 	Observation and discussion
	2.4 Discuss the use of different types of bedding	<ul style="list-style-type: none"> • Shavings • Straw • Wood pellets • Paper • Cardboard • Rubber matting 	Discussion
	2.5 Describe how to maintain muck heaps	<ul style="list-style-type: none"> • Forking back • Compacting down • Keeping area around muck heap tidy 	Discussion

3. Be able to carry out routine grooming tasks	3.1 State the reasons for grooming	The reasons could include: <ul style="list-style-type: none"> • Appearance • Cleanliness • Condition of skin • Check for injuries • Relationship with horse • Circulation 	Discussion
	3.2 Identify items in a grooming kit	<ul style="list-style-type: none"> • Body brush • Dandy brush • Flick brush • Rubber curry comb • Plastic curry comb • Metal curry comb • Water brush • Hoof pick • Sponges (eyes, nose and dock) • Mane comb • Mane and tail brush • Cloth/stable rubber 	Observation and discussion
	3.3 Groom a horse	Groom: <ul style="list-style-type: none"> • Pick out feet • Adjust rug as required • Body, legs, neck, head, eyes, nose, bottom and tail 	Observation
	3.4 Identify if a horse needs shoeing or trimming	Identify may include: <ul style="list-style-type: none"> • Clenches • Length of feet • Condition of feet • Loose shoe • Lost shoe 	Discussion
	3.5 Identify external parts of the horse's foot	<ul style="list-style-type: none"> • Wall • Toe • Bulbs of the heel • Sole • Frog • Bars • White line 	Discussion
	3.6 Describe how to groom a horse after work	<ul style="list-style-type: none"> • Check horse for injury • Wash or brush off sweat • Why and when you might use a cooler • Access to water 	Discussion
4. Be able to describe horses and know about horse behaviour and health	4.1 Identify some points of the horse	<ul style="list-style-type: none"> • Poll • Muzzle • Crest • Withers • Shoulder • Croup • Loins • Dock • Elbow • Knee • Fetlock • Pastern • Coronet • Stifle • Hock 	Observation and discussion
	4.2 Estimate the height of a horse	Height estimate of the horse: <ul style="list-style-type: none"> • Hands or centimetres • Should be within 10-15cm/4-6" of actual height 	Observation and discussion

	4.3 Identify a range of colours and markings	<p>Colours:</p> <ul style="list-style-type: none"> • Bay • Chestnut • Grey • Dun • Palomino • Skewbald • Piebald • Roan • Appaloosa <p>Face markings</p> <ul style="list-style-type: none"> • Blaze • Stripe • Star • White face • Snip <p>Leg marking:</p> <ul style="list-style-type: none"> • White leg markings (socks and stockings are acceptable) • Ermine marks 	Observation and discussion
	4.4 Identify signs of good and poor health	<ul style="list-style-type: none"> • General body condition • Coat condition • Eyes and nose • Appetite • Droppings • Movement and stance • Normal behaviour 	Observation and discussion
	4.5 Describe routine checks to ensure health and welfare	<ul style="list-style-type: none"> • Morning checks • Evening checks • General observations throughout the day 	Discussion
	4.6 State the signs of a horse being overweight or underweight	<p>Key areas of body to look at:</p> <ul style="list-style-type: none"> • Crest • Ribs • Quarters • Importance of looking from all angles <p>Overweight</p> <ul style="list-style-type: none"> • Large crest • Can't feel or see ribs or hip bones • Gutter down spine <p>Underweight</p> <ul style="list-style-type: none"> • Ribs and hips very prominent • Spine visible • Bones prominent 	Discussion
	4.7 Describe a range of basic horse behaviours	<ul style="list-style-type: none"> • Herd animals • Flight or fight • Grazers • Pecking order <p>How natural instincts may affect the horse when:</p> <ul style="list-style-type: none"> • Turned out • Stabled • Startled • Left alone 	Discussion
	4.8 Identify horse behaviour which may suggest danger	<ul style="list-style-type: none"> • Body language • Facial expressions • Actions • Ears pinned back and showing teeth • Kicking out • Turning quarters to face person • Rearing • Very alert, tense and snorting excessively 	Discussion

5. Be able to use rugs appropriately	5.1 Identify different types of rugs	Different rug types: <ul style="list-style-type: none"> • Stable rug • Cooler • Fly rug • Know when to use different types of rug 	Observation and discussion
	5.2 Demonstrate how to put a rug on and take a rug off	Put a rug on and take a rug off <ul style="list-style-type: none"> • Method used must be safe • Securing straps before putting rug on • Folding the rug before placing on the horse • Position over the back to allow for moving into position • Securing and fastening of straps in a safe and logical sequence 	Observation
	5.3 Assess the fit of the rug	<ul style="list-style-type: none"> • Length • Depth • Length of straps 	Observation and discussion
	5.4 Describe the consequences of a poor fitting rug	<ul style="list-style-type: none"> • Rubs • Injury to horse • Damage to the rug 	Discussion



Care B

Learning Outcome	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment	Assessment Method
6. Be able to tack up and un-tack	6.1 Identify some parts of the saddle and bridle	<p>Parts of the saddle:</p> <ul style="list-style-type: none"> • Cantle • Pommel • Seat • Saddle flap • Skirt • Stirrup bar • D rings • Stirrup leathers • Girth straps • Girth guard • Gullet • Panels <p>Parts of the bridle</p> <ul style="list-style-type: none"> • Different types of noseband • Cheekpieces • Brow band • Headpiece • Reins • Throat lash 	Discussion
	6.2 Tack up and un-tack a horse with a saddle and bridle	<p>Tack up:</p> <ul style="list-style-type: none"> • Safe procedure followed • Secure horse • Tack easily accessible • Adjust headcollar and rope and put on bridle • Secure bridle and headcollar when bridle is on the horse • Secure reins so horse is safe to be left in the stable • Adjust rug if required before putting on saddle • Numnah/saddle cloth should be correctly attached to saddle • Girth up • Adjust rug over saddle <p>Un-tack:</p> <ul style="list-style-type: none"> • Safe procedure followed • Adjusting rope and headcollar for bridle removal • Adjusting rug for saddle removal 	Observation
	6.3 Put on a martingale	<p>Running or standing martingale with bridle and saddle:</p> <ul style="list-style-type: none"> • Reins threaded through rings • Rein stopper on bit side of ring • Ensure hand width between neck strap and horse's neck 	Observation
	6.4 Put on a pair of brushing boots	<p>A pair of boots with Velcro attachment:</p> <ul style="list-style-type: none"> • Front or hind boots • Strike pads to inside of leg • Straps fastened facing back 	Observation
	6.5 Check tack for safety	<ul style="list-style-type: none"> • Stirrup leathers • Girth straps • Cheek pieces • Reins • All buckles • All areas where metal is in contact with leather 	Observation and discussion
	6.6 State the signs of poorly fitted tack	<p>Bridle</p> <ul style="list-style-type: none"> • Bit height • Tightness of noseband • Tightness of throatlash • Areas of pinching 	Discussion

		<p>Saddle</p> <ul style="list-style-type: none"> • Too narrow • Too wide • Too long • Clearance of spine • Not sitting level • Areas of pinching • Over tightened girth <p>Numnah/saddle pad</p> <ul style="list-style-type: none"> • Size and shape 	
	6.7 State why tack should be checked for comfort and safety	<ul style="list-style-type: none"> • Prevention of accidents caused by tack breaking • Prevent injury, pain or discomfort to the horse • Prevent injury to the rider from horse reacting to discomfort/pain 	Discussion
	6.8 Clean tack	<ul style="list-style-type: none"> • Strip bridle and remove dirt and grease with a sponge or cloth • Apply leather dressing (saddle soap, cream) • Wash bit • Putting a bridle back together 	Observation
	6.9 State the reasons for cleaning tack	<ul style="list-style-type: none"> • Comfort for the horse, prevent rubbing and sores • Condition of the tack, prolonging life, appearance • Maintaining safety 	Discussion
7. Be able to handle a horse	7.1 Put on a headcollar and tie a horse up	<ul style="list-style-type: none"> • Approaching a well-mannered horse safely • Fit headcollar • Tie the horse with a quick release knot • Put on headcollar securely 	Observation
	7.2 Hold a horse for treatment/inspection	<ul style="list-style-type: none"> • Hold and stand horse square • Handler position to the side 	Observation
	7.3 Lead a horse in walk and trot in a bridle	<p>Lead a horse in walk</p> <ul style="list-style-type: none"> • Turn the horse • Lead horse in trot 	Observation
	7.4 Discuss how to turn out and catch a horse	<ul style="list-style-type: none"> • Safe positioning of horse and handler at all times • Lead through gateway safely • Horse related safely • Gate closed • Approaching a horse safely • Put on headcollar or clip rope onto headcollar 	Discussion
	7.5 Describe how to handle horses safely in the field	<ul style="list-style-type: none"> • Dangers when turning horses out • Awareness of the position of other horses • Awareness of horse behaviour and how this may affect the horse being handled • Wearing the correct Personal Protective Equipment (PPE) • Securing the horse being handled • When not to go into a field • How to keep yourself safe 	Discussion
		7.6 Identify routine field checks	<ul style="list-style-type: none"> • Fencing (unsuitable/ suitable) • Water • Shelter • Gate • Excessively poached ground • Overstocked • Excessive droppings • Poisonous plants- ragwort, oak, yew, foxglove, sycamore

	7.7 Handle horses according to their behaviour	Awareness of: <ul style="list-style-type: none"> Horses' facial expressions Body language React accordingly 	Observation and discussion
8. Be able to feed and water a horse	8.1 Explain some rules of feeding	<ul style="list-style-type: none"> Provide fresh clean water at all times Always measure feeds Feed little and often Feed plenty of forage Feed good quality feeds (forage and bagged feed) Make changes to feed and forage gradually Do not work hard straight after large bucket feed Keep a routine Feed according to bodyweight, work done and temperament 	Discussion
	8.2 State the importance of providing water to a horse	<ul style="list-style-type: none"> Essential for life Amount horse drinks in a day Needed for all normal bodily functions Sweat 	Discussion
	8.3 Explain commonly used horse feed	<ul style="list-style-type: none"> Coarse mix Cubes Chaff Sugar beet- unsoaked and soaked Balancers Hay Haylage 	Observation and discussion
	8.4 Identify signs of poor quality feed	<p>Bagged feed and forage</p> <ul style="list-style-type: none"> Recognise good and poor quality feed from appearance and smell 	Discussion
	8.5 Describe how to prepare feed following instructions	<ul style="list-style-type: none"> Demonstrate use of scoop Using a feed chart Soaking sugar beet Soaking hay Carrots Giving the correct feed to the correct horse 	Observation and discussion
	8.6 Provide a haynet to a horse	<p>Follow a safe procedure</p> <ul style="list-style-type: none"> Weigh haynet on scale Tie haynet up safely 	Observation
	8.7 State the different methods of providing forage	<p>Different methods</p> <ul style="list-style-type: none"> Haynets Hayracks Haybags Feeding from floor How to provide hay in a field 	Discussion
	8.8 Describe good hygiene in feed areas	<ul style="list-style-type: none"> Sweeping up Clean buckets, scoops and stirrers New bags of feed shouldn't be emptied on top of old feeds Check dates on bags of feed Rodents Avoid mould and dirt Avoid medication cross contamination 	Discussion

Qualification Structure

BHS Stage 1 Ride



Learning Outcome	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment	Assessment Method
1. Be able to position a horse in preparation for mounting	1.1 Position horse	<ul style="list-style-type: none"> Lead with or without a martingale to a mounting block in preparation for mounting 	Observation
2. Be able to mount and dismount from a horse	2.1 Check the tack for safety before mounting	<ul style="list-style-type: none"> Saddle Bridle Girth Stirrups 	Observation
	2.2 Mount and adjust girth and stirrups	<ul style="list-style-type: none"> Position horse at mounting block Let stirrups down Position hands and whip Adjust reins Swing into saddle landing lightly 	Observation
	2.3 Dismount and adjust tack	<ul style="list-style-type: none"> Position horse in the centre of the school Remove feet from stirrups Adjust whip and reins Dismount to left Slacken girth, run up stirrup leathers Prepare to lead horse out of arena 	Observation
3. Be able to ride horses in walk, trot and canter under supervision	3.1 State the reasons for warming up and cooling down a horse	<p>May include:</p> <ul style="list-style-type: none"> Allow for progressive physical movement Reasons for cooling down slowly to allow horse to return to normal 	Discussion
	3.2 Ride in a balanced and secure position	<p>May include:</p> <ul style="list-style-type: none"> Riding with stirrups in walk, trot and canter showing respect and consideration for the horse and other users of the school Maintain control when riding as part of a group or independently Carry a whip, (75cm/30" or less) Maintain the rules of the school 	Observation
	3.3 Ride showing respect and consideration for the horse and other riders	<ul style="list-style-type: none"> Use sympathetic aids riding walk, trot, canter Awareness of other users of the school 	Observation
	3.4 Maintain a balanced position in walk and trot without stirrups	<ul style="list-style-type: none"> Seat central in saddle Heel, hip and shoulder in line Elbow, hand, rein and horse's mouth in line 	Observation
	3.5 Maintain a balanced position in trot and canter in a light seat	<ul style="list-style-type: none"> Shorter stirrups Position of upper body Balance independent to hands 	Observation

	3.6 Maintain a balanced position over trotting paces	<ul style="list-style-type: none"> • Single pole • Three poles in line (straight line and on diagonal line) • In light seat • In rising trot 	Observation
	3.7 Ride transitions between the paces	<ul style="list-style-type: none"> • Upward and downward transitions: • Halt • Walk • Trot • Canter 	Observation
	3.8 Ride a range of simple school figures	<p>May include:</p> <ul style="list-style-type: none"> • Changes of rein • Turns and circles • Riding across the arena 	Observation
	3.9 State the aids for riding transitions and turns	<ul style="list-style-type: none"> • Leg • Rein • Whip • Riding position 	Observation and discussion
	3.10 Ride on the correct trot diagonal and change as required	<ul style="list-style-type: none"> • Rising when outside shoulder moves forward • Correcting and changing diagonal when needed and when changing the rein 	Observation and discussion
	3.11 State the number of beats within the pace and the sequence of footfalls.	<ul style="list-style-type: none"> • Walk • Trot • Canter 	Discussion
	3.12 Show where appropriate, how to use a short whip (75cm/30" or less)	<ul style="list-style-type: none"> • Carry • Change over • Use if required 	Observation and discussion
	3.13 Recognise correct canter leads	<ul style="list-style-type: none"> • Recognise if the inside foreleg is appearing to lead 	Observation and discussion