



Level 3 Diploma in
Equine Legislation, Welfare and
Field Skills

Qualification Specification



Version 3

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- The Horse Trust

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Qualification Specification

Lantra Awards Level 3 Diploma in Equine Legislation, Welfare and Field Skills

Contents

1	Why has this qualification been developed?	2
2	Who is the qualification for?	3
3	What does this qualification cover?	3
4	Qualification overview	5
5	Content of qualification.....	11
6	Level descriptors	56
7	How is this qualification delivered?	56
8	What does a provider need to do?	64
9	Administration and other important information.....	66
	Appendix 1 – Glossary of terms	70
	Appendix 2 — Census ethnic group classifications (2011).....	72

1 Why has this qualification been developed?

The Lantra Level 3 Diploma in Equine Legislation, Welfare and Field Skills qualification has been developed in response to the need for a standardised curriculum for people that investigate equine welfare concerns, as evidenced in Aim 3 of the Equine Health and Welfare Strategy for Great Britain and the Equine Sector Council's Risk Matrix.

The qualification aims to:

- maintain the professional standards of Equine Field Officers operating in England and Wales by ensuring that all welfare complaints are responded to in a consistent and professional manner by people who are familiar with the legislation and are competent to assess equine welfare and give advice
- improve inter-agency co-operation when responding to complaints, reducing the burden placed on the main investigative organisations
- enable organisations to provide their staff with Continuing Professional Development (CPD) training
- enable staff to work towards a recognised qualification that is relevant to their job role
- enable employers, and other agencies, to determine the competency of an individual
- help to reduce disparity in the assessment of equine welfare concerns
- help to ensure that prosecutions under the Animal Welfare Act are based on robust and reliable evidence
- improve the survival rate of rescued horses as they would receive the correct nursing care for their particular condition.

The development of the Lantra Level 3 Diploma in Equine Legislation, Welfare and Field Skills qualification has been led by The Horse Trust and has been guided by industry experts representing equine organisations, veterinary organisations, animal health and welfare organisations and English and Welsh Government Departments and Local Authorities.

The Lantra Level 3 Diploma in Equine Legislation, Welfare and Field Skills is a nationally recognised qualification based on National Occupational Standards (NOS). The qualification is a regulated qualification on the Regulated Qualifications Framework (RQF) and comprises four pathways:

1. Equine Welfare Statutory Enforcement
2. Equine Welfare Non-Statutory Enforcement
3. Equine Welfare/Field Officer
4. Equine Welfare Boarding Establishment

Each pathway contains mandatory and optional units, and learners should be guided in selecting the pathway, and associated units, that are of the most relevance to their working role.

Individuals may undertake training from a variety of sources, however to achieve the qualification they must be assessed against all of the Learning Outcomes, and Assessment Criteria set out in the qualification.

This Qualification Handbook provides information for provider staff involved in the planning, delivery and assessment of the Lantra Level 3 Diploma in Equine Legislation, Welfare and Field Skills.

2 Who is the qualification for?

The Lantra Level 3 Diploma in Equine Legislation, Welfare and Field Skills qualification has been developed for individuals working in the sector who with responsibilities for one or more of the following roles:

- Individuals employed by or volunteering for organisations that investigate, or assist in the investigation, of alleged equine welfare compromise
- Individuals employed by organisations that enforce animal welfare legislation (that affects equids) and/or other legislation affecting equids
- Individuals employed by or volunteering for organisations that board, care for and rehabilitate equids with compromised welfare.

This is to ensure that members of the public do not complete the qualification and try to enforce the Animal Welfare Act.

This qualification is available for learners aged 18+.

2.1 Prerequisites

Individual's working (employed or volunteering) in the sector who are employed in certain capacities:

- Individuals employed by or volunteering for organisations that investigate, or assist in the investigation, of alleged equine welfare compromise
- Individuals employed by organisations that enforce animal welfare legislation (that affects equids) and/or other legislation affecting equids
- Individuals employed by or volunteering for organisations that board, care for and rehabilitate equids with compromised welfare

3 What does this qualification cover?

The Lantra Level 3 Diploma in Equine Legislation, Welfare and Field Skills qualification covers knowledge, understanding and practical skills grouped under the three module headings of legislation, handling of equids and assessing equine welfare. It is delivered through a pathway structure to allow providers, employers and individuals to access the units relevant to their needs.

For the purpose of this qualification the term equine and equid includes horse, donkey, ass, mule, hinny, pony and other equidae.

The qualification aims to assess the learner's:

Knowledge and understanding of current legislation relating to:

- safeguarding of equine welfare
- enforcement of animal welfare
- conducting investigations
- equine identification
- equine transport
- markets and other places of sale
- stray, abandoned or fly-grazed equids
- keeping of riding establishments
- import, export and the movement of equidae

Knowledge, understanding and practical skills relating to:

- Ability to safely handle and restrain equids
- Equine behaviour and learning theory
- Transporting equids
- Use and appropriateness of rugs for equids
- Identifying equidae

Knowledge, understanding and practical skills relating to:

- Assessing equine welfare
- Assessing the suitability of environments used to house equids
- Assessing donkey welfare
- Assessing the welfare of geriatric equids
- Assessing the welfare of pregnant equids and foals
- Assessing the welfare of tethered equids
- Equine disease transmission and control
- Caring for equids with compromised welfare
- Principles of equine nutrition
- Developing diets for equids

Following Ofqual's regulatory requirements this Qualification is identified and approved with the following purposes:

- Purpose: C. Prepare for employment
- Sub purpose: C2. Prepare for employment in a specific occupational area.

4 Qualification overview

		Where to look for further details
Qualification title	Lantra Awards Level 3 Diploma in Equine Legislation, Welfare and Field Skills	Ofqual's Register of Regulatory Qualifications register.ofqual.gov.uk
Qualification number	601/7280/0	
Qualification aim	The qualification aims to: <ul style="list-style-type: none"> • maintain the professional standards of Equine Field Officers operating in England and Wales • improve inter-agency co-operation when responding to complaints, reducing the burden placed on the main investigative organisations • enable staff to work towards a recognised qualification that is relevant to their job role • enable employers, and other agencies, to determine the competency of an individual • help to reduce disparity in the assessment of equine welfare concerns • help to ensure that prosecutions under the Animal Welfare Act are based on robust and reliable evidence • improve the survival rate of rescued horses as they would receive the correct nursing care for their particular condition 	
Qualification purpose	Purpose: C. Prepare for employment Sub purpose: C2. Prepare for employment in a specific occupational area	
Qualification start date	01/09/2015	
Level	3	
Credits	75	
GLH	308	
TQT	760	

<p>Quartz ID numbers</p>	<p>Unit 4648 – Applying learning theory to the handling and training of equids Unit 4651 – Assessing donkey welfare Unit 4630 – Assessing equid welfare Unit 4631 – Assessing the suitability of environments used to house equids Unit 4652 – Assessing the welfare of geriatric equids Unit 4653 – Assessing the welfare of pregnant equids and foals Unit 4654 – Assessing the welfare of tethered equids Unit 4637 – Assisting with investigations into alleged breaches of animal welfare and related legislation Unit 4639 – Caring for equids with comprised welfare Unit 4655 – Developing diets for equids Unit 4627 – Equine behaviour and learning theory Unit 4632 – Equine disease transmission and control Unit 4628 – Handling equids with an unknown background Unit 4629 – Identifying equidae Unit 4625 – Legislation safeguarding equine welfare Unit 4634 – Principles of applying animal welfare legislation to situations involving equids Unit 4626 – Principles of applying equine identification legislation Unit 4646 – Principles of applying import and export legislation and regulations to the movement of equidae Unit 4644 – Principles of applying legislation to situations involving stray, abandoned or fly-grazed animals Unit 4643 – Principles of applying welfare legislation to equids at markets and other places of sale Unit 4635 – Principles of conducting investigations into alleged breaches of animal welfare and related legislation Unit 4636 – Principles of enforcing animal welfare legislation Unit 5119 – Principles of enforcing equine identification legislation</p>	
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	<p>Unit 4642 – Principles of enforcing equine transport legislation Unit 4633 – Principles of equine nutrition Unit 4645 – Principles of legislation regulating the keeping of riding establishments Unit 4638 – Principles of transporting equids by road Unit 4647 – Restraining equids with an unknown background Unit 4640 – Roles and responsibilities of organisations associated with safeguarding equine welfare and enforcing legislation Unit 4649 – Transporting equids by road Unit 4650 – Use and appropriateness of rugs for equids</p> <p>Statutory Enforcement - 3050 Non-Statutory Enforcement - 3051 Field Officer - 3052 Boarding Establishment – 3053</p> <p>Quartz Qualification ID Statutory Enforcement - 252 Non-Statutory Enforcement - 254 Field Officer - 253 Boarding Establishment – 255</p>	
<p>Unit numbers and titles</p>	<p>H/507/5194 – Applying learning theory to the handling and training of equids J/507/6029 – Assessing donkey welfare A/507/6058 – Assessing equid welfare L/507/6064 – Assessing the suitability of environments used to house equids L/507/6078 – Assessing the welfare of geriatric equids J/507/6080 – Assessing the welfare of pregnant equids and foals R/507/6082 – Assessing the welfare of tethered equids K/507/6556 – Assisting with investigations into alleged breaches of animal welfare and related legislation K/507/6086 – Caring for equids with comprised welfare M/507/6087 – Developing diets for equids R/507/5238 – Equine behaviour and learning theory</p>	<p>Page 16</p>

	<p>T/507/6088 – Equine disease transmission and control</p> <p>R/507/5305 – Handling equids with an unknown background</p> <p>R/507/5319 – Identifying equidae</p> <p>T/507/6558 – Legislation safeguarding equine welfare</p> <p>Y/507/6553 – Principles of applying animal welfare legislation to situations involving equids</p> <p>A/507/6559 – Principles of applying equine identification legislation</p> <p>D/507/6554 – Principles of applying import and export legislation and regulations to the movement of equidae</p> <p>L/507/6565 – Principles of applying legislation to situations involving stray, abandoned or fly-grazed animals</p> <p>H/507/6555 – Principles of applying welfare legislation to equids at markets and other places of sale</p> <p>M/507/6557 – Principles of conducting investigations into alleged breaches of animal welfare and related legislation</p> <p>T/507/6561 – Principles of enforcing animal welfare legislation</p> <p>R/507/8916 – Principles of enforcing equine identification legislation</p> <p>M/507/6560 – Principles of enforcing equine transport legislation</p> <p>F/507/6093 – Principles of equine nutrition</p> <p>Y/507/6567 – Principles of legislation regulating the keeping of riding establishments</p> <p>J/507/6564 – Principles of transporting equids by road</p> <p>J/507/5950 – Restraining equids with an unknown background</p> <p>A/507/6562 – Roles and responsibilities of organisations associated with safeguarding equine welfare and enforcing legislation</p> <p>L/507/5951 – Transporting equids by road</p> <p>D/507/6022 – Use and appropriateness of rugs for equids</p>	
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Qualification structure	Learners must complete the mandatory group requirements and the correct combination of optional units for the pathway they are following:				
	<p>Equine Welfare Statutory Enforcement</p> <ul style="list-style-type: none"> Learners must complete 11 mandatory units and 8 optional units (4 from option A, 2 from option B and 2 from options C) <p>Equine Welfare Non-Statutory Enforcement</p> <ul style="list-style-type: none"> Learners must complete 12 mandatory units and 8 optional units (3 from option A, 2 from option B and 3 from options C) <p>Equine Welfare Field Officer</p> <ul style="list-style-type: none"> Learners must complete 11 mandatory units and 7 optional units (2 from option A, 2 from option B and 3 from options C) <p>Equine Welfare Boarding Establishment</p> <ul style="list-style-type: none"> Learners must complete 12 mandatory units and 6 optional units (2 from option A, 2 from option B and 2 from options C) 				
Age group	Pre-16	16–18	18+	19+	
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Entry requirements	None				
Prerequisites	<p>Individual's working (employed or volunteering) in the sector who are employed in certain capacities:</p> <ul style="list-style-type: none"> Individuals employed by or volunteering for organisations that investigate, or assist in the investigation, of alleged equine welfare compromise Individuals employed by organisations that enforce animal welfare legislation (that affects equids) and/or other legislation affecting equids Individuals employed by or volunteering for organisations that board, care for and rehabilitate equids with compromised welfare 				
Recognition of prior learning	None				

Assessment methods	<ul style="list-style-type: none"> • assessor observation of practical activities; • portfolio of evidence; • verbal questioning; and/or • written questioning. 	
Assessment model	This qualification is internally assessed with external verification. This means that providers will appoint assessors and that an internal quality assurer (IQA) is required to provide internal quality assurance prior to external quality assurer (EQA) sign off.	
Grading	Pass/Fail	
Is there a skills card available?	No	Guidance Handbook for Providers
Fees	Registration and certification fees can be found in the Product Directory. Prices are subject to review on an annual basis so please contact the sales team if you do not have an up to date copy (sales@lantra.co.uk).	Product Directory; sales team
Related documents	An Assessment Guidance Handbook is available for providers and assessors which can be found on the Lantra Awards website. Other assessment-related paperwork can be located within Quartzweb	www.lantra.co.uk
How do I register learners?	Via Quartzweb ordering.lantra.co.uk/Login.aspx	Quartzweb User Guide

5 Content of qualification

This qualification is made up of four pathways each leading to a role specific qualification. This is to enable learners to study equine welfare, legislation and field skills and achieve a certificate which truly reflects the requirements of their chosen profession.

All pathways require the completion of a set of mandatory core units, pathway specific mandatory units and a required number of optional units from across the three principle areas of study, these being Handling, Legislation and Welfare based units.

Learners must complete the mandatory group requirements and the correct combination of optional units for the pathway they are following:

Equine Welfare Statutory Enforcement

- Learners must complete 11 mandatory units and 8 optional units (4 from option A, 2 from option B and 2 from options C)

Equine Welfare Non-Statutory Enforcement

- Learners must complete 12 mandatory units and 8 optional units (3 from option A, 2 from option B and 3 from options C)

Equine Welfare Field Officer

- Learners must complete 11 mandatory units and 7 optional units (2 from option A, 2 from option B and 3 from options C)

Equine Welfare Boarding Establishment

- Learners must complete 12 mandatory units and 6 optional units (2 from option A, 2 from option B and 2 from options C)

Mandatory across all pathways

Unit Title	M/O	GLH	Credits
L1 Legislation safeguarding equine welfare	M	20	5
L7 Principles of applying equine identification legislation	M	20	5
H1 Equine behaviour and learning theory	M	30	7
H2 Handling equids with an unknown background	M	20	5
H7 Identifying equidae	M	5	2
AEW1 Assessing equine welfare	M	45	8
AEW2 Assessing the suitability of environments used to house equids	M	20	5
AEW7 Equine disease transmission and control	M	25	5
AEW9 Principles of equine nutrition	M	20	5

Equine Welfare Statutory Enforcement Pathway

Mandatory Units

Unit Title	M/O	GLH	Credits
L2 Principles of applying animal welfare legislation to situations involving equids	M	15	4
L5 Principles of conducting investigations into alleged breaches of animal welfare and related legislation	M	30	7

Optional Units

Legislation Units (Option A): The learner must choose four of the following optional units:			
Unit Title	M/O	GLH	Credits
L6 Know the roles and responsibilities of organisations associated with safeguarding equine welfare and enforcing legislation	O	20	5
L3 Principles of enforcing animal welfare legislation	O	10	3
L8 Principles of enforcing equine identification legislation	O	20	5
L9 Principles of transporting equids by road	O	25	6
L10 Principles of enforcing equine transport legislation	O	10	3
L11 Principles of applying welfare legislation to equids at markets and other places of sale	O	10	3
L12 Principles of applying legislation to situations involving stray, abandoned or fly-grazed equids	O	18	4
L13 Principles of legislation regulating the keeping of riding establishments	O	8	2
L14 Principles of applying import and export legislation and regulations to the movement of equidae	O	18	4
Handling Units (Option B): The learner must choose two of the following optional units:			
H3 Restraining equids with an unknown background	O	30	5
H4 Applying learning theory to the handling and training of equids	O	30	8
H5 Transporting equids by road	O	5	2
H6 Use and appropriateness of rugs for equids	O	10	2
Welfare Units (Option C): The learner must choose two of the following optional units:			
AEW3 Assessing donkey welfare	O	15	3
AEW4 Assessing the welfare of geriatric equids	O	15	3
AEW5 Assessing the welfare of pregnant equids and foals	O	20	4
AEW6 Assessing the welfare of tethered equids	O	10	2
AEW8 Caring for equids with compromised welfare	O	25	6
AEW10 Developing diets for equids	O	25	5

Equine Welfare Non-Statutory Enforcement Pathway

Mandatory Units

Unit Title	M/O	GLH	Credits
L2 Principles of applying animal welfare legislation to situations involving equids	M	15	4
L3 Principles of enforcing animal welfare legislation	M	10	3
L5 Principles of conducting investigations into alleged breaches of animal welfare and related legislation	M	30	7

Optional Units

Legislation Units (Option A): The learner must choose three of the following optional units:			
Unit Title	M/O	GLH	Credits
L5 Know the roles and responsibilities of organisations associated with safeguarding equine welfare and enforcing legislation	O	20	5
L4 Assisting with an investigation into alleged breaches of animal welfare and related legislation	O	18	4
L8 Principles of enforcing equine identification legislation	O	20	5
L9 Principles of transporting equids by road	O	25	6
L10 Principles of enforcing equine transport legislation	O	10	3
L11 Principles of applying welfare legislation to equids at markets and other places of sale	O	10	3
L12 Principles of applying legislation to situations involving stray, abandoned or fly-grazed equids	O	18	4
L13 Principles of legislation regulating the keeping of riding establishments	O	8	2
L14 Principles of applying import and export legislation and regulations to the movement of equidae	O	18	4
Handling Units (Option B): The learner must choose two of the following optional units:			
H3 Restraining equids with an unknown background	O	30	5
H4 Applying learning theory to the handling and training of equids	O	30	8
H5 Transporting equids by road	O	5	2
H6 Use and appropriateness of rugs for equids	O	10	2
Welfare Units (Option C): The learner must choose three of the following optional units:			
AEW3 Assessing donkey welfare	O	15	3
AEW4 Assessing the welfare of geriatric equids	O	15	3
AEW5 Assessing the welfare of pregnant equids and foals	O	20	4
AEW6 Assessing the welfare of tethered equids	O	10	2
AEW8 Caring for equids with compromised welfare	O	25	6
AEW10 Developing diets for equids	O	25	5

Equine Welfare/Field Officer Pathway

Mandatory Units

Unit Title	M/O	GLH	Credits
L2 Principles of applying animal welfare legislation to situations involving equids	M	15	4
L5 Principles of conducting investigations into alleged breaches of animal welfare and related legislation	M	30	7

Optional Units

Legislation Units (Option A): The learner must choose two of the following optional units:			
Unit Title	M/O	GLH	Credits
L3 Principles of enforcing animal welfare legislation	O	10	3
L6 Know the roles and responsibilities of organisations associated with safeguarding equine welfare and enforcing legislation	O	20	5
L4 Assisting with an investigation into alleged breaches of animal welfare and related legislation	O	18	4
L8 Principles of enforcing equine identification legislation	O	20	5
L9 Principles of transporting equids by road	O	25	6
L10 Principles of enforcing equine transport legislation	O	10	3
L11 Principles of applying welfare legislation to equids at markets and other places of sale	O	10	3
L12 Principles of applying legislation to situations involving stray, abandoned or fly-grazed equids	O	18	4
L13 Principles of legislation regulating the keeping of riding establishments	O	8	2
L14 Principles of applying import and export legislation and regulations to the movement of equidae	O	18	4
Handling Units (Option B): The learner must choose two of the following optional units:			
H3 Restraining equids with an unknown background	O	30	5
H4 Applying learning theory to the handling and training of equids	O	30	8
H5 Transporting equids by road	O	5	2
H6 Use and appropriateness of rugs for equids	O	10	2
Welfare Units (Option C): The learner must choose three of the following optional units:			
AEW3 Assessing donkey welfare	O	15	3
AEW4 Assessing the welfare of geriatric equids	O	15	3
AEW5 Assessing the welfare of pregnant equids and foals	O	20	4
AEW6 Assessing the welfare of tethered equids	O	10	2
AEW8 Caring for equids with compromised welfare	O	25	6
AEW10 Developing diets for equids	O	25	5

Equine Welfare Boarding Establishment Pathway

Mandatory Units

Unit Title	M/O	GLH	Credits
L4 Assisting with investigations into alleged breaches of animal welfare and related legislation	M	18	4
L9 Principles of transporting equids by road	M	25	6
AEW8 Caring for equids with compromised welfare	M	25	6

Optional Units

Legislation Units (Option A): The learner must choose two of the following optional units:			
Unit Title	M/O	GLH	Credits
L2 Principles of applying animal welfare legislation to situations involving equids	O	15	4
L3 Principles of enforcing animal welfare legislation	O	10	3
L5 Principles of conducting investigations into alleged breaches of animal welfare and related legislation	O	30	7
L6 Know the roles and responsibilities of organisations associated with safeguarding equine welfare and enforcing legislation	O	20	5
L8 Principles of enforcing equine identification legislation	O	20	5
L10 Principles of enforcing equine transport legislation	O	10	3
L11 Principles of applying welfare legislation to equids at markets and other places of sale	O	10	3
L12 Principles of applying legislation to situations involving stray, abandoned or fly-grazed equids	O	18	4
L13 Principles of legislation regulating the keeping of riding establishments	O	8	2
L14 Principles of applying import and export legislation and regulations to the movement of equidae	O	18	4
Handling Units (Option B): The learner must choose two of the following optional units:			
H3 Restraining equids with an unknown background	O	30	5
H4 Applying learning theory to the handling and training of equids	O	30	8
H5 Transporting equids by road	O	5	2
H6 Use and appropriateness of rugs for equids	O	10	2
Welfare Units (Option C): The learner must choose two of the following optional units:			
AEW3 Assessing donkey welfare	O	15	3
AEW4 Assessing the welfare of geriatric equids	O	15	3
AEW5 Assessing the welfare of pregnant equids and foals	O	20	4
AEW6 Assessing the welfare of tethered equids	O	10	2
AEW10 Developing diets for equids	O	25	5

Unit title	Legislation safeguarding equine welfare
Unit reference number	T/507/6558 (L1)
Unit level	3
Unit credit value	5

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current animal welfare legislation and how it can be applied to equids.	1.1 Explain what is meant by a Common Informers Act and its relevance to current animal welfare legislation.
	1.2 Explain who has responsibility for an equid under current legislation.
	1.3 Summarise the needs of an equid as outlined in current legislation.
	1.4 Identify when a person may potentially have committed an offence of failing to meet an equid's needs under current legislation.
	1.5 Identify when an equid's needs have been met to the extent required by good practice.
	1.6 Identify when a person may potentially have committed an offence of causing unnecessary suffering to an equid.
	1.7 Describe the mutilations that are permitted in equids and for each one explain who is permitted to perform them under current legislation.
	1.8 Describe a prohibited practice relating to hoof care and dental care and for each one identify the corresponding legislation.
2. Understand the powers available under current animal welfare legislation.	2.1 Explain who is classed as an Inspector under current animal welfare legislation.
	2.2 Explain who has powers in relation to animals in distress under current legislation, including powers of entry.
	2.3 Summarise the orders that a court can make in relation to equids taken into possession under current legislation.
	2.4 Explain what legal action should be taken where a veterinary surgeon is of the opinion that an equid previously taken into possession under current legislation needs to be destroyed.
	2.5 Discuss what legal action should be taken in relation to an equid taken into possession

	under current legislation prior to it being castrated, sold or re-homed.
	2.6 Summarise the two stages involved in deciding whether to charge a suspect.
	2.7 Summarise the post-conviction powers available to the courts under current legislation.
	2.8 Assess whether a potential offence has been committed by bodies corporate under current legislation.
3. Understand what is meant when an equid is signed over by an owner.	3.1 Explain what is meant by signing over an equid.
	3.2 Evaluate the consequences of an equid being signed over in relation to the: <ul style="list-style-type: none"> • Investigation • Care and management of the equid.

Unit title	Principles of applying animal welfare legislation to situations involving equids
Unit reference number	Y/507/6553 (L2)
Unit level	3
Unit credit value	4

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Understand current animal welfare legislation and how it can be applied to equids.	1.1 Summarise current animal welfare legislation which prohibits the mutilation of equids.
	1.2 Explain what an improvement notice is, to include: <ul style="list-style-type: none"> • when one can be served • what an improvement notice should specify • who can serve a statutory improvement notice • who can serve a non-statutory improvement notice • when one can be served • what an improvement notice should specify.
	1.3 Explain when it is not possible to institute proceedings for an offence under current legislation where an improvement notice has been served.
	1.4 Explain why legal action may not be taken as a result of non-compliance with an improvement notice issued under current legislation.
2. Understand the powers available under current animal welfare legislation.	2.1 Explain how to gain access to different types of premises for the purpose of searching for an equid whose welfare has allegedly been compromised.
	2.2 Explain when it is necessary for an Inspector or Constable to apply for a warrant when searching for an equid in distress.

Unit title	Principles of enforcing animal welfare legislation
Unit reference number	T/507/6561 (L3)
Unit level	3
Unit credit value	3

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the powers available under current animal welfare legislation.	1.1. Explain the actions which can be taken when dealing with situations involving equids in distress.
	1.2. Describe the recommended format of certification, under current legislation, that should be used by veterinary surgeons when dealing with equids in distress.
	1.3. Explain the role current legislation can play in the investigation of alleged animal welfare offences by the police.
	1.4. Explain whether it is necessary to apply for a warrant to enter the premises under current legislation.
	1.5. Make recommendations regarding what order(s) it may be appropriate for the enforcement organisation to apply to a court in situations involving equids taken into possession under current legislation.
	1.6. Explain the powers available to inspectors under current legislation for carrying out an inspection of: <ul style="list-style-type: none"> • A riding school • An abattoir lairage.

Unit title	Assisting with investigations into alleged breaches of animal welfare and related legislation.
Unit reference number	K/507/6556 (L4)
Unit level	3
Unit credit value	4

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand issues relating to the confidentiality of information relating to an investigation.	1.1. Explain why confidentiality and security of information relating to an investigation should be maintained.
	1.2. Explain how to deal with media interest in an investigation and when details of the investigation can be publicised.
2. Understand what evidence is and how it can be collected, recorded and maintained.	2.1. Explain the meaning of evidence and the general principles governing its use.
	2.2. Describe the different formats that evidence can be presented in and give examples of each.
	2.3. Summarise the different stages of evidence management, making reference to: <ul style="list-style-type: none"> • Acquisition • Describing • Assessment • Presentation • Disposal.
	2.4. Explain what is required to ensure that evidence is accepted by a Court.
	2.5. Explain why it is important to maintain the continuity of evidence.
	2.6. Explain how to maintain the continuity of evidence of: <ul style="list-style-type: none"> • Samples taken from equids in situ e.g. blood, faeces. • The equid itself e.g. when moving to a boarding establishment.
	2.7. Explain the need to retain evidence following a trial and the reasons for doing so.

Learning outcome The learner will:	Assessment criteria The learner can:
	2.8. Discuss evidence that could be obtained from an equid delivered to, and housed in, a boarding establishment and make reference to how it should be collected, recorded and managed.
	2.9. Explain the importance of good communication between the veterinary surgeon who attended the scene of the investigation and the boarding establishment's veterinary surgeon.
	2.10. Assess when equine welfare has been compromised.
	2.11. Produce a record of evidence when equine welfare has been compromised
3. Understand what is expected of a witness in Court.	3.1. Describe the court process and what is expected of a witness.

Unit title	Principles of conducting investigations into alleged breaches of animal welfare and related legislation
Unit reference number	M/507/6557 (L5)
Unit level	3
Unit credit value	7

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how to prioritise the assessment of equine welfare concerns.	1.1. Explain the importance of prioritising reported welfare concerns based on a detailed assessment of the available information.
	1.2. Assess reported equine welfare concerns and prioritise them according to: <ul style="list-style-type: none"> • The level of welfare compromise • The level of urgency.
	1.3. Assess welfare concerns of different priorities and explain what action should be taken, making including: <ul style="list-style-type: none"> • Appropriate timescales for assessing the concern • The action that might be required.

Learning outcome The learner will:	Assessment criteria The learner can:
2 Understand the principles of conducting an investigation into breaches of equine welfare legislation.	2.1 Summarise the general process involved in planning an investigation into breaches of equine welfare legislation.
	2.2 Explain the role current police and criminal evidence legislation can play in the investigation of alleged animal welfare offences.
	2.3 Discuss health and safety issues that can arise when conducting an investigation into breaches of equine welfare and related legislation.
	2.4 Explain the importance of continually assessing the behaviour of the person being investigated and, where appropriate, their associates, when conducting an investigation.
	2.5 Discuss current legislation and guidance concerning the treatment of vulnerable people, stating what is meant by a vulnerable person and how this may affect how an investigation is conducted.
	2.7 Explain the importance of keeping everyone involved in an investigation briefed on what is happening.
	2.8 Explain the importance of holding a de-briefing meeting following an investigation.
	2.9 Explain why the confidentiality and security of information relating to an investigation should be maintained.
	2.10 Explain how to deal with media interest in an investigation and when details of the investigation can be publicised.
	2.11 Assess investigations into breaches of equine welfare legislation and comment on the way they were carried out.
	3 Understand what evidence is and how it can be collected, recorded and maintained.
3.2. Describe the different formats that evidence can be presented in.	

Learning outcome The learner will:	Assessment criteria The learner can:
	<p>3.3. Summarise the different stages of evidence management including:</p> <ul style="list-style-type: none"> • Acquisition • Describing • Assessment • Presentation • Disposal. <p>3.4. Explain what is required to ensure that evidence is accepted by a Court.</p> <p>3.5. Explain why it is important to maintain the continuity of evidence.</p> <p>3.6. Analyse potential breaches of equine welfare legislation and determine evidence that could be used in Court.</p> <p>3.7. Explain how to maintain the continuity of the following evidence:</p> <ul style="list-style-type: none"> • Samples taken from equids in situ e.g. blood, faeces. • The equid itself e.g. when moving to a boarding establishment. <p>3.8. Explain the need to maintain evidence following a trial and the reasons for doing so.</p> <p>3.9. Discuss evidence that could be obtained from an equid delivered to, and housed in, a boarding establishment and make reference to how it should be collected, recorded and managed</p> <p>3.10. Explain the importance of good communication between the veterinary surgeon who attended the scene of the investigation and the boarding establishment's veterinary surgeon.</p> <p>3.11. Review equine welfare compromise and explain how the evidence could be presented in a witness statement.</p>
4 Understand the principles of providing advice.	<p>4.1. Explain the benefits of providing advice based on:</p> <ul style="list-style-type: none"> • Codes of Practice • Published documents from reliable sources.

Learning outcome The learner will:	Assessment criteria The learner can:
	4.2. Review when the provision of advice is appropriate and suggest what advice should be given and how it should be delivered.
5. Understand what is expected of a witness in Court.	5.1. Summarise the court process and what is expected of a witness.
6. Know the current health and safety legislation and good practice for the equine welfare working environment.	6.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role and responsibilities in the equine welfare working environment.
	6.2. Describe how to carry out and apply a health and safety risk assessments specific for the tasks.

Unit title:	Roles and responsibilities of organisations associated with safeguarding equine welfare and enforcing legislation
Unit reference number:	A/507/6562 (L6)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the role of organisations that enforce welfare legislation.	1.1. Explain the role of the Royal Society for the Prevention of Cruelty to Animals (RSPCA) in investigating equine welfare concerns and taking prosecutions under current legislation designed to protect and promote the welfare of animals.
	1.2. Explain the role of statutory bodies in investigating equine welfare concerns and taking prosecutions under current legislation designed to protect and promote the welfare of animals.
	1.3. Explain the role of organisations that protect the welfare of equids at markets and other places of sale.
	1.4. Explain the role of organisations enforcing current legislation that protects the welfare of equids during transport.

Learning outcome The learner will:	Assessment criteria The learner can:
	1.5. Explain the role of organisations enforcing current equine identification legislation.
	1.6. Explain the role of the police in assisting with equine issues.
	1.7. Explain the role of statutory bodies in protecting the welfare of equids at the point of slaughter.
2. Understand the role of charitable organisations in situations of equine welfare compromise.	2.1. Explain the role of charitable organisations in investigating situations where equine welfare may be compromised.
	2.2. Explain the role of named charitable organisations whose remit is to investigate equine welfare concerns.
	2.3. Explain the role of charitable organisations whose remit is to house equids taken into possession by enforcement organisations under current legislation.
	2.4. Explain the role of charitable organisations whose remit is to protect the welfare of unhandled or semi-feral equids and round up any animals that need to be moved to a place of safety.
3. Understand the role of regulatory organisations in situations of equine welfare compromise.	3.1. Explain the role of the British Horseracing Authority in dealing with situations of equine welfare compromise relating to Thoroughbred race horses in accordance with current legal requirements.
	3.2. Explain the role of the British Equestrian Federation in dealing with situations of equine welfare compromise occurring in equids competing in affiliated competitions.
	3.3. Explain the role of the National Equine Welfare Council.

Unit title:	Principles of applying equine identification legislation
Unit reference number:	A/507/6559 (L7)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand equine identification legislation.	1.1 Explain why identification documents are required for equidae and the benefits they confer.
	1.2. Describe current legislation which controls the identification of equidae.
	1.3. Explain the sequencing of the numbers used in a Unique Equine Life Number.
	1.4. Explain when it is not necessary for an equid to be accompanied by its identification documents under current legislation
	1.5. Outline who is responsible for applying for an identification document under current legislation.
	1.6. Describe the permitted timescales for obtaining an identification document under current legislation for equidae living under domestic and wild or semi-wild conditions.
	1.7. Evaluate methods used for the identification of equidae.
	1.8. Explain when a transponder (microchip) should be implanted in equidae living under domestic and wild or semi-wild conditions under current legislation, including timescales where relevant and who is legally able to implant a transponder.
	1.9. Explain the duties placed on the vendor and purchaser of an equid when it is sold, in relation to an identification document.
	1.10. Explain what should happen to an equid's identification document after its death.
	1.11. Explain what should happen to an identification document when an equid is slaughtered but not intended for human consumption.
	1.12. Explain how the types of medicines that can be given to an equid are affected when it is intended that the animal will be slaughtered for human consumption.
2. Understand how current legislation regulating the identification of equidae is enforced.	2.1. Explain who enforces current legislation regulating the identification of equidae.
	2.2. Outline the prohibitions outlined in current legislation.
	2.3. Discuss issues relating to the identification of Equidae under current legislation.

Unit title:	Principles of transporting equids by road
Unit reference number:	J/507/6564 (L9)
Unit level:	3
Unit credit value:	6

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the regulation and legislation that protects the welfare of equids during transport.	1.1 State the regulation and legislation that protects the welfare of equids during transport.
	1.2. Explain what is meant by the terms “Registered Equidae” and “Domestic Equidae”.
	1.3. Explain when the transportation of equids is exempt from current legislation.
	1.4. Explain the exemptions which apply to registered equidae.
	1.5. Assess different situations involving the transportation of equids.
	1.6. Identify who is responsible for the welfare of equids before, during and after transportation.
	1.7. Explain the responsibilities of people that transport equids.
	1.8. Summarise the powers of enforcement officers, making specific reference to: <ul style="list-style-type: none"> • Local Authority Officers • Animal Health Inspectors.
	1.9. Compare and contrast the transport authorisation, document and recording, and training and competency requirements for domestic and registered equidae undertaking the following journeys: <ul style="list-style-type: none"> • Journeys less than 65km in connection with an economic activity • Journeys over 65km but less than 8 hours in connection with an economic activity • Journeys longer than 8 hours in connection with an economic activity.
	1.10. Explain how the exemptions afforded to registered equidae are affected when they are transported to or from a market or to a slaughterhouse for slaughter.
	1.11. Describe the restrictions placed on journey times for domestic equidae.
	1.12. Describe the restrictions placed on the separation of equids during transportation.
	1.13. Describe the restrictions placed on space allowances for equids during transportation.

Learning outcome The learner will:	Assessment criteria The learner can:
	<p>1.14. Describe the recommendations for, and restrictions placed on, partitions in vehicles used to transport equids.</p> <p>1.15. Explain what equipment should be used to restrain domestic equidae during transportation.</p> <p>1.16. Explain the restrictions placed on the transport of unbroken domestic equidae.</p>
2. Know when it is and is not permissible to transport unfit equids.	<p>2.1 Explain when it is permissible to transport sick or injured equids.</p> <p>2.2 Explain what action should be taken in the event that an equid falls ill or is injured during transport.</p> <p>2.3 Assess several different equids and determine their fitness for transport.</p> <p>2.4 Identify the potential causes of transport stress in equids.</p> <p>2.5 Describe the handling methods that are prohibited under current legislation.</p>
3. Know the current health and safety legislation and good practice for the equine welfare working environment.	<p>3.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role in the equine welfare working environment.</p> <p>3.2. Describe how to carry out and apply a health and safety risk assessments specific for the tasks.</p>

Unit title:	Principles of enforcing equine identification legislation
Unit reference number:	R/507/8916 (L8)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand equine identification legislation.	1.1 State who can issue a passport under current legislation.
	1.2 Describe the responsibilities of the Passport Issuing Organisation (PIO) when issuing a passport.
	1.3 Describe the information the PIO should record when issuing a passport or re-registering a previously issued passport.
	1.4 Explain when it might be necessary to apply for suspension of a passport.
	1.5 Summarise the powers available to inspectors under current legislation.
	1.6 Summarise the powers available to an inspector who has been obstructed in the execution of their duties under current legislation.
2. Understand how to assess situations involving breaches of current equine identification legislation.	2.1 Determine whether equine passports contain the sections required under current legislation.
	2.2 Assess a situation relating to time limits for equine passport applications and explain whether an offence may potentially have been committed under current legislation.
	2.3 Assess a situation relating to an application for duplicate or replacement passport to explain whether an offence may potentially have been committed under current legislation.
	2.4 Assess a situation relating to electronic methods of identity verification and explain whether an offence may potentially have been committed under current legislation.
	2.5 Assess a situation relating to equids that have been imported and explain whether an offence may potentially have been committed under current legislation.
	2.6 Assess situations relating to checks that should be undertaken prior to issuing a passport and implanting a transponder, and for each situation explain whether an offence has potentially been committed under current legislation.

Learning outcome The learner will:	Assessment criteria The learner can:
	2.7 Assess situations relating to equids being moved or transported, and for each situation explain whether an offence may potentially have been committed under current legislation.
	2.8 Assess situations where equids have died, and for each situation, explain whether an offence has potentially been committed under current legislation.
	2.9 Assess situations where equids have been treated with medicinal products, and for each situation explain whether an offence has potentially been committed under current legislation.
	2.10 Assess a situation involving equids living under wild or semi-wild conditions and determine whether an offence has potentially been committed under current legislation.
	2.11 Assess a situation where equids are owned by charities or businesses and determine whether an offence may potentially have been committed under current legislation, including who may have committed the offence.
	2.12 Recognise if an equine passport has been illegally altered or falsely produced.

Unit title:	Principles of enforcing equine transport legislation
Unit reference number:	M/507/6560 (L10)
Unit level:	3
Unit credit value:	3

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how to determine compliance with the current regulation and legislation that protects the welfare of equids during transport.	1.1 Assess situations relating to the transport of registered equidae and a situation relating to the transport of domestic equidae,
	1.2 Assess plans for specified journeys over 65km in length but less than 8 hours in duration and explain whether they comply with current legislation and meet the needs of the equid(s) being transported.

Unit title:	Principles of applying welfare legislation to equids at markets and other places of sale
Unit reference number:	H/507/6555 (L11)
Unit level:	3
Unit credit value:	3

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the scope of current legislation which protects the welfare of equids at markets and other places of sale.	1.1. Summarise the scope of current legislation which protects the welfare of equids at markets and other places of sale.
	1.2. Identify other legislation which applies to the welfare of equids travelling to, and whilst in, markets and other places of sale.
2. Understand the duties of those named in current legislation which protects the welfare of equids at markets and other places of sale.	2.1. Summarise the duties of a market operator under current legislation.
	2.2. Summarise the duties of a market authority under current legislation.
	2.3. Explain who is classed as an inspector under current legislation.
	2.4. Summarise the powers available for the detention and treatment of unfit equids under current legislation.
3. Understand how to apply current welfare legislation to equids in markets.	3.1. Assess whether a person may potentially have committed an offence under current legislation.

Unit title:	Principles of applying legislation to situations involving stray, abandoned or fly-grazed equids
Unit reference number:	L/507/6565 (L12)
Unit level:	3
Unit credit value:	4

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the differences between stray, abandoned or fly-grazed equids.	1.1. Define what is meant by stray, abandoned and fly-grazed equids.
	1.2. Explain the main problems caused by stray, abandoned and fly-grazed equids.
2. Understand legislation that could be used to deal with situations involving stray equids.	2.1. Evaluate current legislation that could be applied to situations involving stray equids in England or Wales.
	2.2. Assess a situation involving equids that have been found straying and select appropriate current legislation that could be applied.
3. Understand legislation that could be used to deal with situations involving abandoned equids.	3.1. Evaluate current legislation that could be applied to situations where equids have been abandoned.
	3.2. Assess a given situation involving equids that have been abandoned and select appropriate current legislation that could be applied.
4. Understand legislation that could be used to deal with situations where equids are being fly-grazed.	4.1. Evaluate current legislation that could be applied to situations where equids are being fly-grazed.
	4.2. Assess a given situation involving equids that are being fly-grazed and select appropriate current legislation that could be applied.

Unit title:	Principles of legislation regulating the keeping of riding establishments
Unit reference number:	Y/507/6567 (L13)
Unit level:	3
Unit credit value:	2

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand current legislation which regulates the keeping of riding establishments.	1.1. Explain what is meant by a riding establishment in current legislation.
	1.2. Outline the conditions which apply to persons or corporations applying for a riding establishment licence under current legislation.
	1.3. Outline the conditions which apply to persons or corporations applying for a riding establishment licence under current legislation.
	1.4. Discuss the factors that should be considered when deciding whether to grant a licence to keep a riding establishment.
	1.5. Assess a given situation involving riding establishments and determine whether an offence may potentially have been committed under current legislation.

Unit title:	Principles of applying import and export legislation and regulations to the movement of equidae
Unit reference number:	D/507/6554 (L14)
Unit level:	3
Unit credit value:	4

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand current legislation and regulations concerning the import and export of equidae.	1.1. Summarise the documentation which should accompany an equid when moved into Great Britain from another Member State of the European Union.
	1.2. Summarise the documentation which should accompany an equid imported into Great Britain from a Third Country.
	1.3. Summarise the documentation required to move an equid to another Member State or a Third Country.
	1.4. Explain the basic requirements for implementing a permitted derogation of EU law to allow a Tripartite relating to the movement of equids to operate.
	1.5. Summarise the rules made by the current Tripartite Agreement between France, the Republic of Ireland and the United Kingdom.
	1.6. Explain how the Trade Control and Export System (TRACES) operates and how the records are used.
2. Understand how to apply current import and export legislation to situations involving equines.	2.1. Assess whether documentation complies with current regulations and legislation

Handling Units

Unit title:	Equine behaviour and learning theory
Unit reference number:	R/507/5238 (H1)
Unit level:	3
Unit credit value:	7

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand factors that can influence how equids behave in different situations.	1.1. Explain why it is important to have knowledge of: <ul style="list-style-type: none"> • the mental abilities of equids; • the natural behaviour and instincts of equids; • how equids learn to respond to handling/training; when interacting with and handling/moving equids
	1.2. Explain how the natural behaviour and instincts of equids can affect their behaviour during handling.
	1.3. Explain the mental abilities of equids and why these should be taken into account when interacting with and handling equids.
	1.4. Explain what is meant by a flight zone and why this is important to consider when handling equids.
	1.5. Identify the regions of an equid's body that can injure a handler, and explain how this could be caused.
	1.6. Explain how equids perceive people and what they understand about human body language and signals/aids.
	1.7. Explain why it is important for handlers to know how equids use body language to communicate.
	1.8. Describe the aspects of equine sight that should be considered when approaching and handling equids.
	1.9. Explain why it is important to look at movement of the ears when approaching and handling an equid.
	1.10. Assess facial expressions, body postures and/or vocalisations that might indicate that different equids are: <ul style="list-style-type: none"> • Relaxed • Alert • Anxious or fearful • Aggressive or threatened.
	1.11. Describe the main differences in behaviour between horses and donkeys and their hybrids.

2. Understand how learning theory can be used to handle equids.	2.1.	Explain what is meant by the term 'learning theory'.
	2.2.	Explain why knowledge of how equids learn can be useful when trying to handle and move them.
	2.3.	Explain when equids are trained, by whom, and why this is significant.
	2.4.	Explain what is meant by classical conditioning and the role this can have in catching, handling or training equids.
	2.5.	Explain what is meant by habituation and the role of habituation in catching, handling or training equids.
	2.6.	Explain what is meant by negative reinforcement and the role of negative reinforcement in catching, handling or training equids.
	2.7.	Explain what is meant by positive reinforcement and the role of positive reinforcement in catching, handling or training equids.
	2.8.	Explain what is meant by positive punishment, and explain the problems associated with its use.
	2.9.	Explain the importance of timing in reinforcing behaviour.
	2.10.	Explain the importance of using consistent signals when handling or training equids.
	2.11.	Explain the potential consequences of using positive and negative reinforcement incorrectly.
3. Understand the development of common equine behaviour problems.	3.1.	Discuss current views on the cause, development and management of stereotypic behaviours in equids.
	3.2.	Discuss behaviours that equids might perform when handled or ridden as a result of being in pain.
4. Know the current health and safety legislation and good practice for the equine welfare working environment.	4.1.	Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role in the equine welfare working environment.

Unit title:	Handling equids with an unknown background
Unit reference number:	R/507/5305 (H2)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how to assess situations necessitating the handling or movement of unknown equids.	1.1. Discuss factors that should be considered before attempting to catch and handle an unknown equid.
	1.2. Explain when it might not be possible to catch and/or lead an equid in a head collar or halter.
	1.3. Recognise behaviours that might indicate that an equid has not previously been handled or had much contact with humans.
	1.4. Discuss factors that should be considered before tying up an unknown equid.
	1.5. Discuss safety precautions that could be taken when tying up an equid to reduce the risk of injury.
	1.6. List the personal protective equipment that should be worn when in close contact with equids.
	1.7. Explain how to plan the handling and movement of unknown equids.
	1.8. Assess a situation and plan the handling and movement of unknown equids.
	1.9. Evaluate a situation, where unknown equids have been handled and moved.
2. Understand how to handle young foals.	2.1. Evaluate situations where young foals have been handled.
3. Understand how to handle equids in a head collar or halter.	3.1. Evaluate situations where equids have been handled in a head collar or halter
4. Understand how to move and contain equids that cannot be caught and led in a head collar.	4.1. Evaluate situations where equids have been moved loose or contained without the use of a head collar/halter and discuss the techniques used.
5. Understand the considerations on the movement of recumbent equids.	5.1. Explain why recumbent equids should only be moved under the supervision of a veterinary surgeon.
6. Be able to handle equids safely whilst protecting their welfare.	6.1. Assess the risks associated with approaching, catching, leading and tying up/containing equids.
	6.2. Select and use appropriate personal protective equipment (PPE) for catching and leading equids.
	6.3. Approach, catch and lead equids.

	6.4. Select and fit appropriate and safe equipment for handling and leading equids.
	6.5. Tie up/secure an equid using an appropriate technique.
7. Be able to work safely and minimise environmental damage.	7.1. Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements.
8. Know the current health and safety legislation and good practice for the equine welfare working environment.	8.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to the equine welfare working environment.
	8.2. Describe how to carry out and apply a health and safety risk assessments specific for the tasks.

Unit title:	Restraining equids with an unknown background
Unit reference number:	J/507/5950 (H3)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the reasons for restraining equids and the factors that should be taken into account before doing so.	1.1. Explain the purpose of restraining an equid.
	1.2. Explain the factors that should be taken into consideration before restraining an equid.
	1.3. Explain the problems that can occur if adequate restraint is not used.
2. Understand the methods used to restrain equids.	2.1. Evaluate the use of a lead rope over the noseband of a head collar to facilitate restraint of an equid.
	2.2. Evaluate the use of a lunge line to facilitate restraint of an equid or an equine.
	2.3. Evaluate holding up a leg to facilitate restraint of an equid.
	2.4. Evaluate the use of a neck twitch to facilitate restraint of an equid.
	2.5. Evaluate the use of a nose twitch to facilitate restraint of an equid.
	2.6. Evaluate the use of a bridle to facilitate restraint of an equid.
	2.7. Evaluate the use of a chifney to facilitate restraint of an equid.
	2.8. Evaluate the use of chemical sedation to facilitate restraint of an equid.
	2.9. Evaluate the use of remote methods of injection to facilitate restraint of an equid.
	2.10. Evaluate the use of dart rifles to facilitate restraint of an equid.

	2.11. Discuss the advantages and disadvantages of using a crush or animal handling facility to facilitate restraint of an equid.
3. Understand how to restrain equids using a range of techniques.	3.1. Evaluate situations where equids have been restrained using different methods of restraint.
4. Be able to restrain equids using basic techniques.	4.1. Assess the risks associated with restraining an unknown equid.
	4.2. Select appropriate personal protective equipment (PPE) for coming into close contact with equids.
	4.3. Restrain equids using the following techniques: <ul style="list-style-type: none"> • Lead rope over the noseband of the head collar • Neck twitch.
5. Be able to work safely and minimise environmental damage.	5.1. Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements
6. Know the current health and safety legislation and good practice for the equine welfare working environment.	6.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role in the equine welfare working environment.

Unit title:	Applying learning theory to the handling and training of equids
Unit reference number:	H/507/5194 (H4)
Unit level:	3
Unit credit value:	8

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how learning theory can be applied to the handling and training of equids.	1.1. Explain what is meant by: <ul style="list-style-type: none"> • Classical conditioning • Habituation • Negative reinforcement • Positive reinforcement.
	1.2. State the methods which can facilitate an equid becoming habituated to a stimulus.
	1.3. Explain what is meant by gradual habituation and give an example of when this might occur.
	1.4. Explain what is meant by response prevention and give an example of how this can facilitate an equid becoming habituated to a stimulus.
	1.5. Explain what is meant by systematic desensitisation and give an example of how

	<p>this can facilitate an equid becoming habituated to a stimulus.</p>
	<p>1.6. Explain what is meant by overshadowing and give an example of how this can facilitate an equid becoming habituated to a stimulus.</p>
	<p>1.7. Explain what is meant by counter-conditioning and give an example of how this can facilitate an equid becoming habituated to a stimulus.</p>
	<p>1.8. Explain what is meant by approach conditioning and give an example of how this can facilitate an equid becoming habituated to a stimulus.</p>
	<p>1.9. Explain what is meant by stimulus blending and give an example of how this can facilitate an equid becoming habituated to a stimulus.</p>
	<p>1.10. Explain what is meant by flooding and explain the problems associated with its use.</p>
	<p>1.11. Explain what is meant by secondary positive reinforcement and give an example of how this can be used to help move, handle or train equids.</p>
	<p>1.12. Explain the process of shaping.</p>
	<p>1.13. Assess situations and use learning theory to explain the development of the undesirable behavioural responses.</p>
<p>2. Understand techniques used to train/re-train equids to stand still for husbandry procedures.</p>	<p>2.1. Evaluate situations where an equid has been trained to stand still to be:</p> <ul style="list-style-type: none"> • wormed • clipped.
<p>3. Understand the methods used to train equids to stand still for husbandry procedures.</p>	<p>3.1. Select personal protective equipment suitable for handling equids.</p>
	<p>3.2. Assess the risks associated with worming and clipping an unknown equid.</p>
	<p>3.3. Select suitable resources, equipment and facilities for worming and clipping an unknown equid.</p>
	<p>3.4. Demonstrate how to train an equid to stand still for administration of a wormer using techniques that:</p> <ul style="list-style-type: none"> • Are appropriate for the situation and equid concerned • Enable the equid to learn/understand what is required of it • Effective shaping of the desired behavioural response • Safeguard the welfare of the equid and people.

	<p>3.5. Demonstrate how to train one equid to stand still to be clipped using techniques that:</p> <ul style="list-style-type: none"> • Are appropriate for the situation and equid concerned • Enable the equid to learn/understand what is required of it • Effective shaping of the desired behavioural response • Safeguard the welfare of the equid and people.
<p>4. Be able to work safely and minimise environmental damage.</p>	<p>4.1. Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements</p>
<p>5. Know the current health and safety legislation and good practice for the equine welfare working environment.</p>	<p>5.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role in the equine welfare working environment.</p>
	<p>5.2. Carry out and apply a health and safety risk assessments specific for the tasks.</p>

Unit title:	Transporting equids by road
Unit reference number:	L/507/5951 (H5)
Unit level:	3
Unit credit value:	2

Learning outcome The learner will:	Assessment criteria The learner can:
<p>1. Know how to transport unknown equids.</p>	<p>1.1. Assess the risks associated with loading, partitioning, and unloading equids.</p>
	<p>1.2. State the personal protective equipment (PPE) which should be worn when in close contact with equids.</p>
	<p>1.3. Select appropriate and safe equipment for leading and transporting equids with an unknown handling history, and fit where required.</p>
	<p>1.4. Assess the behaviour and responsiveness of an unknown equid to being led in a head collar.</p>
	<p>1.5. Explain whether the equid is safe to be led in a head collar and tied up during transport, or if it should be moved and transported loose.</p>
	<p>1.6. Load, partition and unload an unknown equid using appropriate techniques and equipment.</p>
	<p>1.7. Assess situations where equids have been loaded and discuss the techniques used.</p>

2. Understand how to load and unload equids that cannot be caught and led in a head collar.	2.1. Assess situations where equids have been loaded loose without the use of a head collar/halter and discuss the techniques used.
3. Be able to work safely and minimise environmental damage.	3.1. Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements.
4. Know the current health and safety legislation and good practice for the equine welfare working environment.	4.1. Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to the equine welfare working environment.
	4.2. Describe how to carry out and apply a health and safety risk assessments specific for the tasks.

Unit title:	Use and appropriateness of rugs for equids
Unit reference number:	D/507/6022 (H6)
Unit level:	3
Unit credit value:	2

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how to assess whether it is appropriate for an equid to wear a rug.	1.1. Describe current codes of practice on the use of rugs in equids.
	1.2. Explain when it might be beneficial for an equid to wear a rug and the consequences of not doing so.
	1.3. Explain when it might be unnecessary or detrimental for an equid to wear a rug and the consequences of doing so.
	1.4. Assess equids wearing rugs to determine the potential risk to the animal in terms of the position and integrity of the rug, and the rug fit.
	1.5. Discuss situations when an owner/keeper might use a rug to disguise the condition of an equid.
	1.6. Assess equids wearing rugs and recognise when an owner/keeper may have used a rug to disguise an underweight equid.
2. Be able to put on, fit and remove a rug from an unknown equid.	2.1. Assess the risks associated with putting on, fitting, and removing a rug from an unknown equid.
	2.2. Select appropriate personal protective equipment (PPE) for handling equids.
	2.3. Demonstrate how to put on, fit and safely remove a rug from an equid.
3. Be able to recognise stable and turn out rugs.	3.1. Identify different stable and turn out rug types.

4. Know how to apply current codes of practice and animal welfare legislation to situations where equids are wearing rugs.	4.1. Assess situations where equids are wearing rugs.
5. Be able to work safely and minimise environmental damage.	5.1 Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements.
6. Know the current health and safety legislation and good practice for the equine welfare working environment.	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to the equine welfare working environment.
	6.2 Describe how to carry out and apply a health and safety risk assessment specific for the task.

Unit title:	Identifying equidae
Unit reference number:	R/507/5319 (H7)
Unit level:	3
Unit credit value:	2

Learning outcome The learner will:	Assessment criteria The learner can:
1. Be able to correctly identify equidae.	1.1 Assess the risks associated with identifying equids.
	1.2 List the personal protective equipment that should be worn when in close contact with equids.
	1.3 Describe equids using correct terminology.
	1.4 Complete a passport silhouette for different equids.
	1.5 Identify an equid using the silhouette and description contained in its passport.
	1.6 Identify the correct passport for an equid.
	1.7 Determine whether an equid has been implanted with a transponder using appropriate equipment.
2. Be able to work safely and minimise environmental damage.	2.1 Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements.
3. Know the current health and safety legislation and good practice for the equine welfare working environment.	3.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role in the equine welfare working environment.
	3.2 Describe how to carry out and apply a health and safety risk assessment specific for the tasks.

Unit title:	Assessing equine welfare
Unit reference number:	A/507/6058 (AEW1)
Unit level:	3
Unit credit value:	8

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the content of current codes of practice on the health and behavioural needs of equids.	1.1 Describe current codes of practice on the health and behavioural needs of equids.
2. Understand the signs that indicate good welfare in equids.	2.1 Discuss signs of good welfare that can be observed in an equid at a distance.
3. Understand the conditions that can compromise equine welfare.	3.1 Explain whose role it is to diagnose equids with a disease or injury.
	3.2 Recognise signs in equids that might indicate that each equid is experiencing sub-optimal welfare and for each equid: Determine the level of compliance with current codes of practice applicable to equidae Determine whether the needs of the equid(s) are being met as outlined in current animal welfare legislation Explain what advice you might give to the person responsible for the equid, if appropriate Give timescales for obtaining veterinary attention, if required.
	3.3 Recognise lameness in equids through assessing: <ul style="list-style-type: none"> • an equid that is mildly lame • an equid that is moderately lame • an equid that is severely lame • each one against a sound equid And for each equid: <ul style="list-style-type: none"> • Determine the level of compliance with current codes of practice applicable to equidae • Determine whether the needs of the equid(s) are being met as outlined in current animal welfare legislation • Explain what advice you might give to the person responsible for the equid, if appropriate • Give timescales for obtaining veterinary attention, if required.

	<p>3.4 Assess different wound types in equids and for each:</p> <ul style="list-style-type: none"> • Determine the level of compliance with current codes of practice applicable to equidae • Determine whether the needs of the equid(s) are being met as outlined in current animal welfare legislation • Explain what advice you might give to the person responsible for the equid, if appropriate • Give timescales for obtaining veterinary attention, if required.
	<p>3.5 Compare different systems used to assess the body condition of equidae.</p>
	<p>3.6 Explain why it is not possible to accurately determine the body condition score of an equid by visual assessment only.</p>
	<p>3.7 Assess the body condition score (using the Carroll and Huntingdon system outlined in the Defra Code of Practice) of four equids.</p>
	<p>3.8 Evaluate case studies incorporating equids with a range of body condition scores and for each equid:</p> <ul style="list-style-type: none"> • Determine the level of compliance with current codes of practice applicable to equidae • Determine whether the needs of the equid(s) are being met as outlined in current animal welfare legislation • Explain what advice you might give to the person responsible for the equid, if appropriate • Give timescales for obtaining veterinary attention, if required.
	<p>3.9 Explain the impact that obesity may have on an equid's welfare (based on up-to-date veterinary advice).</p>
	<p>3.10 Explain the impact that being underweight may have on an equid's welfare (based on up-to-date veterinary advice).</p>
	<p>3.11 List common reasons why an equid may be underweight.</p>
	<p>3.12 List the causes of equine laminitis and factors that can predispose animals to the condition (based on up-to-date veterinary advice).</p>
	<p>3.13 Recognise common signs that may indicate that an equid is suffering from laminitis and:</p> <ul style="list-style-type: none"> • Explain what advice you might give to the responsible person, if appropriate • Give timescales for obtaining veterinary attention, if required.

	3.14 Discuss the treatment and management of laminitis (based on up-to-date veterinary advice).
4. Understand current strategies for controlling endoparasite infections in equids	4.1 Summarise how the four common types of endoparasite can cause disease, making reference to which age groups are most commonly affected.
	4.2 Summarise current management strategies that can help reduce the endoparasite burden in equine populations (based on up-to-date veterinary advice).
	4.3 Summarise current strategies for controlling endoparasite infections, (based on up-to-date veterinary advice), making reference to: <ul style="list-style-type: none"> • Interval dosing • Strategic dosing • Targeted dosing.
	4.4 Discuss the practical significance of resistance to de-worming drugs in cyathostome infections when dealing with equine welfare concerns.
	4.5 Explain the problems associated with using herbal wormers to control endoparasite infections in equids.
	4.6 Explain who is able to prescribe, dispense and provide advice on the use of anthelmintics for the treatment of equine endoparasite infections.
5. Understand issuing relating to euthanasia.	5.1 Discuss factors that should be taken into consideration when deciding whether to euthanise an equid.
	5.2 Compare and contrast methods of euthanising equids, including disposal options and costs.

Unit title:	Assessing the suitability of environments used to house equids
Unit reference number:	L/507/6064 (AEW2)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the environmental needs of donkeys.	1.1 Describe the natural environment of donkeys.
	1.2 Explain the consequences of the differences between the natural environment to which a donkey is adapted and the environment in which donkeys live in England and Wales.

2. Understand how to apply current legislation to environments used to house equids.	2.1 Assess whether the need for suitable company has been met for a range of equids, making reference to: <ul style="list-style-type: none"> • The level of compliance with legislation and current codes of practice applicable to equidae • The potential consequences for the animal(s) if the situation does not change.
	2.2 Assess whether the need for a suitable environment has been met for a range of equids, making reference to: <ul style="list-style-type: none"> • The level of compliance with legislation and current codes of practice applicable to equidae • The potential consequences for the animal(s) if the situation does not change.
	2.3 Assess whether the need for a suitable diet has been met for a range of equids, making reference to: <ul style="list-style-type: none"> • The level of compliance with legislation and current codes of practice applicable to equidae • The potential consequences for the animal(s) if the situation does not change.
	2.4 Assess whether the need to be able to exhibit normal behaviour patterns has been met for a range of equids, making reference to: <ul style="list-style-type: none"> • The level of compliance with legislation and current codes of practice applicable to equidae • The potential consequences for the animal(s) if the situation does not change.
	2.5 Assess whether the need to be protected from pain, injury, suffering and disease has been met for a range of equids, making reference to: <ul style="list-style-type: none"> • The level of compliance with legislation and current codes of practice applicable to equidae • The potential consequences for the animal(s) if the situation does not change.
	2.6 Identify plants or trees that are poisonous to equidae.
	2.7 Explain how ragwort can cause disease in equids.
	2.8 Describe the difficulties associated with proving that an equid is suffering from ragwort poisoning.
	2.9 Summarise current veterinary knowledge on atypical myopathy.

Unit title:	Assessing donkey welfare
Unit reference number:	J/507/6029 (AEW3)
Unit level:	3
Unit credit value:	3

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the content of current codes of practice containing guidance on the needs of donkeys.	1.1 Describe current codes of practice containing guidance on the needs of donkeys.
	1.2 Describe current recommendations relating to donkey hoof care.
2. Understand the behaviour of sick or diseased donkeys.	2.1 Describe important signs of sickness or disease in the donkey.
	2.2 Explain how the stoic nature of donkeys can complicate the administration of pain relief.
3. Understand the importance of the disease hyperlipaemia in donkeys.	3.1 Explain how hyperlipaemia can occur.
	3.2 Identify situations when hyperlipaemia might occur.
	3.3 Explain the significance of hyperlipaemia in donkeys.
	3.4 Describe the signs of hyperlipaemia in donkeys.
	3.5 Discuss the potential consequences of separating donkeys that have bonded.
4. Understand the application of current animal welfare legislation in the assessment of a donkey's welfare state.	<p>4.1 Assess the welfare donkeys in a range of situations, making specific reference, where appropriate, to:</p> <ul style="list-style-type: none"> • The level of compliance with current codes of practice applicable to equidae • Whether the needs of the equid(s) are being met as outlined in current animal welfare legislation • Explain what advice you might give to the person responsible for the equid, if appropriate • Give timescales for obtaining veterinary attention, if required.

Unit title:	Assessing the welfare of geriatric equids
Unit reference number:	L/507/6078 (AEW4)
Unit level:	3
Unit credit value:	3

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the content of current codes of practice containing guidance on the needs of geriatric equids.	1.1 Describe current codes of practice containing guidance on the needs of geriatric equids.
2. Understand the needs of geriatric equids.	2.1 Explain when an equid might be considered geriatric
	2.2 Describe the signs of ageing that may be seen in geriatric equids.
	2.3 Explain how the effects of ageing can increase the chances of an equid suffering from a disease or injury.
	2.4 Discuss common problems and conditions that can affect geriatric equids, based on up-to-date veterinary advice making reference to: <ul style="list-style-type: none"> • Causes • Clinical signs • Why the condition may be significant.
3. Be able to apply current animal welfare legislation to situations involving geriatric equids.	3.3 Assess the welfare of geriatric equids. Making reference to: <ul style="list-style-type: none"> • The level of compliance with current codes of practice applicable to equidae • Whether the needs of the equid(s) are being met as outlined in current animal welfare legislation • What advice you might give to the person responsible for the equid, if appropriate • Timescales for obtaining veterinary attention, if required.
4. Be able to work safely and minimise environmental damage.	4.1 Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements.
5. Know the current health and safety legislation and good practice for the equine welfare working environment.	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role in the equine welfare working environment.
	5.2 Describe how to carry out and apply a health and safety risk assessments specific for the tasks.

Unit title:	Assessing the welfare of pregnant equids and foals
Unit reference number:	J/507/6080 (AEW5)
Unit level:	3
Unit credit value:	4

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the content of current codes of practice containing guidance on the needs of pregnant equids and foals.	1.1 Describe current codes of practice containing guidance on the needs of pregnant equids and foals.
2. Understand the needs of equids during pregnancy, foaling and the post-foaling period.	2.1 Explain when the normal UK breeding season is.
	2.2 Explain the problems which can occur if a foal is born out of the normal breeding season.
	2.3 State the normal gestation period for horses and donkeys.
	2.4 State the age at which equids become capable of reproducing.
	2.5 Outline the signs of imminent parturition (foaling) in equids.
	2.6 Summarise the normal foaling procedure, including timescales for delivery.
	2.7 Describe signs that might indicate that a foaling may be abnormal and urgent veterinary attention should be obtained.
	2.8 Explain the clinical signs and significance of post-foaling complications in the dam.
	2.9 Describe complications which can occur in donkeys during pregnancy.
	2.10 State how long equids usually lactate for.
3. Understand the needs of foals during the post-foaling period.	3.1 Describe the signs of normal behaviour and health in new-born foals.
	3.2 Explain what is meant by 'foal heat diarrhoea' and the consequences of this for the foal.
	3.3 Outline common health problems affecting foals, making reference to clinical signs and the significance of the condition.
	3.4 Explain when it might be necessary to find a foster mare for a foal.
	3.5 State the normal age range for weaning a foal.
4. Be aware of how to apply current animal welfare legislation to situations involving pregnant equines and foals.	4.1 Assess the welfare of pregnant equids and foals in differing situations of welfare compromise making reference, where appropriate, to: <ul style="list-style-type: none"> The level of compliance with current codes of practice applicable to equidae

	<ul style="list-style-type: none"> • Whether the needs of the equid(s) are being met as outlined in current animal welfare legislation • What advice you might give to the person responsible for the equid, if appropriate • Timescales for obtaining veterinary attention, if required.
5. Be able to work safely and minimise environmental damage.	5.1 Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements.
6. Know the current health and safety legislation and good practice for the equine welfare working environment.	6.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role in the equine welfare working environment.
	6.2 Describe how to carry out and apply a health and safety risk assessments specific for the tasks.

Unit title:	Assessing the welfare of tethered equids
Unit reference number:	J/507/6080 (AEW5)
Unit level:	3
Unit credit value:	2

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the content of current codes of practice containing guidance on the needs of tethered equids.	1.1 Describe current codes of practice containing guidance on the needs of tethered equids.
2. Understand how to assess the welfare of tethered equids.	2.1 Describe potential consequences of environmental and management factors that may compromise the welfare of tethered equids.
3. Know how to apply current animal welfare legislation to the assessment of the welfare of tethered equids.	3.1 Assess the welfare of tethered equids with sub-optimal welfare, making reference to: <ul style="list-style-type: none"> • The level of compliance with current codes of practice applicable to equidae • Whether the needs of the equid(s) are being met as outlined in current animal welfare legislation • What advice you might give to the person responsible for the equid, if appropriate • Timescales for obtaining veterinary attention, if required.

Unit title:	Equine disease transmission and control
Unit reference number:	T/507/6088 (AEW7)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand the principles of equine disease transmission and control.	1.1 Describe the following types of disease, giving an equine example of each: <ul style="list-style-type: none"> • Infectious disease • Contagious disease • Zoonosis
	1.2 Explain methods of contagious disease transmission.
	1.3 Discuss factors which affect whether an equid contracts or spreads a disease.
	1.4 Identify situations that may increase the chances of an equine disease outbreak occurring.
	1.5 Describe guidance on the spread and control of contagious equine diseases contained in current codes of practice.
	1.6 Discuss biosecurity measures that should be taken as part of your day to day work.
	1.7 Discuss steps that could be taken by an establishment to minimise the spread of a contagious disease.
	1.8 Explain why it is important for a veterinary surgeon to be involved in the management of an equine contagious disease outbreak.
	1.9 Explain the importance of vaccination in infectious disease control.
	1.10 Explain what a notifiable disease is and who it should be reported to.
	1.11 Identify notifiable diseases
	1.12 Identify important equine zoonotic diseases that welfare inspectors should be aware of.
	1.13 Discuss the significance of some contagious diseases affecting donkeys, hinnies and mules differently to horses.
2. Know the epidemiology of important equine diseases.	2.1 Summarise the epidemiology of strangles, equine influenza and salmonella infections in equids.
3. Know how to apply current animal welfare legislation to equine disease outbreaks.	3.1 Assess the welfare of equids in disease outbreak situations.

Unit title:	Caring for equids with compromised welfare
Unit reference number:	K/507/6086 (AEW8)
Unit level:	3
Unit credit value:	6

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand how to monitor the health status of equids with compromised welfare.	1.1 Explain clinical signs that should be assessed when monitoring an equid with compromised welfare and how they may differ from those seen in a healthy animal.
	1.2 Explain how to monitor the health status of equids with compromised welfare.
	1.3 Explain the importance of regularly monitoring equids with compromised welfare.
	1.4 Explain the importance of recording details of all assessments when monitoring equids with compromised welfare.
2. Be able to monitor and record the status of equids with compromised welfare.	2.1 Monitor the welfare status of a variety of equids. For each equid: <ul style="list-style-type: none"> • Verbally report their observations • Record their observations as written boarding records that meet the evidential needs of the prosecuting organisation and veterinary/nursing staff • Recommend whether veterinary involvement is required, and how promptly.
3. Understand the principles of caring for severely underweight equids.	3.1 Discuss secondary health problems commonly seen in severely underweight equids.
	3.2 Explain the importance of seeking veterinary advice when designing feeding, care and deworming programmes for equids with compromised welfare.
	3.3 Explain what problems can occur when deworming severely underweight equids and how these can be managed.
	3.4 Explain what is meant by 're-feeding syndrome' and when it might occur.

	3.5 Explain the complications that can arise as a result of prolonged recumbency in equids.
4. Be able to work safely and minimise environmental damage.	4.1 Work in a way which maintains health and safety and security of equids, self and others during work which is consistent with relevant codes of practice and any additional requirements.
5. Know the current health and safety legislation and good practice for the equine welfare working environment.	5.1 Outline the current health and safety legislation, codes of practice and any additional requirements, which apply to their role in the equine welfare working environment.
	5.2 Describe how to carry out and apply a health and safety risk assessments specific for the tasks.

Unit title:	Principles of equine nutrition
Unit reference number:	F/507/6093 (AEW9)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Know the content of current codes of practice containing guidance on the nutritional needs of equids.	1.3 Describe current codes of practice containing guidance on the nutritional needs of equids.
2. Understand digestive processes in equids.	2.1 Summarise the digestive processes that occur in the: <ul style="list-style-type: none"> • Mouth • Stomach • Small intestine • Large intestine.
	2.2 Discuss the advantages and disadvantages of feeding 'straight' concentrate feeds versus commercial compound feeds.
	2.3 Explain why fibre is an important component of an equid's diet.
	2.4 Explain the potential consequences of diets that are low in fibre and high in sugars and starch.
	2.5 Discuss current principles of feeding and watering equids and explain why these are important.
3. Understand how to assess whether a diet is suitable for an equid.	3.1 Discuss factors which can influence the nutritional requirements of equids.
	3.2 Discuss factors affecting the dietary needs of donkeys.

	3.3	Assess an equid's body condition to determine whether its energy requirements are being met.
	3.4	Explain why body weight should be assessed alongside body condition to calculate a suitable diet.
	3.5	Discuss the advantages and disadvantages of assessing body weight using a: <ul style="list-style-type: none"> • Weigh bridge • Weigh tape.
	3.6	Assess equids to determine their body condition score, using the "Carroll and Huntingdon method" and estimate their weight using a weigh-tape.

Unit title:	Developing diets for equids
Unit reference number:	M/507/6087 (AEW10)
Unit level:	3
Unit credit value:	5

Learning outcome The learner will:	Assessment criteria The learner can:
1. Understand digestive processes in equids.	1.1 Summarise the main constituents of food and, the importance of each one.
	1.2 Discuss different energy sources used by equids.
	1.3 Summarise the nutrient content of different types of forage.
	1.4 Summarise the nutrient content of five different types of supplementary feed.
2. Understand how to formulate a suitable diet for an equid.	2.1 Devise a suitable forage-based maintenance ration for one underweight equid, one overweight equid and one equid with a normal body condition.
3. Understand the nutritional requirements of equids with compromised welfare.	3.1 Discuss suitable feeding regimes for managing and preventing obesity and laminitis in equids.
	3.2 Discuss veterinary advice on the nutritional management of geriatric equids, including equids with dental and liver disease.
	3.3 Discuss the nutritional management of orphan foals based.
	3.4 Summarise the basic principles of re-introducing feed to severely underweight equids.
	3.5 Explain how the diet for an equid with compromised welfare should be designed.

6 Level descriptors

This qualification has been accredited at Level 3, this means that upon achieving the qualification the learner can be relied upon to possess the skills or knowledge described below.

Level	Knowledge Descriptor The learner has:	Skills Descriptor The learner can:
3	The factual, procedural and theoretical knowledge and understanding of a subject or field of work necessary to complete tasks and address problems that are well defined but may be complex and non-routine. The ability to interpret and evaluate relevant information and ideas. Awareness of the nature of the area of study or work. Awareness of different perspectives or approaches within the area of study or work.	Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that are well defined but may be complex and non-routine. Use appropriate investigation to inform actions. Review how effective methods and actions have been.

7 How is this qualification delivered?

In order to deliver this qualification, you will need to be a Lantra-approved provider. Details of how to become an approved provider are available by contacting our sales team, sales@lantra.co.uk.

Approved providers should contact our quality and standards team to register for delivery of the qualification. It is important that providers are approved on a per-qualification basis as we are required to ensure that we have a quality-assurance strategy in place and because it ensures that providers receive the support they need. Upon scheme approval, you will receive the relevant documentation for delivery.

Learners must be registered via Quartzweb. Details of this process are available in the Quartzweb User Guide. Providers must submit the required information for learner registration. Learners should be registered for the qualification once they have been enrolled with the provider. Failure to register learners may prevent assessments from taking place. Sanctions may be imposed on providers if learners are not registered before the assessment takes place.

Learners will complete the necessary elements of the assessment and be assessed by the internal assessor. The provider will compile and send the assessment paperwork

(Assessment Report Form, Certificate Claim Form, Learner Registration and Assessment Report Form) to Lantra for external quality assurance.

Providers are not required to send learner evidence to Lantra; this should be retained by the provider. However, Lantra reserves the right to request to see learner work as part of the quality assurance process, so this should be retained and filed so that it can be easily located.

Where a provider is running a qualification well, Lantra may award Direct Claims Status (DCS), which enables certificates to be claimed in advance of external quality assurance taking place. Further details are available in section 7.5.5.

7.1 Delivery in the UK

The specification for this qualification is approved for delivery in the United Kingdom. Ofqual regulates the qualification in England, and it is accredited on the Regulated Qualifications Framework (RQF) and has the following qualification accreditation number (QAN) 601/7280/0.

Regulated qualifications are subject to regular reviews to ensure their ongoing regulatory compliance and also to ensure that throughout the life cycle of the qualification the content remains relevant and current.

When the qualification is deemed no longer suitable, for example if technology has moved on and working practices are no longer relevant, Lantra will advise providers of a qualification end date. The end date marks the end of registrations. Any learners registered before this date will be allowed time to complete the qualification. For this qualification that period will stand as six months.

7.2 Who can deliver this qualification?

Only approved Lantra providers can deliver this qualification. For information on becoming approved please contact Lantra via sales@lantra.co.uk or call on 02476 69 69 96.

7.3 Key safety-critical and technically critical aspects

The assessment requirements for the Lantra Awards Level 3 Award in Diploma in Equine Legislation, Welfare and Field Skills qualification include the learner being assessed interacting with equids by assessor observation.

Key safety-critical and technically-critical aspects of the Learning Outcomes and Assessment Criteria have been identified to assist the assessor with assessment decisions during the observation of practical activities. If the learner is assessed to be at risk of not performing the

activity to the required standard or endangering animal welfare, or the health and safety of themselves or others the assessor may halt the assessment and use their professional judgement to either;

- restart the assessment with the agreement of the learner
or
- state that the assessment has not been achieved and advise the learner that they will need to apply to be assessed at a later date following training.

The assessor must record the use, reasons and subsequent decision of the key safety-critical and/or technically-critical aspects to halt an assessment on the Assessment Report Form.

Examples of key safety-critical and technically-critical aspects include:

- response of equid to handling and restraint
- weather conditions and effect on safety of task
- availability and suitability of equipment
- presence and behaviour of others

7.4 Provider resources

Learners will require access to specific physical resources for training purposes and to demonstrate competence, these include:

- an appropriate area to allow the safe and secure handling of equids
- equid handling and restraint equipment appropriate to the animals to be worked with
- personal protective equipment
- equipment and materials for the hygiene and bio-security of the working area and equipment

The units of assessment will need to be checked to see what will be assessed under each assessment criteria, ensuring learners have access to the right equipment to meet assessment requirements.

7.5 Quality assurance and certification

7.5.1 Quality assurance of assessment decisions

This qualification is internally assessed and externally quality assured. This means that providers will need to appoint qualification assessors to assess learners and complete assessment paperwork. Where you have more than one assessor you will need to carry out internal standardisation of each assessor to ensure that they can apply the assessment criteria consistently and accurately. An internal quality assurer (IQA) will need to be appointed, and they will need to sample assessment decisions across the assessors. It is also a requirement that regular standardisation activity is carried out with assessors. The IQA

will be responsible for putting this programme into place. Lantra would expect Internal standardisation to take place on a regular basis at least every month or two.

An external quality assurer (EQA) will be appointed to the provider and this person will be responsible for sample checking assessors' assessment recommendations. This will be at a rate of 10% of the cohort. The EQA will produce a sampling record detailing which work they will want to see. It is important to note that although the EQA will view only a sample of work, they may wish to widen the sample. Therefore, all learner work should be available for inspection.

Lantra operates both on site and postal external quality assurance for this qualification. You may not, therefore, always have a visit from an EQA, but a sample may be requested for despatch via post. The principle of quality assurance is the same either way. The EQA will review a sample of work and make a recommendation on the assessment decisions of the cohort as a whole.

Your EQA will contact you to make the necessary arrangements regarding the visit (date, venue etc.) or request the despatch of a sample of work.

Where the EQA is in agreement this decision will be communicated to Lantra and certificate claims will be processed. Where the EQA is not in agreement the reasons will be communicated to the provider with supportive feedback to help with future assessment decisions. This may result in the need for learners to retake the assessment.

Occasionally as part of Lantra's ongoing quality assurance strategy an EQA may be accompanied by either Lantra staff or another EQA. This is to ensure that the EQA is following the correct processes.

Where DCS is in place providers will be able to claim certificates before quality assurance has taken place.

Lantra will support providers when requirements are not met by developing action plans, providing recommendations and, where required, implementing sanctions.

7.5.2 Claiming certification

Among the assessment documentation providers need to submit is a completed Certificate Claim Form which allows Lantra to process the certificates following quality assurance approval. Where DCS is in place, the certificates will be issued prior to quality assurance taking place.

Once a learner has completed the assessment requirements and quality assurance has taken place certificates will be issued by Lantra for providers to distribute to individual learners.

Providers should be aware that learner certification may be withdrawn if assessment is non-compliant. Lantra will support providers when requirements are not met by implementing sanctions; developing action plans; providing recommendations.

Assessment Reports should be retained by the provider for 3 years after verification has taken place. Providers should encourage learners to retain a copy of the Assessment Report as evidence of the assessment.

7.5.3 Replacement certification

If a learner loses the original certificate Lantra can issue a replacement. The learner will need to provide proof of identity (for example passport or driving licence) and the details of the provider they were registered with. Lantra will check all claims for replacement certificates against the original Certificate Claim Form. The provider may be contacted for authentication. The certificate will be marked as a replacement. A fee is payable for replacement certificates. Please contact Lantra for the current fee.

7.5.4 Direct Claims Status

Direct Claims Status (DCS) enables providers to claim certification directly before external quality assurance has taken place. A claim for DCS can only be made after an external quality assurer (EQA) has conducted a visit, which may be approximately six months following approval to deliver the qualification and enough learners have been progressed by the provider.

Where an EQA decides a programme is running successfully and the provider has effective internal controls, recommendation may be made to award the provider DCS. Where this is granted the provider must retain all assessment evidence until the EQA has quality assured the work as meeting national standards. DCS will be withdrawn if access is not given to completed learners' evidence where certificates have already been claimed.

Providers must operate a system which ensures all assessors assess to the required standard. The internal quality assurer (IQA) will be required to observe each assessor, retaining evidence of observations which must be made available during EQA visits. The EQA may wish to sample the process and observe assessors. If the EQA is not confident about the way in which the provider is operating they may recommend the suspension or withdrawal of DCS.

DCS does not mean that all claims are certificated without further quality assurance checks. Quality assurance of claims will still take place, and where this suggests that certificates have been incorrectly issued may lead to them being revoked. Providers are required to make all reasonable effort to recover certificates which have been revoked.

Should a provider be imposed with a Level 2 sanction, DCS will automatically be removed. Further information on sanctions can be found in the Provider Handbook.

7.6 Enquiries about results and appeals

Lantra has an Enquiries about Results Policy and Appeals Procedure which can be used when a learner or provider has reason to believe there has been an error in either the administrative processes leading to an incorrect qualification award or there has been an issue in the assessment of the learner. Fees payable for enquiries about results will be refunded in full if the enquiry is upheld or if a learner's results are changed as a result of an enquiry.

Appeals can be made following the outcome of an enquiry about results if the learner/provider remains unhappy with the outcome or has further grounds to query the decision. Please note that appeals will not be accepted before a paid result enquiry has been conducted.

Providers must ensure that learner consent is obtained before an enquiry about a result is requested. Learners must be informed that assessment outcomes can change both positively and negatively.

Please refer to the Provider Handbook for further details.

7.7 Malpractice and maladministration

Where malpractice is suspected, especially where there is doubt on the integrity of the assessment process, Lantra will immediately suspend further certification claims whilst an investigation is carried out. The regulatory authorities will be notified of any investigations and their outcome.

The claimant will be required to provide information about the suspected malpractice and the circumstances surrounding the matter. Malpractice, if found, may result in sanctions being imposed on the provider, certificates being revoked or even providers being barred from Lantra membership and reported to regulatory authorities.

Maladministration is linked to malpractice and can result in a malpractice investigation being launched. Maladministration could impact on the credibility of the assessment taking place or the outcomes achieved; for example, in the event of a failure to investigate suspected malpractice when asked to do so by Lantra.

Providers and assessors will need to mitigate against the following risks specific to the Awards Level 3 Diploma in Equine Legislation, Welfare and Field Skills:

- assessing a group of candidates whilst observing practical elements – ensure each candidate is observed completing the same practical element;
- portfolio of evidence – ensure all work is examined thoroughly to ensure no collusion and not copying for resources i.e. internet

Please refer to the Lantra Malpractice and Maladministration Policy for further details.

7.8 Recognition of prior learning

Recognition of prior learning (RPL) is defined as “A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a qualification through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.”

It is important that providers make it clear to learners that the RPL process is associated with how the learner has acquired the required knowledge, understanding or skills; it does not mean the learner will be exempt from the assessment.

It is the responsibility of the assessor to decide if evidence provided by the learner is valid, reliable and current, and also meets the relevant assessment criteria. Where the assessor decides that the RPL does meet the assessment criteria, this must be clearly signposted in the tracking documentation.

It is recommended that providers refer to the Provider Handbook for further information on the implementation of RPL.

7.9 Safeguarding — young people and vulnerable adults

This qualification can be offered to learners in the 16–19 age group, as well as learners aged 19+. The Health and Safety at Work Act 1974 requires employers to ensure the health, safety and welfare at work of their employees and providers to safeguard learners. Young people under the age of 18 and vulnerable adults can be exposed to risk when using work equipment due to immaturity, lack of experience or lack of awareness of existing or potential risks. Therefore, young people and vulnerable adults may need closer supervision.

For more information about young people at work, see Management of Health and Safety at Work Regulations 1999.

7.10 Additional requirements and reasonable adjustments

Providers are expected to make appropriate arrangements, including reasonable adjustments. These are detailed in the Equality and Diversity Policy within the provider Handbook, to ensure that learners with additional needs can access assessment wherever possible. The Equality and Diversity Policy covers alternative assessment arrangements which can be made for learners.

Reasonable adjustments must not, however, result in a change to the learning outcomes and assessment criteria. For example, within this qualification learners must understand product information, which includes being able to interpret product labels written in English.

A provider must apply to Lantra for reasonable adjustments using the **Reasonable Adjustments Request Form**. Lantra recommends reasonable adjustment requests be

submitted no later than six weeks prior to the assessment taking place, to allow a decision on their suitability to be made before the assessment. However, Lantra recognises that this may not always be possible, and we will do our best to process requests received after this point. Please note that no reasonable adjustment should be implemented without the prior approval of Lantra.

8 What does a provider need to do?

8.1 Management support

Experience has shown that qualification programmes run more effectively when given support by senior management. This can be achieved by appointing a person from the senior management team or a designated Qualification Manager and ensuring they are given the authority to monitor the quality management systems for the programme and to implement any required changes. This role is separate from the required role of an IQA.

Management support can be demonstrated by ensuring that appropriate team members are allocated to the programme and given sufficient time and resources to carry out their roles effectively.

8.2 Provider records

Providers are required to retain learner records, which include the details listed below. Providers may already have their own systems which can be used to store records. If the necessary information is accessible and conforms to the requirements below, then no further records need to be created. Lantra does not prescribe the format in which records are kept.

Provider records must include:

- Data about individual learners, including any reasonable adjustments
- Assessment and action plans
- Learner registration
- Learner induction plan
- Achievement of units
- Feedback given to learners by assessors
- Evidence sampled by the IQA
- Feedback given to Assessors by the IQA
- Actions plans provided by the EQA.

All records must be stored securely to avoid being falsified or fraudulent claims being made. All assessment records must be retained by the provider for at least **three years** after the learner has completed the assessment. If the programme is subject to an EQA visit/ approval sign off, then the records should be retained for three years after this date. It is the responsibility of the provider to ensure that data is cleansed at the appropriate time.

There is no prescribed format for these records and providers may wish to incorporate them into documentation they already maintain within their own organisation. If the provider already works to quality management systems such as the Scottish Quality Management System (SQMS), the ISO 9001 series or is required to maintain records for government-funded training schemes, that documentation will almost certainly provide an adequate basis for Provider records.

Providers may also need to adhere to separate requirements, where appropriate, with regard to the retention of records such as funding applications. Please refer to the specific requirements of the funding agency.

8.3 Support for learners

Learners will need to follow an induction programme when enrolled on the qualification. This should be designed around a particular element or unit of the qualification so that they become familiar with the way the qualification operates.

Many learners will already have pre-existing skills and knowledge. A system will need to be introduced to identify these skills and how evidence from prior achievements can be recorded — see section 7.8 Recognition of prior learning.

Throughout the programme tutors and/or instructors should aim to provide feedback to learners on how they are progressing through the qualification to ensure that on the day of the assessment they are ready for the requirements of the question paper and the practical assessment. Feedback should be positive, constructive and used for future planning.

Some providers will have staff working in education support; in others, assessors may offer this support. It is important for each learner to have appropriate guidance and be directed towards additional information as required. Guidance on career opportunities may also be appropriate.

Learners with particular characteristics may need additional support from the provider/instructor. Refer to Lantra's Equality and Diversity Policy for further information relating to reasonable adjustments/special considerations. Learners with certain protected characteristics should not be discriminated against or prohibited from assessment where adjustments can be made to the assessment evidence requirements which would allow them to demonstrate competence or knowledge in different ways.

Learners must be informed when they have been registered for a qualification. It is also a regulatory requirement that Lantra be informed if a learner later withdraws from a qualification. Providers must also ensure that learners are informed when they have been withdrawn from a qualification for any reason and retain evidence of this.

Learners will not be recognised by Lantra until they have been registered and Lantra will have no obligation to the learners if there is a problem with them completing the qualification, such as in the case that the provider ceases operations.

If for any reason a provider is not intending to renew their membership whilst they still have uncertified learners registered on a qualification, regulatory requirements stipulate that learner interests must be maintained. The provider may choose to transfer learners to another awarding organisation or the provider will still be required to complete the assessment of learners with Lantra and pay any fees due for quality assurance or certification.

9 Administration and other important information

9.1 Administration process for registration and certification

The Quartzweb User Guide contains instructions on how to register learners.

Learners may transfer registration from one unit/qualification to another provided they are both offered by Lantra. This will incur an administration fee. If the registration fee for the new qualification is higher than for the previous one, providers will be invoiced for the difference. No refunds will be made if the registration fee for the new qualification is lower. Learners transferring to a different provider must re-register with the new provider. Lantra may need to charge the learner's new provider an administration fee.

Learners must be informed when they have been registered for a qualification.

9.1.1 Registering the learner

Learners **must** be registered for a qualification before an assessment can take place. Please refer to the Quartzweb User Guide for details on how to register learners.

Each learner must give their surname/family name, first name, date of birth and postcode. The date of birth is important to distinguish between learners with the same name. Data on gender, ethnic origin and whether any reasonable adjustments have been requested are also required by the regulatory bodies so that achievements can be monitored for equal opportunities purposes and to ensure fair access to training and qualifications is achieved.

9.1.2 Certificate claims

Certificates can only be claimed for learners who are registered on Quartzweb. All certificate claims are checked against provider approval records and learner registration records (unless DCS is in place). Certificates will not be issued to learners who are not registered before the assessment takes place.

The learner name, as it is entered on Quartzweb, will appear on the certificate.

9.1.3 Regulatory authorities

Occasionally Ofqual (the qualification regulator) may visit providers and require access to premises, meetings, learner assessment records, internal verification records, documents, data, learners and staff. If providers refuse access, Lantra will be required to suspend all future certificate claims until the requirements of the regulatory visit have been satisfied.

9.2 Assessment strategy

For this qualification, an assessment guidance document is available which includes full details of the assessment requirements. Below is a summary of the assessment strategy which supports this qualification. The assessment guidance contains details on:

- Methods of assessment
- Types of evidence which may be suitable
- Key safety-critical and technically critical aspects.

Providers and assessors (and IQAs where appropriate) must ensure that they are familiar with the specifications and the requirements of the qualification.

Given the nature of the potentially hazardous work undertaken by operatives in the animal health and welfare sector, and the importance of animal welfare, the methodology(s) of assessment that ensures the learner is occupationally competent are determined by the industry for which the qualification and relevant associated unit(s) has been designed. This has been determined in collaboration with those who work in the industry and relevant professional bodies, and ensures that decisions which are made on competence are both valid and reliable.

Unit and qualification assessment requirements set out the scope of evidence required in terms of equipment, services, statutory regulations and industry standards and systems.

Methods of assessment:

- Assessor observation of practical activities;
- portfolio of evidence;
- verbal and/or verbal questioning.

Assessment requirements;

- Competence must be demonstrated consistently
- The assessor may decide that further observations are required to ensure that the assessment criteria have been met
- Assessors must be capable of identifying when competence has been demonstrated by the learner based on their own professional judgement.
- Evidence achieved from assessment by simulation or under simulated conditions will not be accepted as achievement of the Learning Outcomes or the Lantra Awards Level 3 Award in Diploma in Equine Legislation, Welfare and Field Skills qualification.
- Although there are no formal limits set on the time taken to complete the qualification or the number of assessment opportunities provided, providers may wish to set guidelines for the length of time or amount of tuition offered to learners for financial or logistical reasons, taking into account the stated key safety-critical and technically critical aspects of the assessment. It is estimated that the practical assessment will take approximately two hours, depending on the learner.

Portfolio of evidence;

The learner is encouraged to gather evidence of their competence and experience. This evidence can come from a range of sources that may include:

<ul style="list-style-type: none">• photographs	<ul style="list-style-type: none">• audio recordings
<ul style="list-style-type: none">• drawings	<ul style="list-style-type: none">• visual recordings
<ul style="list-style-type: none">• instructions/procedures	<ul style="list-style-type: none">• witness statements from competent others
<ul style="list-style-type: none">• verbal descriptions during assessment	<ul style="list-style-type: none">• written work or notes including case histories

Assessment evidence;

Evidence gathered for assessment must be valid, authentic, sufficient and recent which means:

- Evidence must be valid so the evidence collected demonstrates relevant outcomes and performance requirements of the unit and covers the relevant breadth and depth of the unit
- Evidence must be authentic, so you must be sure the evidence can be verified as the candidate's own work. For example, with a witness testimony you will need to be able to contact witnesses, like workplace supervisors, to verify that examples provided are authentic.
- The evidence must be sufficient enough to be able to make an accurate assessment. For example, work products combined with assessor observation, witness testimony and some formal questioning will allow a much more accurate assessment to be made than of the work products on their own.
- The evidence provided must be recent enough to prove that the candidate has up to date skills in the competencies being assessed.

Access to assessment;

- Learners should not be put forward for an assessment until they are deemed ready to be assessed
- This can be evidenced by conducting an evaluation of the learner's previous training and experience
- This underpins the assumption that the learner has sufficient knowledge, skill technical expertise, and maturity to meet the assessment requirements.
- For practical assessments, key considerations for evaluation of the learner's previous training and experience include;
 - equine interactions, handling and restraint
 - awareness of equine behaviour and learning theory
 - biosecurity and hygiene measures
 - health and safety considerations

9.3 Funding

Approved qualifications may be eligible for funding from either the Education and Skills Funding Agency (ESFA) or equivalent bodies in Wales and Northern Ireland. The qualification is listed on The Ofqual Register of Regulated Qualifications and the Learning Records Service (LRS). Funding may be available to organisations which meet the requirements of the relevant agency.

In order for the funding to be linked to the learner, a Unique Learner Number (ULN) must be provided. This should be entered in the ULN field when registering the learner on Quartzweb. For information on how to obtain ULNs for your learners, please refer to the LRS guidance

www.gov.uk/education/learning-records-service-lrs.

9.4 Feedback, compliments and complaints

Lantra recognises that from time to time providers, learners, assessors and other personnel may have reason to provide feedback on a process, or have grounds for a complaint. We would also welcome compliments when aspects of our courses have been well received so that we can seek to implement best practice across our suite of products. The Lantra Feedback, Compliments and Complaints Procedure is published on the Lantra Awards website.

Appendix 1 – Glossary of terms

Knowledge	Factual information that can be recalled as required. Individual can (for example) “identify” and/or “describe” key information relevant to the subject area.
Understanding	The application and extension of knowledge allowing organised thought, the generation of original ideas and critical thinking. Individual can (for example) “explain”, “analyse” and/or “evaluate”.
Skill	The application of knowledge and/or understanding in a practical context demonstrating practical competency. Individual can (for example) “operate”, “use” and/or “carry out”.
Learning outcome	How the learner will be changed by the learning/assessment process. That which the learner will, due to learning experiences, newly know, understand or be able to do.
Assessment criteria	Discrete criteria which holistically deliver on the promised objective of the qualification and which must all be evidenced to a unified (and/or graded) standard.
Breadth (exemplification)	Presents the provider with example-based teaching content which helps define the minimum required breadth of learning. Guides but does not prescribe. Learning should always be broader than any potential assessment.
Depth (amplification)	Presents the provider with required minimum teaching content and defines the depth of understanding required for the level and objective of the qualification.
Qualification objective	A succinct summation of the overarching development of the learner in terms of tangible work or further developmental opportunities available as a result of achieving this qualification.
Qualification aim	A succinct summation of why this qualification is of value to the learner (without reference to assessment).
Transferable	Knowledge, understanding or skills which can be applied beyond the context in which they were taught to benefit the learner in different job roles, industries, contexts and/or personal situations.
Assessment guidance	Guidance used to advise centres on a general level of expectation rather than to prescribe a definitive list of evidence.
Delivery guidance	Guidance which, without reference to assessment, illustrates opportunities for evidence which might: <ul style="list-style-type: none"> • Be naturally generated through the learning process • Offer innovative examples of delivery gathered through centre/learner consultation • Minimise the burden of assessment on centres and learners.
Guided learning hours (GLH)	Approximate number of hours under immediate guidance or supervision of a lecturer, supervisor, tutor or teacher.
Directed study	An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.
Total qualification time (TQT)	Guided learning hours + directed study Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.
Arrangements for reasonable adjustments	Adjustments made to an assessment for a qualification so as to enable a learner with additional requirements to demonstrate his/her attainment to the level required.

Arrangements for special consideration	Special consideration might be given to a learner who has temporarily experienced: <ul style="list-style-type: none">• An illness or injury• Some other event outside of the learner's control which has had a material effect on the learner's ability to take an assessment or demonstrate his/her attainment.
Recognition of prior learning	A method of assessment that considers whether a learner can demonstrate that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

Appendix 2 – Census ethnic group classifications (2011)

Please use the following code(s) to indicate ethnicity when completing the learner registration.

England and Wales		Northern Ireland		Scotland	
01	White: English/Welsh/Scottish/ Northern Irish/British	19	White: White	30	White: Scottish
02	Irish	20	Irish Traveller	31	British
03	Gypsy or Irish Traveller	21	Asian/Asian British: Indian	32	Irish
04	Any other White background	22	Pakistani	33	Any other White background
05	Mixed/multiple ethnic groups White and Black Caribbean	23	Bangladeshi	34	Mixed: Any mixed/multiple Ethnic background
06	White and Black African	24	Chinese		Asian, Asian Scottish or Asian British:
07	White and Asian	25	Black, Black Irish or Black British: Black Caribbean	35	Indian
08	Any other Mixed/multiple ethnic background	26	Black African	36	Pakistani
09	Asian/Asian British: Indian	27	Black other	37	Bangladeshi
10	Pakistani	28	Mixed: Mixed ethnic group	38	Chinese
11	Bangladeshi	29	Other ethnic group: Any other ethnic group	39	Any other Asian background
12	Chinese			40	Black, Black Scottish or Black British: Caribbean
13	Any other Asian background			41	African
14	Black/African/Caribbean/ Black British: African			42	Any other Black background
15	Caribbean			43	Other ethnic group: Any other ethnic group
16	Any other Black/African/ Caribbean background				
17	Other ethnic group: Arab				
18	Any other ethnic group				

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