

0172-20 Level 2 Technical Certificate in Equine Care

Unit 222 Introduction to Lungeing Horses

Version 1.0 (September 2016)

**Unit Assignment Pack
Version A**

Guidance Notes for Assessors

The Qualification Handbook details a number of outcomes for this unit, and each of these outcomes has a number of assessment topics. As assignments are designed to cover all of the assessment topics, it is essential that delivery encompasses the whole unit.

Completing assignments

Each assignment relates to a unit and consists of a series of tasks that learners will be expected to complete. The resultant level of learner achievement for the unit will be graded. **Learners must pass all tasks within an assignment.** The formula for determining the grade is given later in this document.

Each task is listed with its title, learning outcome, assessment topics, assessment guidance, marking criteria/marketing checklist and feedback sheet. If the assignment contains written or multiple choice tests the sample answers to these are available from **www.cityandguilds.com**.

Assignments can be completed in any order. Centres will be expected to organise the assignments in a logical order according to the requirements of the learners and the course: for example with regard to seasonal activities.

Tutors/assessors need to ensure that all the required evidence is available for any verification that may take place.

Supporting evidence

Many assignments have been written to encourage learners to produce different types of evidence such as completed charts, posters, visual displays, leaflets, etc. It is therefore important that learners put their name, enrolment number, centre name and number on all pieces of evidence and that the evidence for each assignment is securely fastened together.

Time limits for assignments

Where time limits have not been included for a task in an assignment, this is because time is not an assessment criterion in this context. However, it is expected that learners will complete practical tasks in a commercially acceptable time.

Grading

These assignments include descriptions of expected learner performance for each grade (pass, merit or distinction). Pass represents the level of achievement which would equate to competence in terms of knowledge and practice and generally represents ability to follow instructions, whereas Merit and Distinction represent an increasing ability to apply knowledge more critically, adapt in the face of changing circumstances and independently resolve problems. To pass an assignment, a learner must demonstrate a reasonable level of practical skill as detailed in the qualification but may need to seek clarification. Merit and Distinction represent an increasing ability to function autonomously, solve problems and be creative.

The three grades are defined as follows:

Pass

In order to gain a Pass grade, learners must meet all of the assessment topics in full. Where a learner has failed an assignment, they may resubmit their work once in order to try to achieve a Pass grade. For more details please refer to *Section 4.4 Re-submission of assignments* in the qualification handbook.

Merit

In order to gain a Merit grade, learners must show additional qualities, such as an ability to work with greater efficiency than pass learners, and a capacity to monitor information and solve everyday operational problems with a certain amount of confidence.

Distinction

In order to gain a Distinction grade, learners must be able to show evidence of a greater level of understanding than those at merit. In addition to the ability to monitor information and solve problems, they must be able to analyse and evaluate information and generalise from basic principles, make judgements and simple recommendations concerning methods of improving existing practice.

Mark allocation

For some tasks the mark allocation is based on 'essential' and 'desirable' marking criteria.

Essential criteria are denoted by and desirable criteria by . The requirements for the award of pass, merit and distinction are detailed in the marking criteria.

Safe working

The importance of safe working practices must always be stressed. Learners have responsibilities for the safety of others as well as themselves. Anyone behaving in an unsafe manner during a task must be stopped and a suitable warning given. At least a week should elapse before a re-sit may be taken.

Marking assignments

All assignments are made up of a series of tasks. Each task must be marked and most can be awarded a Pass, Merit or Distinction. Specific guidance for marking each task is provided in the appropriate section.

The mark that can be awarded for each completed task is:

Pass	1
Merit	2
Distinction	3

To award an overall assignment grade, the number of marks given for each task are totalled and then divided by the number of tasks. If tasks are pass/fail only their mark should be excluded from this calculation. This gives the average mark and then grade. Learners must achieve at least a pass for every task to be successful in the overall assignment.

Average	Grade
1 to 1.5	Pass
1.6 to 2.5	Merit
2.6 to 3	Distinction

For example, below is a completed Assignment Mark sheet as it would appear in the Assignment Guide. It shows how an overall grade of Merit was produced.

Outcome	Task	Mark		
		Pass	Merit	Distinction
1. Examine the roles of providers and sources of funding.	Ai	1		
	Aii		2	
	Aiii	Pass / fail		
2. Investigate a career.	Bi			3
	Bii		2	
	Biii	1		
Total				9
Average Mark (9 divided by 5)*				1.8
Overall Grade				Merit

*Note: In the example above task Aiii is Pass/Fail only and is not included in the calculation of the grade.

Feedback to learners

Each task has a feedback to learner sheet. All feedback to learners must be recorded on this sheet and given in such a way that any work resubmitted reflects additional work by the learner, rather than specific information provided by the tutor. If a learner fails a task, they can repeat it, but assessors should allow seven days before resubmission or reassessment. See appendix 1 for the resubmission policy for this qualification.

Recording marks and grades

To record learner marks and overall grade for each completed assignment, assessors should enter details onto the appropriate Assignment composition and Mark sheet (front sheet) which must be authenticated by the learner and assessor. Records of individual assessments should be kept on the marking checklists and other pro-formae provided.

Quality Assurance of assignments

The work of assessors involved in the qualification must be monitored by an Internal Quality Assurance System, to ensure that consistent standards are being applied throughout assessment activities.

Key responsibilities of those with the internal quality assurance role are:

- planning, tracking and verifying assessment
- managing the quality of the assessment delivery, including standardising
- assessment practice
- supplying assessors with up-to-date information, advice and support

- monitoring assessor's continuous professional development.

Sampling should include the range of assignments, learners and assessors and all assessment methods, including direct observation. Guidance on this can be found in the *Centre Manual*, which can be downloaded from the City & Guilds website.

By using the evidence checklists, assessors/verifiers can also ascertain whether the evidence for an assignment is complete, and can ensure that the allocation of scores has been fair and beyond dispute. Assignments must be checked for validity, authenticity and sufficiency.

Assessors must ensure that learners understand why a particular grade has been given. It is for this reason and to authenticate the assignment that City & Guilds requires the signature of both the assessor and the learner on the mark sheets and why a feedback box/sheet is provided.

Assignment Overview

Task A – Lunge a horse under supervision

Assessment topics

- Topic 1:1 Select, check and fit suitable tack and equipment according to instructions
- Topic 1:2 Handle and use lungeing equipment correctly and safely
- Topic 1:3 Lunge the horse according to instructions

Assessment guidance

To complete Task A the learner is required to lunge a well mannered horse for exercise. The learner must fit and handle appropriate tack and equipment, lead the horse to the work area, lunge the horse and return safely to the stable.

The assessment should include:

- observation of safety awareness throughout
- selection and fit of tack and equipment
- positioning of the horse safely when commencing lungeing and changing the rein
- lungeing a well-mannered horse to exercise it effectively
- the correct and safe use of lungeing equipment
- a description of the **two** factors affecting horse control (fresh horse, weather conditions, other horses)

Learners should be familiar with the horse they are working with and may have worked with the horse as part of routine activity.

A marking checklist is provided and should be used. The learner's performance will be marked against the criteria on the marking checklist. Learners should be familiar with the performance criteria before commencement of the task but should not have a copy with them during the assessment.

This task may be achieved at Pass, Merit or Distinction

Marking criteria

Task	Pass	Merit	Distinction
A	All 10 essential criteria have been met.	All 10 essential criteria have been met, plus 2 desirable.	All 10 essential criteria have been met, plus 5 desirable.

Task A – Lunge a horse under supervision

Marking checklist

1. The learner wore appropriate clothing, and the required correct PPE to include suitable footwear, hat and gloves
2. The equipment for lungeing was selected, fitted, secured and checked.
3. The horse was led safely to the lungeing area and the gate was closed
4. The horse was positioned correctly before lungeing started
5. The horse was lunged in walk and trot on both reins as instructed.
6. The horse was lunged in a manner that provided its exercise requirement
7. The learner was able to recognise the horse's exercise needs
8. Side reins were attached and fitted for length
9. Side reins were used to enhance the horse's way of going
10. The learner maintained control of the horse at all times
11. The learner showed confidence and rapport while lungeing the horse
12. Changes of rein were made safely
13. The learner handled the lunge line and whip safely and in an organised manner.
14. The learner untacked the horse and ensured its comfort
15. The learner put all equipment away

Essential criteria Desirable criteria

Feedback to learner:	
Learner's name:	Grade achieved:
Assessor's name and signature:	Date:

Task B – Understand the reasons for exercising horses from the ground

Assessment topics

Topic 2:1	The reasons for lungeing horses
Topic 2:2	Preference of lungeing over ridden work
Topic 2:3	Alternative methods of working horses from the ground
Topic 2:4	The reasons for long-reining horses

Assessment guidance

To achieve Task B the learner is required to complete a report. The report should include:

- reasons for lungeing horses
- why lungeing can be preferable to ridden work
- alternative methods of exercise/working horses from the ground
- reasons for long-reining horses

This task may be achieved at Pass, Merit or Distinction.

Marking criteria

Task	Pass	Merit	Distinction
B	The learner produced a report that covered all relevant content but some areas were only briefly covered. The main reasons for lungeing and why it can be preferable to ridden work are stated. Some relevant information on alternative methods of exercise/working horses from the ground is given. Reasons for long reining horses are listed.	Pass criteria were met plus: The report gave detailed and accurate information for all relevant content. The main reasons for lungeing and why it can be preferable to ridden work are stated and clear explanations provided. Clear and coherent information is given on alternative methods of exercise/working horses from the ground. Reasons for long reining horses are described.	Merit criteria were met plus: The report gave comprehensive information on all relevant content. A detailed explanation of reasons for lungeing and why it can be preferable to ridden work are given. Advantages and disadvantages on alternative methods of exercise/working horses from the ground are described. A detailed explanation for the reasons for long reining horses was given.

Feedback to learner:	
Learner's name:	Grade achieved:
Assessor's name and signature:	Date:

Assignment composition and mark sheet

To be completed by the assessor and signed by the learner.

Learner's name:	Enrolment number:
Centre name:	Centre number:

Outcome	Task	Mark		
		Pass (1 mark)	Merit (2 marks)	Distinction (3 marks)
1. Lunge a horse under supervision	A			
2. Understand the reasons for exercising horses from the ground	B			
Total				
Average mark (total divided by 2)				
Overall Grade				

Learner's signature	Date
Assessor's signature	Date
Internal verifier's signature (where applicable)	Date
Qualification Consultant's signature (where applicable)	Date