

0172-20 Level 2 Technical Certificate in Equine Care

Unit 223 Keeping Horses at Grass

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 – Assess grazing land for the introduction of horses

Assessment topics

- Topic 1:1 Carry out basic assessment of the quantity and quality of grazing
Topic 1:2 Carry out checks on the following for suitability:
- boundaries
 - shelter
 - water supply
- Topic 1:3 Perform initial checks for hazards and poisonous plants and weeds

Assessment guidance

To complete Task A the learner is required to check the grazing land for suitability for the introduction of horses.

The learner will have to visually assess the field, walk the perimeter and inspect shelter and water supply, at the same time being observant of hazards, poisonous plants and weeds. The learner will also need to carry out a basic assessment of the quality and quantity of the grazing. Finally the learner will then report that information back to the assessor. The learner will report back orally one to one but it is recommended that they make written notes whilst carrying out the check and refer to them in their discussion.

The assessor feedback should record the learner's comments and identify learner strengths and weaknesses. This should be in line with the marking criteria. This task may be achieved at Pass, Merit or Distinction.

Marking criteria

Task	Pass	Merit	Distinction
A	The learner carried out an assessment of the grazing land which included the approximate size, type of land and condition of grazing, reporting the information back to the assessor. A check of the boundaries, shelter and water supply was carried out and any obvious hazards, weeds and poisonous plants were reported.	Pass criteria were met plus: The learner carried out a thorough assessment of the grazing land in question. The learner inspected and reported back information regarding boundaries, shelter, water supply, hazards, weeds and poisonous plants in a clear, logical way. The learner made good observations about this particular piece of grazing.	Merit criteria were met plus: The learner was extremely thorough in their approach to this task. The learner reported everything in a coherent manner and made an excellent assessment of the grazing land in question.

Task A – Assess grazing land for the introduction of horses

Learner feedback

Learner's name	Assessor's name
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Strengths (How the topics have been achieved, good aspects of the work)	Areas for improvement (Advice for future assignments)
Grade for task	

Learner's signature	Date
Assessor's signature	Date
Internal verifier's signature (if applicable)	Date

Task B – Turn out, catch and bring in horses from grazing land

Assessment topics

Topic 2:1	Prepare to turn horses out onto grazing land
Topic 2:2	Lead and release horses onto grazing land safely
Topic 2:3	Check the behaviour and condition of horses on grazing land regularly
Topic 2:4	Catch and bring in horses from grazing land safely

Assessment guidance

To complete Task B, learners are required to complete the following activities:

- lead a horse to the field for turnout
- turnout a horse either singly or with others
- catch a horse using safe procedures
- bring the horse in from the field
- check and comment on the behaviour and condition of horses at grass.

Learners should show awareness of developing rapport with the horse.

Although this assessment could be broken down into separate parts, it is possible to undertake the complete assessment at one time. In this case the learner would first be required to catch a horse from a paddock or field area, bring it back to the stable and provide immediate care (e.g. pick out feet, change rugs etc). They could then turnout another horse and then answer some oral questions on:

- the behaviour of the horses on the grazing land
- the condition of those horses.

A marking checklist is provided and should be used. The learner's performance will be marked against the criteria on the marking checklist. The learner 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
B	All 19 essential criteria have been met.	All Pass criteria have been met plus the 2 desirable criteria required for a merit (indicated by an ' M ' in the marking checklist).	All Merit criteria have been met plus the 2 desirable criteria required for a distinction (indicated by a ' D ' in the marking checklist).

Task B – Turn out, catch and bring in horses from grazing land

Marking checklist

1. The learner wore PPE and prepared themselves for the assessment appropriately i.e. safe footwear, appropriate head gear and gloves
2. The learner fitted the equipment required for maintaining control of the horse
3. The horse was led to the paddock in the correct manner
4. The gate was opened and the horse was lead through the gateway leaving plenty of space between the horse and the gateposts/ gate.
5. The gate was secured before releasing the horse
6. The horse was turned towards the gate before removing the head collar/bridle, leaving space between the gate/fence and the learner
7. The learner stepped back after releasing the horse and was aware of other horses being released at the same time (if applicable)
8. The learner reported orally the behaviour of the horses released onto the grazing land
9. The learner gave an outline description of the horse's behaviour once it was released onto the grazing land and then after it had been turned out for a few minutes
10. The learner gave an outline description of the horse's behaviour once it was released onto the grazing land and then after it had been turned out for a few minutes and possible reasons for this behaviour. Any additional relevant questions asked by the assessor were answered
(M)
11. The learner gave a detailed description of the horse's behaviour once it was released onto the grazing land and then after it had been turned out for a few minutes and covered possible reasons for this behaviour in detail. Any relevant additional questions asked by the assessor were answered in detail
(D)
12. The learner assessed the condition of the horses on the grazing land and gave the assessor an outline description of this
13. The learner assessed the condition of the horses on the grazing land and gave the assessor an outline description of this. Any additional relevant questions asked by the assessor were answered
(M)

14. The learner assessed the condition of the horses on the grazing land and gave the assessor a detailed description of this. Any additional relevant questions asked by the assessor were answered in detail (D)
15. The horse was approached in the field/ enclosure for the purpose of catching
16. The horse was caught by the learner and the head collar put on
17. The horse was led across the field to the gate and the learner showed awareness of personal safety if other horses were present in the field
18. The gate was opened and the horse was lead through the gateway leaving plenty of space between the horse and the gateposts/ gate
19. The gate was secured before leading the horse away
20. The learner showed confidence and rapport while working with the horse (D)
21. The horse was led to the stable in a safe manner
22. The learner was able to state the reasons for wearing PPE
23. The learner replaced/changed rugs where necessary
24. The horse was checked for injuries and feet picked out
- Essential criteria Desirable criteria

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

Task C – Recommend how to maintain horses at grass

Assessment topics

- Topic 3:1 The reasons for checking grazing land used for horses
Topic 3:2 Common types of poisonous plants and weeds
Topic 3:3 Different types/ methods of providing boundaries, shelter and water supply

Assessment guidance

To complete Task C the learner is required to produce a booklet or leaflet that outlines the principles of keeping horses at grass throughout the year.

The booklet should include the following:

- basic requirements for shelter, water and feed throughout the year
- information about boundaries and fencing, shelter and water supply
- identification of weeds and a description of plants poisonous to horses
- the reasons for checking grazing land used for horses.

The learner should be as concise as possible and use IT to produce the booklet/leaflet and include pictures/illustrations.

The assessor feedback should identify learner strengths and weaknesses and should be in line with the marking criteria. This task may be achieved at Pass, Merit or Distinction.

Marking criteria

Task	Pass	Merit	Distinction
C	The learner produced a booklet with limited detail supplied. The leaflet included reasons for checking grazing land, identifying common types of poisonous plants and weeds (through use of illustrations), and different types of boundaries, shelter and water supply suitable for horses at grass. An attempt has been made to use IT to design the leaflet.	Pass criteria were met plus: The learner produced a booklet with a wide range of information supplied including identification of weeds and description of plants poisonous to horses, boundary fencing types and uses. The booklet or leaflet is presented in a clear format and IT generated. Illustrations were used to enhance the information.	Merit criteria were met plus: The learner produced a booklet with a greater depth of information supplied relating to poisonous plants, boundary fencing and reasons for checking grazing land. Layout of information is concise, creative and IT generated. Illustrations were used to excellent effect.

Task C – Recommend how to maintain horses at grass

Learner feedback

Learner's name:	Assessor's name:
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Strengths (How the topics have been achieved, good aspects of the work)	Areas for improvement (Advice for future assignments)
Grade for task	

Learner's signature	Date
Assessor's signature	Date
Internal verifier's signature (if applicable)	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. Assess grazing land for the introduction of horses	A			
2. Turn out, catch and bring in horses from grazing land	B			
3. Recommend how to maintain horses at grass	C			
Total				
Average mark (total divided by 3)				
Overall Grade				

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