

Section 1: Care and Welfare

The BHS Performance suite of qualifications are awarded upon achievement of relevant sections.

Section 1: Care and Welfare covers the following units:

- Unit 1: Care and Welfare
- Unit 2: Literature Review

You will complete 1: Care and Welfare if you are working towards the following qualifications:

Performance Centre Manager

Performance Centre Manager with Riding

Performance Coach BHSI

Performance Dressage Coach BHSI

Performance Show Jumping Coach BHSI

The next few pages will detail the unit structure of units 1 and 2. The unit structure lists the assessment criteria you will be assessed against to achieve each unit. We strongly recommend you also read our Guidelines document (relevant to the qualification you are working towards) which also details the scope of the assessment.

Each unit is required to be achieved in one attempt, however once passed, that unit is 'banked'. Generally, unit 1 is assessed in one practical day assessment, and unit 2 is assessed via video call. Assessment dates are listed on our [website](#).

You will find our Guidelines document, plus further recommend reading, resources and links to training events on our website.

Unit Structure

Unit 1: Care and Welfare



Unit Aim

This unit aims to enable learners to demonstrate their horse care and stable management skills and knowledge required for a performance groom or performance centre manager.

Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the care of horses.

| Learning Outcome The learner will be able to: | Assessment Criteria | Guidance on the breadth of content that may be covered during assessment. | Assessment Method |
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| 1. Understand how horses' conformation may affect their potential use and purchase value | 1.1 Analyse static conformation | Analysis may include: <ul style="list-style-type: none"> • Observation from all angles and from a distance • Type, breed, temperament, age, condition, muscle development • Identification of conformational strengths and possible weaknesses | Observation and discussion |
| | 1.2 Analyse dynamic conformation | Analysis may include: <ul style="list-style-type: none"> • Observation from all angles and from a distance • Straightness of movement • Performance capability | Observation and discussion |
| | 1.3 Analyse limb conformation and foot balance | Analysis may include: <ul style="list-style-type: none"> • Observation from all angles • Strengths and weaknesses • Potential performance capability • Hoof balance • Hoof pastern axis | Observation and discussion |
| | 1.4 Evaluate potential use and market value of the horse | Evaluation based on observations made in 1.1, 1.2 and 1.3, may include: <ul style="list-style-type: none"> • Identification of possible use (competition, riding school) • Longevity of use and conformational factors that may affect this • Management and workload recommendations • Vetting procedures • Awareness of market forces (e.g regional variation) • Different sales opportunities and values including horse sales, private sales, dealers etc • Conclusion of estimated market value | Discussion |
| 2a. Understand the management and health of competition horses | 2a.1 Analyse the management and health of a range of different groups of horses | Range = 3 or more Groups of horses to include: <ul style="list-style-type: none"> • Competition horses • Young horses • Horses in training • Horses at rest • Horses in rehabilitation (including post-operative care) | Discussion |
| | 2a.2 Explain Fédération Equestre Internationale (FEI) 'Clean Sport' rules and recommendations | Rules and recommendations to include: <ul style="list-style-type: none"> • Horses and humans • Drug testing • Withdrawal periods | Discussion |

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| | | <ul style="list-style-type: none"> Sanctions | |
| | 2a.3 Explain commonly used medication for a range of ailments | Range = 3 or more Medication: <ul style="list-style-type: none"> Uses, costs, contra-indications Over the counter and medication only prescribed by a veterinary surgeon (POM-V) Commonly used drugs listed on the dangerous substance list Those that can be administered by a groom Usage restrictions and storage Ailments may include: <ul style="list-style-type: none"> Ulcers Cushings/laminitis Colic Respiratory Lameness Infection | Discussion |
| | 2a.4 Evaluate the use of a range of diagnostic tests | Range = 3 or more Diagnostic tests may include: <ul style="list-style-type: none"> Radiography Ultrasonography Blood tests Gastroscopy Joint and nerve blocks Swabs Joint tap | Discussion |
| | 2a.5 Analyse the implementation of biosecurity measures | Implementation to include: <ul style="list-style-type: none"> Regulations for vaccinations (FEI rules) Biosecurity before, during and after a competition Method of travel International travel Timescales | Discussion |
| | 2a.6 Explain the requirements for travelling horses for long distances and internationally | Requirements may include: <ul style="list-style-type: none"> Quarantine before and after travel Destination country's import rules Certification/declaration requirements Vet requirements Other documents Horse welfare including resting, feeding and hydration Skills of groom Travelling: <ul style="list-style-type: none"> Sea Road | Discussion |
| 2b. Understand the use of tack and training aids | 2b.1 Evaluate tack and training aids relevant to requirements | Requirements to include: <ul style="list-style-type: none"> Horses and business | Discussion |
| 3. Analyse horse condition, feeding and management | 3.1 Analyse condition and muscle development | Analysis to include: <ul style="list-style-type: none"> Static assessment only Development of main muscle groups Justification for estimation of level of fitness Type, breed, age, health and condition Identification of competition use or type of work the horse is carrying out | Observation and discussion |
| | 3.2 Plan the management of the horse to maintain its condition | Management to include: <ul style="list-style-type: none"> Planning and implementation of diet, fitness work and management regimes to maintain health in the competition horse | Discussion |

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| | | <ul style="list-style-type: none"> • Impact of health issues • Practical application in yards of different sizes and disciplines • Adaptations if the horse is to be used for breeding | |
| | 3.3 Evaluate the management for different horses with specific focus on feeding and fitness | Horses may include: <ul style="list-style-type: none"> • Point to point • Endurance (Advanced 80-160km) • Show jumping (1.20m and above) • Dressage (Advanced Medium) • Eventing (Advanced Intermediate) • Stallions • Colts • Rigs • Riding school horses • Older horses Management to include: <ul style="list-style-type: none"> • Planning and implementation of diet, fitness work and management regimes to maintain health and condition • Impact of health issues • Practical application in yards of different sizes and disciplines | |
| 4. Understand breeding programmes for horses | 4.1 Assess a mare for its suitability for breeding | Assessment may include: <ul style="list-style-type: none"> • Static assessment only • Shape • Weight • Udder • Conformation and behaviour • Age • Purpose/use of foal | Observation and discussion |
| | 4.2 Evaluate the practicalities of a specific breeding programme | Practicalities may include: <ul style="list-style-type: none"> • Inducing ovulation • Time of year • Facilities available • Costs | Discussion |
| | 4.3 Explain the process of Artificial Insemination and Embryo Transfer | Artificial Insemination process may include: <ul style="list-style-type: none"> • Selection of stallion • Ovulation and oestrus cycle • Semen (fresh vs chilled vs frozen) • Preparation of mare • Insemination of mare Embryo Transfer process to include: <ul style="list-style-type: none"> • Selection of stallion • Selection of suitable recipient mare(s) • Synchronising of oestrus cycle in both mares • Insemination of donor mare • Flushing and transferring the embryo | Discussion |
| | 4.4 Explain the ethics of breeding | Ethics may include: <ul style="list-style-type: none"> • Indiscriminate breeding • Welfare of mare and foal • Breeding from a mare out of work due to injury • Suitability of breeder and yard | Discussion |
| | 4.5 Evaluate how methods of handling young horses affects their development and behaviour | Methods of handling and training may include: <ul style="list-style-type: none"> • Daily routine attention: general handling • Work in hand: leading, trotting up • Loose jumping • Castration • Weaning • Preparation for ridden work • Introduction to loading and | Discussion |

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| | | transportation | |
| 5. Deliver training to develop staff and/or students | 5.1 Deliver a training session | Training session in one or more of the following topics: <ul style="list-style-type: none"> • How to assess a horse's conformation • How to apply a knee or hock bandage • How to fit a double bridle • The use and fitting of a training aid (may include, Market Harborough, Bungees, Draw Reins, Harbridge, De Gogue) • How to check a dressage saddle for comfort • Methods of restraint | Observation and discussion |
| | 5.2 Demonstrate appropriate technical knowledge and skills | Correct technical knowledge and skills appropriate to Stage 4 level with regards to safety and welfare of horse and others | Observation and discussion |

Please check the latest syllabus prior to booking. We regularly review our course content to make it relevant and current for the benefit of our learners. For these reasons, unit specifications may be updated.

Unit Structure



Unit 2: Literature Review

Unit Aim

This unit aims to enable learners to explore a topic of their choice relating to horse care. Learners will research their topic and sources of evidence, read and critique the evidence and present their findings to a panel of industry experts. The learner will have knowledge of useful resources for keeping current with industry research and practice and make informed decisions based on the reliability and value of the literature. The learner will also consolidate their presentation and communication skills to ensure they are confident communicating in the workplace or delivering training and demonstrations.

Unit Introduction

The learner will present on a topic of their choice relating to **Stage 4 Care**. For example, topics could come from within areas such as:

- Care and management of mares and youngstock
- Specialist tack for competition
- Nutrition
- Maintaining health and wellbeing in horses
- Health, management and fitness of competition horses
- Quality of life and euthanasia
- Equine learning theory (young horse handling)

Learners will be expected to review a minimum of three sources of evidence within their critique; this can be in the form of books, journals, magazines (for example, *Equine Health*), websites, expert testimony (expert opinion of an industry leading professional) or research articles. Only one expert testimony is permitted.

Learners have the option to present their review using software such as Microsoft PowerPoint, although this is not compulsory.

The learner will present their review to a small panel of up to three industry professionals (for example, BHS Assessor, veterinarian, farrier or proprietor). The presentation should last between 15-20 minutes, with an additional allowance for questions from the panel.

Supporting evidence and literature reviewed should be brought to the assessment for possible review from the panel. If an expert testimony is used as a source, a recording of the testimony must be brought to the assessment.

| Learning Outcome The learner will be able to: | Assessment Criteria | Guidance on the breadth of content that may be covered during assessment. | Assessment Method |
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| 1. Present the findings of a review on equine care related literature | 1.1 Demonstrate presentation skills | Presentation skills to include: <ul style="list-style-type: none">• Eye contact• Tone of voice• Body language• Use of props and supporting materials | Observation |
| | 1.2 Critically analyse sources of evidence and draw conclusions | Sources of evidence may include: <ul style="list-style-type: none">• Books• Case studies• Internet research• Assignments• Journal articles• Projects• Magazines | Observation and discussion |

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| | | <ul style="list-style-type: none"> • Expert testimony • Appropriate alignment to BHS Stage 4 • Appropriate alignment to chosen topic <p>Conclusions:</p> <ul style="list-style-type: none"> • Reliability • Validity • Recommendations from review ie, management changes or further research ideas | |
| | 1.3 Demonstrate technical understanding | <p>Technical understanding: Good understanding of technical content, language and terminology</p> | Observation and discussion |

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