

Unit Title: Handling and Managing Horses in Equine Assisted Learning	
Level:	Three
Credit Value:	6
GLH:	30
OCNLR Unit Code:	GB7/3/LQ/002
Ofqual Unit Reference Number:	Y/615/2623

This unit has 7 learning outcomes

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to observe and interpret horse behaviour in equine assisted learning sessions.	1.1. Conduct at least four observations of horses in equine assisted learning, including a quantitative observation, gathering evidence of the horse's behaviour. 1.2. Use objective terminology when interpreting the horse's behaviour. 1.3. Observe and record four examples of subtle ways in which the horses use their body language to affect the behaviour of other horses in the herd and explain how this relates to a horse's work with learners.
2. Understand horse welfare in relation to equine assisted learning.	2.1. Explain relevant legislation in relation to equine assisted learning, including the Animal Welfare Act and the Five Freedoms. 2.2. Explain the importance of keeping horses in an outdoor, herd-based environment, with particular reference to the welfare of those working in the equine assisted learning industry. 2.3. Recognise and explain the roles, relationships and herd dynamics of horses and explain the significance for equine assisted learning.

<p>3. Understand horse psychology and the impact on themselves and learners in equine assisted learning.</p>	<p>3.1. Explain how horses use their senses to gather information about the world around them.</p> <p>3.2. Analyse the key psychological theories behind how horses learn, including habituation, the comfort zone model, approach and retreat, positive and negative reinforcement, flooding and conditioning.</p> <p>3.3. Explain possible barriers to learning for a horse, from the environment, the horse itself and the handler and suggest how these may impact on a learner who is working with the horse.</p> <p>3.4. Use a variety of techniques to help horses to relieve stress or tension and explain the value of these techniques for maintaining the emotional well-being of horses in equine assisted learning.</p>
<p>4. Know how, and be able, to reinforce desired behaviour in a horse on a halter and lead rope, in an equine assisted learning environment.</p>	<p>4.1. Outline the key features of desired behaviour on a halter and lead rope within an equine assisted learning environment.</p> <p>4.2. Halter and lead a horse at walk and trot using the process of stimulus, response and reinforcement to shape the desired behaviour.</p> <p>4.3. Identify the key moment when the horse initiates (i.e. thinks about offering) the desired behaviour, and time your release to maximise learning for the horse.</p> <p>4.4. Identify four key signs when a horse is processing information and demonstrate appropriate actions.</p> <p>4.5. Explain the impact that learners could have on reinforcing positive or negative aspects of a horse's behaviour in an equine assisted learning environment with horses that are:</p> <ol style="list-style-type: none"> a) loose b) on a halter and lead rope.

<p>5. Be able to work with a loose horse in an equine assisted learning environment.</p>	<p>5.1. Identify the distance from which you can influence a horse in an equine assisted learning environment.</p> <p>5.2. Explain the impact that your thoughts, behaviour and body language are having on the horse.</p> <p>5.3. Use specific non-verbal communication skills to let a loose horse know that you want it to:</p> <ul style="list-style-type: none"> a) leave at the walk b) walk towards you c) stop d) step backwards e) turn right and left.
<p>6. Understand health and safety within an equine assisted learning environment and develop a risk assessment.</p>	<p>6.1. Explain the health and safety implications of working with horses and learners in equine assisted learning.</p> <p>6.2. Write a risk assessment for a horse involved in an equine assisted learning programme.</p> <p>6.3. Describe the training needs of a horse involved in an equine assisted learning programme.</p> <p>6.4. Describe the key risk and intervention points when horses are interacting with learners.</p>
<p>7. Understand the interaction between horses and people in equine assisted learning.</p>	<p>7.1. Recognise and explain the impact that the horse's thoughts, behaviour and body language could have on a learner.</p> <p>7.2. Reflect on their own interaction with horses and how their own behaviour has changed because of this interaction.</p> <p>7.3. Identify areas for improvement in their own practice when interacting with horses.</p>

Assessment

The grid below gives details of the assessment activities to be used with the unit attached. Please refer to the OCN London Assessment Definitions document for definitions of each activity and the expectations for assessment practice and evidence for verification.

P = Prescribed This assessment method *must* be used to assess all or part of the unit.

O = Optional This assessment method *could* be used to assess all or part of the unit.

Case Study	O	Project	
Written question & answer/test/exam	O	Role play/simulation	
Essay	O	Practical demonstration	P
Report	O	Group discussion	O
Oral question and answer	O	Performance/exhibition	
Written description	O	Production of artefact	
Reflective log/diary	O	Practice file	