



Equine Management

**National Occupational Standards
and Qualification Structure for
NVQ/SVQ Level 4**

December 2005

Copies of this document are available from Lantra Connect:

Helpline: 0845 707 8007

Fax: 024 7669 6732

E-mail: connect@lantra.co.uk

Website: www.lantra.co.uk

Write: Lantra, Lantra House, Stoneleigh Park,
Nr Coventry, Warwickshire, CV8 2LG

Contents

	Page
Qualification Structures	
Equine Management NVQ/SVQ Level 4	2
National Occupational Standards	
Unit and Element Titles	7
Unit 401 Plan and establish procedures for the management of horses	9
Unit 402 Select horses and identify potential for development	17
Unit 403 Co-ordinate the process for breaking a young horse	23
Unit 404 Manage the breeding of horses	29
Unit 405 Manage the rearing of horses	35
Unit 406 Organise and manage horse transportation	43
Unit 407 Design and implement a training programme for a performance horse	51
Unit 408 Evaluate and review a training programme for a performance horse	57
Unit 409 Prepare for competitive equine performance	63
Unit 410 Manage the preparation of breeding stock for sale	69
Unit 411 Develop and implement a marketing plan for the land-based business	77
Unit 412 Establish and manage suitable grazing for equines	83
Unit 413 Manage the availability of physical resources	91
Unit CU99 Assess, negotiate and secure sources of funding	95
Unit CU106 Develop procedures for health and safety in workplace	101
Unit CU107 Interview and recruit staff	107
Unit CU111 Use information to make decisions	113
Unit CU119 Help teams to achieve their objectives	117
Unit CU123 Manage information, knowledge and communications	121
Unit CU130 Produce and implement a business plan for the land-based business	125
Unit CU146 Purchase products or services for the land-based organisation	131
Unit A2 Manage your own resources and professional development (MSC)	135
Unit B28 Plan a programme to achieve goals (Skillsactive)	141
Unit B29 Manage and evaluate a programme to achieve goals (Skillsactive)	151
Unit E1 Manage a budget (MSC)	163
Unit L11 Enable learning through demonstration and instruction (ENTO)	167

Equine Management

Qualification Structure for NVQ/SVQ Level 4

The candidate must achieve all five of the mandatory units plus four units within the selected optional group, in order to achieve the qualification.

Mandatory Units

Unit 401	Plan and establish procedures for the management of horses
Unit CU106	Develop procedures for health and safety in the workplace
Unit A2	Manage your own resources and professional development (MSC)
Unit CU123	Manage information, knowledge and communications
Unit CU111	Use information to make decisions

Optional Units – the candidate must achieve unit 4 units from one of these groups of units including any specifically specified

Group A Equine Business Management

In addition to the mandatory units candidates must achieve unit 412 plus three of the remaining optional units from group A.

Unit 403	Co-ordinate the process for breaking a young horse
Unit 404	Manage the breeding of horses
Unit 405	Manage the rearing of horses
Unit 406	Organise and manage horse transportation
Unit 407	Design and implement a training programme for a performance horse
Unit 408	Evaluate and review a training programme for a performance horse
Unit 409	Prepare for competitive equine performance
Unit 410	Manage the preparation of breeding stock for sale
Unit 411	Develop and implement a marketing plan for the land-based business
Unit 412	Establish and manage suitable grazing for equines
Unit 413	Manage the availability of physical resources
Unit CU99	Assess, negotiate and secure sources of funding
Unit CU107	Interview and recruit staff
Unit CU119	Help teams to achieve their objectives
Unit CU130	Produce and implement a business plan for the land-based business
Unit CU146	Purchase products or services for the land-based organisation
Unit B28	Plan a programme to achieve goals (Skillsactive)
Unit B29	Manage and evaluate a programme to achieve goals (Skillsactive)
Unit E1	Manage a budget (MSC)
Unit L11	Enable learning through demonstration and instruction (ENTO)

Group B Business/Yard Manager

In addition to the mandatory units candidates must achieve unit CU130 and unit CU146, plus two of the remaining optional units from group B.

Unit 402	Select horses and identify potential for development
Unit 403	Co-ordinate the process for breaking a young horse
Unit 404	Manage the breeding of horses
Unit 405	Manage the rearing of horses
Unit 406	Organise and manage horse transportation
Unit 407	Design and implement a training programme for a performance horse
Unit 408	Evaluate and review a training programme for a performance horse
Unit 409	Prepare for competitive equine performance
Unit 410	Manage the preparation of breeding stock for sale
Unit 411	Develop and implement a marketing plan for the land-based business
Unit 412	Establish and manage suitable grazing for equines
Unit 413	Manage the availability of physical resources
Unit CU99	Assess, negotiate and secure sources of funding
Unit CU107	Interview and recruit staff
Unit CU119	Help teams to achieve their objectives
Unit CU130	Produce and implement a business plan for the land-based business
Unit CU146	Purchase products or services for the land-based organisation
Unit B28	Plan a programme to achieve goals (Skillsactive)
Unit B29	Manage and evaluate a programme to achieve goals (Skillsactive)
Unit E1	Manage a budget (MSC)
Unit L11	Enable learning through demonstration and instruction (ENTO)

Group C Elite Groom

In addition to the mandatory units candidates must achieve unit 406 and unit 409, plus two of the remaining optional units from group C.

Unit 403	Co-ordinate the process for breaking a young horse
Unit 404	Manage the breeding of horses
Unit 405	Manage the rearing of horses
Unit 406	Organise and manage horse transportation
Unit 407	Design and implement a training programme for a performance horse
Unit 408	Evaluate and review a training programme for a performance horse
Unit 409	Prepare for competitive equine performance
Unit 410	Manage the preparation of breeding stock for sale
Unit 411	Develop and implement a marketing plan for the land-based business
Unit 413	Manage the availability of physical resources
Unit CU107	Interview and recruit staff
Unit CU119	Help teams to achieve their objectives
Unit CU130	Produce and implement a business plan for the land-based business
Unit CU146	Purchase products or services for the land-based organisation
Unit E1	Manage a budget (MSC)
Unit L11	Enable learning through demonstration and instruction (ENTO)

Group D Coach/Instructor

In addition to the mandatory units candidates must achieve the unit B28 and unit B29 plus two of the remaining optional units from group D.

Unit 403	Co-ordinate the process for breaking a young horse
Unit 404	Manage the breeding of horses
Unit 405	Manage the rearing of horses
Unit 406	Organise and manage horse transportation
Unit 407	Design and implement a training programme for a performance horse
Unit 408	Evaluate and review a training programme for a performance horse
Unit 409	Prepare for competitive equine performance
Unit 410	Manage the preparation of breeding stock for sale
Unit 411	Develop and implement a marketing plan for the land-based business
Unit 412	Establish and manage suitable grazing for equines
Unit CU99	Assess, negotiate and secure sources of funding
Unit CU107	Interview and recruit staff
Unit CU119	Help teams to achieve their objectives
Unit CU130	Produce and implement a business plan for the land-based business
Unit CU146	Purchase products or services for the land-based organisation
Unit B28	Plan a programme to achieve goals (Skillsactive)
Unit B29	Manage and evaluate a programme to achieve goals (Skillsactive)
Unit E1	Manage a budget (MSC)
Unit L11	Enable learning through demonstration and instruction (ENTO)

Group E Horse Racing

In addition to the mandatory units candidates must achieve unit 407 and unit 408, plus two of the remaining optional units from group E.

Unit 402	Select horses and identify potential for development
Unit 403	Co-ordinate the process for breaking a young horse
Unit 404	Manage the breeding of horses
Unit 405	Manage the rearing of horses
Unit 406	Organise and manage horse transportation
Unit 407	Design and implement a training programme for a performance horse
Unit 408	Evaluate and review a training programme for a performance horse
Unit 409	Prepare for competitive equine performance
Unit 410	Manage the preparation of breeding stock for sale
Unit 411	Develop and implement a marketing plan for the land-based business
Unit 412	Establish and manage suitable grazing for equines
Unit 413	Manage the availability of physical resources
Unit CU99	Assess, negotiate and secure sources of funding
Unit CU107	Interview and recruit staff
Unit CU119	Help teams to achieve their objectives
Unit CU130	Produce and implement a business plan for the land-based business
Unit CU146	Purchase products or services for the land-based organisation
Unit B28	Plan a programme to achieve goals (Skillsactive)
Unit B29	Manage and evaluate a programme to achieve goals (Skillsactive)
Unit E1	Manage a budget (MSC)
Unit L11	Enable learning through demonstration and instruction (ENTO)

Group F Breeding

In addition to the mandatory units candidates must achieve the following units, 404, 405, 417 plus one of the remaining optional units from group F.

Unit 403	Co-ordinate the process for breaking a young horse
Unit 404	Manage the breeding of horses
Unit 405	Manage the rearing of horses
Unit 406	Organise and manage horse transportation
Unit 413	Manage the preparation of breeding stock for sale
Unit 414	Develop and implement a marketing plan for the land-based business
Unit 417	Establish and manage suitable grazing for equines
Unit 423	Manage the availability of physical resources
Unit 425	Identify and use information to make decisions
Unit CU99	Assess, negotiate and secure sources of funding
Unit CU107	Interview and recruit staff
Unit CU119	Help teams to achieve their objectives
Unit CU130	Produce and implement a business plan for the land-based business
Unit CU146	Purchase products or services for the land-based organisation
Unit E1	Manage a budget (MSC)
Unit L11	Enable learning through demonstration and instruction (ENTO)

This page has been left intentionally blank

Equine Management

Unit and Element Titles

Unit 401	Plan and establish procedures for the management of horses
Element 401.1	Establish and implement a horse care policy
Element 401.2	Manage the care of the horse under stress
Element 401.3	Establish a nutrition policy
Unit 402	Select horses and identify potential for development
Element 402.1	Establish critical pre-inspection requirements
Element 402.2	Inspect horses for specific requirements
Unit 403	Co-ordinate the process for breaking a young horse
Element 403.1	Train a young horse from the ground
Element 403.2	Establish basic training
Unit 404	Manage the breeding of horses
Element 404.1	Establish and implement a breeding policy
Element 404.2	Control and organise the breeding of horses
Unit 405	Manage the rearing of horses
Element 405.1	Establish and implement a rearing policy
Element 405.2	Control and organise foaling and care of the foal
Element 405.3	Control and organise the rearing of young stock
Unit 406	Organise and manage horse transportation
Element 406.1	Plan journey and make transport arrangement
Element 406.2	Prepare horse and equipment for journey
Element 406.3	Manage horse safety and welfare during transportation
Unit 407	Design and implement a training programme for a performance horse
Element 407.1	Design a training programme for a performance horse
Element 407.2	Implement a training programme for a performance horse
Unit 408	Evaluate and review a training programme for a performance horse
Element 408.1	Evaluate a training programme
Element 408.2	Recommend and implement modification of the training programme
Unit 409	Prepare for competitive equine performance
Element 409.1	Carry out pre-competition preparation
Element 409.2	Manage competition horses
Unit 410	Manage the preparation of breeding stock for sale
Element 410.1	Plan the marketing and sales strategy for the organisation
Element 410.2	Oversee the sales preparation procedures
Element 410.3	Supervise public and private sales procedures
Unit 411	Develop and implement a marketing plan for the land-based business
Element 411.1	Plan how to improve your marketing
Element 411.2	Carry out your marketing plan

Unit 412	Establish and manage suitable grazing for equines
Element 412.1	Assess land for suitability
Element 412.2	Establish suitable grazing
Element 412.3	Manage established grassland for equines
Unit 413	Manage the availability of physical resources
Unit CU99	Assess, negotiate and secure sources of funding
Element CU99.1	Determine and assess potential sources of funding
Element CU99.2	Negotiate and secure sources of funding
Unit CU106	Develop procedures for health and safety in workplace
Element CU106.1	Ensure a healthy and safe workplace
Element CU106.2	Conduct Risk Assessment in the workplace
Unit CU107	Interview and recruit staff
Element CU107.1	Prepare to interview
Element CU107.2	Interview and select candidates
Unit CU111	Identify and use information to make decisions
Unit CU119	Help teams to achieve their objectives
Unit CU123	Manage information, knowledge and communications
Unit CU130	Produce and implement a business plan for the land-based business
Element CU130.1	Produce a business plan
Element CU130.2	Implement the business plan
Unit CU146	Purchase products or services for the land-based organisation
Unit A2	Manage your own resources and professional development (MSC)
Unit B28	Plan a programme to achieve goals (Skillsactive)
Element B28.1	Plan a programme to achieve long and medium term goals
Element B28.2	Plan training cycles to achieve medium term goals
Element B28.3	Identify and access resources to achieve goals
Element B28.4	Plan coaching sessions
Unit B29	Manage and evaluate a programme to achieve goals (Skillsactive)
Element B29.1	Implement a programme
Element B29.2	Monitor and adjust the programme to meet changing needs and circumstances
Element B29.3	Communicate programme information
Element B29.4	Conclude the programme
Element B29.5	Evaluate the programme
Unit E1	Manage a budget (MSC)
Unit L11	Enable learning through demonstration and instruction (ENTO)
Element L11.1	Demonstrate skills and methods to learners
Element L11.2	Instruct learners

Unit 401

Plan and establish procedures for the management of horses

Element 401.1	Establish and implement a horse care policy
Element 401.2	Manage the care of the horse under stress
Element 401.3	Establish a nutrition policy

About this unit

This unit is for those who are responsible for policy making decisions and the management of horses. It is about the formulation and evaluation of yard policy, including the routine management of the working or breeding horse, specialist care of the horse, care of the sick horse and feeding practice.

The first element involves planning a horse care and stable management policy for working or breeding horses in order to optimise their health and condition and managing the horses so that they remain healthy despite the demands placed on them.

The second element involves organising and overseeing the management of the sick horse and the horse under stress, including being able to recognise when a horse needs specialist help, communicating with the specialist, evaluating the effectiveness of the specialist input and the progress of the horse. Specialists include the veterinary surgeon, farrier, therapist, dentist and nutritionist.

The third element involves using a knowledge and understanding of the nutrient requirements of horses to implement and monitor a feeding policy for the yard

Element 401.1**Establish and implement a horse care policy**

Performance Criteria

You must:

- 1 Formulate the **policy** based on an **evaluation** of horse welfare, the business plan and staff resources
- 2 Ensure that the aims and objectives of the **policy** conform to legislative requirements and best current practice
- 3 Make the **policy** available to the relevant **personnel**
- 4 **Evaluate** the **policy** against stated aims and objectives at agreed intervals
- 5 Act on the decisions resulting from **evaluation** promptly
- 6 Supervise the effective implementation of the **policy**

Knowledge and Understanding

You must know and understand:

- (a) Internal parasites, anthelmintics, design of worming programmes
- (b) The foot and shoeing, remedial shoeing
- (c) Vaccination programmes
- (d) Types of stabling, housing and bedding and their effect on horse health and well-being
- (e) The horses physiological and psychological need for exercise
- (f) Effective stable management routines
- (g) Welfare, legislation and insurance
- (h) Management of staff and personnel
- (i) Selling horses, Sales of Goods Act, advertising, value
- (j) Implications of horses entering the human food chain
- (k) Care of older horses, retired horses and horses at the end of their working life
- (l) Registration and passport regulations

Element 401.1**Establish and implement a horse care policy****Scope**

This element requires that you:

- A. Formulate a welfare **policy** with regard to:
 - (i) Worming
 - (ii) Shoeing
 - (iii) Vaccination
 - (iv) Housing
 - (v) Bedding
 - (vi) Exercise
 - (vii) Access to grazing
 - (viii) Insurance

- B. Ensure the following **personnel** are familiar with the policy:
 - (i) Owners
 - (ii) Stable staff
 - (iii) Clients

- C. **Evaluation** Methods should include:
 - (i) Formal meetings
 - (ii) Feedback from staff and clients

Notes

Element 401.2**Manage the care of the horse under stress**

Performance Criteria

You must:

- 1 Organise suitable accommodation, environment and daily care for the horse
- 2 Monitor the health and well-being of the horse under stress and evaluate against horse care policy
- 3 Identify the need for **specialist input** and take **appropriate action**
- 4 Ensure that the actions prescribed by the specialist are carried out by relevant **personnel**
- 5 Obtain feedback on the horse's response to **specialist input** from relevant **personnel**
- 6 Instigate **appropriate action** in response to feedback until health and well-being are restored
- 7 Implement measures to minimise stress and communicate them to the relevant **personnel**
- 8 Communicate effectively at all times with staff involved in caring for the horse

Knowledge and Understanding

You must know and understand:

- (a) How to assess the condition, health and well-being of the horse
- (b) Factors which determine when specialist input is needed
- (c) The relationship between different specialists and professional groups, the role of alternative therapies, the physiotherapist and the nutritionist
- (d) The physiology of the horse
- (e) The definition of stress and the recognition and understanding of factors contributing to stress in horses
- (f) How to promote the health and well-being of horses and minimise their stress and injury through good practice
- (g) Methods of treatment for different categories of ailment, including: metabolic, trauma, disease and lameness
- (h) Implications of not administering treatment correctly and the importance of monitoring response to treatment

Element 401.2**Manage the care of the horse under stress****Scope**

This element requires that you:

- A. Must be able instigate **appropriate actions** where problem arise in relation to
 - (i) Illness
 - (ii) lameness
 - (iii) performance
 - (iv) age
 - (v) changes in environment

- B. Identify the need for **specialist input** from three of the following
 - (i) Farrier
 - (ii) Vet
 - (iii) Dentist
 - (iv) Physiotherapist

- C. Communicate with the following **personnel**
 - (i) Owner
 - (ii) Trainer
 - (iii) Stable Staff
 - (iv) Specialist

Notes

Element 401.3 Establish a nutrition policy

Performance Criteria

You must:

- 1 Produce a **nutrition policy** based on an evaluation of horse welfare, the business plan and best current practice.
- 2 Make the **nutrition policy** available to the relevant personnel
- 3 Supervise the effective implementations of the **nutrition policy**
- 4 Identify and implement individual horse's **dietary needs**
- 5 Obtain **feedback** on the horse's response to **nutrition policy** from relevant personnel
- 6 Modify **nutrition policy** as a result of the feedback received
- 7 Communicate effectively at all times with staff involved in feeding the horse

Knowledge and Understanding

You must know and understand:

- (a) Nutrition requirements of horses and how to establish dietary requirements for horses at different stages of life and different levels of work
- (b) Principals of preparing rations for individual horses
- (c) Types of feed, feed preparation, hay alternatives and trends in feeding
- (d) Dietary additives and supplements and reasons for their inclusion in the diet
- (e) The digestive system and its relation to the rational of feeding horses
- (f) Methods and frequency of feeding
- (g) The relationships between feeding, health and ill-health
- (h) The rules regarding prohibited substances
- (i) The effects of costs and methods of feeding and planning rations
- (j) Purchase procedures and suppliers of feed stuffs

Element 401.3**Establish a nutrition policy****Scope**

This element requires that you:

- A. Establish a **nutrition policy** that covers
 - (i) an individual horse
 - (ii) a group of horses
 - (iii) feeding methods
 - (iv) types of feed
 - (v) quality of feed

- B. Identify **dietary needs** relating to
 - (i) forage
 - (ii) concentrates
 - (iii) water
 - (iv) supplements
 - (v) additives

- C. Obtain **feedback** on the nutritional policy through the following channels
 - (i) formal meetings
 - (ii) from staff and clients

Notes

This page has been left intentionally blank

Unit 402**Select horses and identify potential for development**

Element 402.1
Element 402.2

Establish critical pre-inspection requirements
Inspect horses for specific requirements

About this unit

This unit is for those who are involved in the selection of horses for purchase, for breeding or for performance. This unit is about identifying the qualities needed for successful performance for a chosen discipline and being able to select horses that possess the potential to succeed in that discipline.

The first element involves identifying the qualities needed for successful performance for a chosen discipline, including breeds, bloodlines and performance records.

The second element involves assessment of static and dynamic conformation in relation to the chosen discipline and being able to decide on the suitability and potential of the horse.

Element 402.1**Establish critical pre-inspection requirements**

Performance Criteria

You must:

- 1 Establish and confirm the individual's **specific requirements** for the horse
- 2 Obtain and assess breeding **information** and records
- 3 Establish and evaluate the horse's performance, temperament and experience
- 4 Clarify any discrepancies in the **information** with relevant individuals
- 5 Evaluate the methods of purchasing a horse and select the most effective

Knowledge and Understanding

You must know and understand:

- (a) Procedure and methods for checking performance of horse
- (b) How and why certain breeds and types are suited to particular activities
- (c) Pedigrees
- (d) Importance of consultation with relevant parties
- (e) The role of the breeding and performance databases
- (f) Registration procedures
- (g) Horse identification and passports
- (h) How to establish the client's requirements
- (i) Liaison between the vendor and the customer
- (j) The different ways in which to find and buy a horse, for example, sales, dealers, adverts

Element 402.1**Establish critical pre-inspection requirements****Scope**

This element requires that you:

- A. Identify the individuals **specific requirements** in relation to
 - (i) height
 - (ii) age
 - (iii) breeding use
 - (iv) price

- B. Obtain the following **information** about the horse
 - (i) sire
 - (ii) dam
 - (iii) siblings
 - (iv) vices
 - (v) height
 - (vi) age
 - (vii) inhibitive conditions

Notes

Element 402.2**Inspect horses for specific requirements**

Performance Criteria

You must:

- 1 Make a **perceptive evaluation** of the horse's static conformation and age against specific requirements
- 2 Make a **perceptive evaluation** of the horse's gait, balance and movement
- 3 Note any defects and discuss their implications with relevant individuals
- 4 Assess the potential, suitability and value of the horse against individual's needs
- 5 Determine the most suitable method of establishing the horse's soundness and health
- 6 When evaluating the horse, use working practices which are safe and in accordance with yard practice

Knowledge and Understanding

You must know and understand:

- (a) Differences in conformation for varying work roles
- (b) Implications of poor conformation and bone deformities
- (c) Implications of poor shoeing and hoof balancing
- (d) Assessment of static and dynamic conformation, including ageing
- (e) Relationship between skeletal anatomy, muscular make up and soundness of the horse
- (f) Importance of giving accurate advice and the consequences of error
- (g) Conditions of sale and warranties
- (h) Veterinary examinations for purchase, X-rays and blood tests
- (i) The areas of the law associated with the purchase and sale of horses
- (j) Insurance requirements and recommendations
- (k) Cosmetic blemishes etc

Element 402.2 Inspect horses for specific requirements

Scope

This element requires that you:

- A. Make your **perceptive evaluation** against specific requirements including
 - (i) height
 - (ii) type
 - (iii) age
 - (iv) breeding
 - (v) use
 - (vi) price

Notes

This page has been left intentionally blank

This page has been left intentionally blank

Unit 403**Co-ordinate the process for breaking a young horse**

Element 403.1
Element 403.2

Train a young horse from the ground
Establish basic training

About this unit

This unit is for those who are involved in managing the handling of young horses and supervising the breaking and riding of young horses. This unit deals with managing and supervising the education of the young horse including mouthing, lunging or long reining, backing and riding away.

The first element involves the supervision of the early training of the young horse including, the introduction to the breaking equipment, ground work and backing.

The second element involves the supervision of the basic training of the young horse, after it has been broken to saddle or harness. This includes acceptance of discipline, simple movements and working in company.

Element 403.1**Train young horses from the ground**

Performance Criteria

You must:

- 1 Establish the **breaking** programme, brief the handlers and confirm their understanding
- 2 Control and co-ordinate the successful introduction of the horse to the **breaking** process
- 3 Evaluate the horse's progress throughout, agree and implement any required **modifications** to the programme
- 4 Comply with working practices which are safe and in accordance with yard practice

Knowledge and Understanding

You must know and understand:

- (a) Training young horses from eight months to backing
- (b) Use of specialist equipment and breaking tack or harness
- (c) The inclusion of lunging or long reining in the programme
- (d) Training mishandled or difficult horses
- (e) Safety procedures to be implemented
- (f) The psychological and physiological effects that breaking activities may have on the horse
- (g) When to start the programme and the consequences of working immature horses

Element 403.1**Train young horses from the ground****Scope**

This element requires that you:

- A. Establish **breaking** programmes that define
 - (i) the method to be used
 - (ii) the equipment to be used
 - (iii) the location to be used
 - (iv) breaking tack
 - (v) groundwork
 - (vi) rider/driver

- B. Make necessary **modifications** to the programme including
 - (i) re-train
 - (ii) provide further schooling
 - (iii) cease activities

Notes

Element 403.2 Establish basic training

Performance Criteria

You must:

- 1 Establish the basic **training programme**, brief the **relevant personnel** and confirm their understanding
- 2 Control and co-ordinate the successful basic training of the horse
- 3 Use working practices which are safe and in accordance with yard practice
- 4 Evaluate the **training programme** at regular intervals and agree and implement any required **modifications**

Knowledge and Understanding

You must know and understand:

- (a) Use of tack for young horses
- (b) Use and care of personal protective equipment
- (c) Psychological effects of changes in environment
- (d) The range of facilities, equipment and handlers available
- (e) Why particular measures or resources were used during the training programme
- (f) The psychological and physiological effects that breaking activities may have on the horse
- (g) The effects of introducing the young horse to simple movements, working in company with other horses, outside influences and traffic

Element 403.2 Establish basic training

Scope

This element requires that you:

- A. Establish a basic **training programme** that includes
 - (i) simple movements
 - (ii) working in company with other horses
 - (iii) outside influences

- B. Make necessary **modifications** to the programme including
 - (i) re-train
 - (ii) provide further schooling
 - (iii) cease activities

- C. Brief the **relevant personnel** including
 - (i) trainer
 - (ii) instructor
 - (iii) handler

Notes

This page has been left intentionally blank

Unit 404**Manage the breeding of horses**

Element 404.1
Element 404.2

Establish and implement a breeding policy
Control and organise the breeding of horses

About this unit

This unit is for those who are involved with stud management and policy making decisions. It is about the formulation and evaluation of stud management policy and the selection and management of brood mares and/or stallions.

The first unit involves formulating and evaluating the stud management policy, including mare and stallion selection, promotion and use and day to day management routines, such as feeding.

The second unit involves organising and overseeing covering, including mare and stallion selection, briefing and controlling staff and determining yard policy, for example veterinary practice.

Element 404.1**Establish and implement a breeding policy**

Performance Criteria

You must:

- 1 Formulate the **policy** based on an evaluation of future trends, organisational and market needs
- 2 Ensure that the aims and objectives of the **policy** conform to legislative requirements and current best practice
- 3 Make the **policy** available to **relevant personnel**
- 4 Evaluate the **policy** against stated aims and objectives at agreed intervals
- 5 Act on decisions resulting from the evaluation process promptly
- 6 Supervise the effective implementation of the **policy**

Knowledge and Understanding

You must know and understand:

- (a) the horse breeding industry, its development and future trends
- (b) the codes of practice and legislative requirements governing the breeding and rearing of horses
- (c) the importance of systematic reviews in improving policy
- (d) the importance of ensuring that policy modifications are implemented and disseminated without delay
- (e) methods of analysing trends
- (f) breeding and registration schemes, registration of mares, stallions and foals
- (g) pedigrees and the selection of mares and stallions for intended use
- (h) policies on disclosure of information
- (i) the importance of record keeping
- (j) stud terms, fees and methods of payment, the nomination form
- (k) regulations regarding vaccination, swabbing and venereal diseases
- (l) dietary and exercise requirements of mares and stallions
- (m) the role of the veterinary surgeon in effective stud management

Element 404.1**Establish and implement a breeding policy****Scope**

This element requires that you:

- A. Include the following in your breeding **policy**
- (i) stallion and mare selection
 - (ii) stallion and mare promotion and use
 - (iii) stallion and mare management
 - (iv) feeding
 - (v) worming
 - (vi) vaccinations
 - (vii) hoof care
 - (viii) customer care
 - (ix) veterinary input
 - (x) dental care
- B: Ensure the following **relevant personnel** are aware of the policy
- (i) stable staff
 - (ii) owner
 - (iii) client
 - (iv) veterinary surgeon

Notes

Element 404.2**Control and organise the breeding of horses**

Performance Criteria

You must:

- 1 Select stallions and/or mares in accordance with agreed policy
- 2 Define and record handlers responsibility and limits of authority
- 3 Obtain feedback from handlers on the progress of coverings
- 4 Take **appropriate action** if difficulties are encountered during covering
- 5 Identify sub-fertility in mares and/or stallions and take appropriate action
- 6 Encourage individuals to make suggestions on how procedures could be improved

Knowledge and Understanding

You must know and understand:

- (a) the importance of conformation, pedigree, value and past performance in the selection of breeding stock
- (b) the mare's reproductive system and hormonal control of the cycle
- (c) detection of oestrus and the manipulation of the oestrous cycle
- (d) the stallion's reproductive system, semen quality and the implications of overuse
- (e) the detection, prevention and treatment of sexually transmitted diseases
- (f) cause of and treatment for sub-fertility and infertility in mares and stallions
- (g) methods and timing of pregnancy testing
- (h) maintaining the physical and psychological well-being of the stallion
- (i) The effects of transporting stallions, mares and foals by road, sea and air
- (j) Maintenance and organisation of stud records

Element 404.2**Control and organise the breeding of horses****Scope**

This element requires that you:

- A. Take **appropriate actions** if difficulties are encountered including
- (i) seeking specialist advice
 - (ii) arranging further covering
 - (iii) consulting owner

Notes

This page has been left intentionally blank

Unit 405**Manage the rearing of horses**

Element 405.1

Establish and implement a rearing policy

Element 405.2

Control and organise foaling and care of the foal

Element 405.3

Control and organise the rearing of young stock

About this unit

This unit is for those who are involved with stud management and policy making decisions. It is about the formulation and evaluation of stud management policy and the selection and management of foaling mares, foals and young stock.

The first element involves formulating and evaluating the stud management policy, including rearing young stock and the day to day management routines, such as feeding

The second element involves organising and overseeing foaling, including briefing and controlling staff and assisting with difficult foalings

The third element involves organising and overseeing the rearing of young stock, including briefing and controlling staff and monitoring the growth and development of young stock

Element 405.1**Establish and implement a rearing policy**

Performance Criteria

You must:

1. Formulate the policy based on an evaluation of future trends, organisational and market needs
2. Ensure that the aims and objectives policy conforms to **legislative requirements and best practice**
3. Make the policy available to **relevant personnel**
4. **Evaluate** the policy against stated aims and objectives at agreed intervals
5. Act on decisions resulting from the **evaluation** process promptly
6. Supervise the effective implementation of the policy

Knowledge and Understanding

You must know and understand:

- (a) The horse breeding industry, its development and future trends
- (b) The codes of practice and legislative requirements governing the breeding and rearing of horses
- (c) The importance of systematic reviews in improving policy
- (d) The importance of ensuring that policy modifications are implemented and disseminated without delay
- (e) Methods of analysing trends
- (f) Breeding and registration schemes, registration of mares, stallions and foals
- (g) Pedigree and the selection of mares and stallions for intended use
- (h) Policies on disclosure of information
- (i) The availability of computer programmes
- (j) Dietary requirements of young stock

Element 405.1**Establish and implement a rearing policy****Scope**

This element requires that you:

- A. Ensure your policy complies with **legislative requirements and best practice** including
 - (i) feeding
 - (ii) weaning
 - (iii) vaccinations
 - (iv) castrations
 - (v) hoof care
 - (vi) selection and sale of young stock
- B. Liaise with **relevant personnel** including
 - (i) stable staff
 - (ii) owner
 - (iii) personnel
- C. **Evaluate** the policy through one or more of the following methods
 - (i) formal meetings
 - (ii) monitoring of feedback from clients and staff

Notes

Element 405.2**Control and organise foaling and care of the foal**

Performance Criteria

You must:

1. Define and record team and individual responsibility and limits of authority
2. Supervise **foaling** care and care of the new born foal in accordance with agreed policy
3. Obtain and act on feedback on the progress of mare and foal
4. Assist with difficult **foalings** in accordance with agreed policy
5. Recognise **foal** problems and **take appropriate action**
6. Recognise **mare** problems and take appropriate action
7. Encourage individuals to make suggestions on how procedures could be improved

Knowledge and Understanding

You must know and understand:

- (a) close circuit television and mare alarms
- (b) signs of foaling, stages of labour, abnormal presentation and when to seek help
- (c) procedures immediately following parturition
- (d) signs of health in new born foals
- (e) the importance of colostrum and how to ensure that the foal has obtained sufficient colostrum
- (f) the identification and treatment of mare and foal health problems
- (g) management procedure for deformed foals
- (h) fostering procedures and care of the orphan foal
- (i) dietary requirements of mare and foal
- (j) reasons for substitution of mare and foal eg mare not accepting foal
- (k) growth problems and related treatments
- (l) travelling mares and foals by road, sea and air

Element 405.2**Control and organise foaling and care of the foal****Scope**

This element requires that you:

- A. Deal with the following **foaling** problems
 - (i) abnormal presentation
- B. Deal with at least three of the following **foal** problems
 - (i) suckling
 - (ii) meconium retention
 - (iii) growth deformities
 - (iv) orphan
 - (v) health
- C. Deal with the following **mare** problems
 - (i) retention of placenta
 - (ii) acceptance of foal
 - (iii) health
- D. Take **appropriate action** including
 - (i) seek specialist advice
 - (ii) change diet
 - (iii) change care schedule

Notes

Element 405.3 Control and organise the rearing of young stock

Performance Criteria

You must:

1. Define and record team and individual responsibilities and limits of authority
2. Plan and implement appropriate methods of weaning
3. Obtain and act on **feedback** on the progress of mares and weanlings
4. Implement routine **health care** for young stock
5. Plan and implement diet of young stock to optimise growth and development
6. Obtain and act on **feedback** on the **health**, growth and development of young stock
7. Encourage individuals to make suggestions on how procedures could be improved

Knowledge and Understanding

You must know and understand:

- (a) Weaning procedures and problems
- (b) Worming vaccination and foot care procedures
- (c) Feeding young stock to optimise growth and development
- (d) Developmental problems in growing youngsters and related treatments
- (e) Registration process and procedures
- (f) Different methods of housing young stock

Element 405.3 Control and organise the rearing of young stock

Scope

This element requires that you:

- A. Implement health **care** routines including
 - (i) worming
 - (ii) vaccination
 - (iii) foot care

- B. Obtain feedback on **health** problems including
 - (i) diet
 - (ii) developmental orthopaedic disease
 - (iii) viral infections
 - (iv) infectious and contagious diseases

- C. Act upon **feedback** as appropriate including
 - (i) seek specialist advice
 - (ii) change diet
 - (iii) change care schedule

Notes

This page has been left intentionally blank

Unit 406**Organise and manage horse transportation**

Element 406.1	Plan journey and make transport arrangement
Element 406.2	Prepare horse and equipment for journey
Element 406.3	Manage horse safety and welfare during transportation

About this unit

This unit is for those who are involved with travelling performance horses and breeding stock nationally and internationally. It involves the planning and managing of transportation of horses for competition and breeding purposes, including the planning routes, arranging transport, care of horse and equipment during transport and maintaining travel documentation.

Element 1 involves planning a national and/or international travel for horse including the completion of journey plans and travel documentation.

Element 2 involves preparing the horse and equipment for the journey and informing all relevant personnel of travel arrangements

Element 3 involves caring for horses during transportation, including checking the horses condition at regular intervals and take action in the event of problems arising. You will also need to provide horses with feed, water, exercise and rest as necessary during the journey, and unload them safely at the end of the journey, settling them into their new environment

Element 406.1**Plan journey and make transport arrangements**

Performance Criteria

You must:

- 1 Establish transportation requirements and agree plans with relevant personnel
- 2 Arrange suitable transport to meet travel requirements
- 3 Keep all **relevant personnel** informed of travel arrangements
- 4 Determine journey route to ensure appropriate arrival time taking contingency plans into consideration
- 5 Ensure all travel document is complete, legible and in line with appropriate legislation
- 6 Ensure **travel plans** maintain optimum welfare for horse and staff

Knowledge and Understanding

You must know and understand:

- (a) Methods of national and international transport for horses
- (b) How arrangements for international travel should be made
- (c) The different requirements for national and international travel
- (d) Principles of journey planning
- (e) The horses physiological and psychological requirements during travel
- (f) Understanding of responsibilities under the Welfare of Animals (Transport) Order 1997
- (g) Appropriate legislation including, health and safety and animal welfare
- (h) Insurance requirements
- (i) How to maintain health, safety and welfare of people and horses

Element 406.1**Plan journey and make transport arrangements****Scope**

This element requires that you:

- A. Establish **travel plans** that address the welfare issues of the horse including
 - (i) health
 - (ii) feed
 - (iii) water
 - (iv) exercise
 - (v) rest

- B. Travel plans should be agreed with **relevant personnel** including
 - (i) owners
 - (ii) trainers
 - (iii) stable staff
 - (iv) transport companies

Notes

Element 406.2**Prepare horse and equipment for journey**

Performance Criteria

You must:

- 1 Brief all **relevant personnel** about travel plans
- 2 Organise the **equipment and resources** for the for journey and purpose of travel
- 3 Ensure horse is suitably prepared for journey
- 4 Ensure all travel documentation is complete
- 5 Complete necessary **safety checks**
- 6 Ensure horse(s) are loaded in a way which minimises stress
- 7 Maintain health, safety and security of horse, self and others throughout

Knowledge and Understanding

You must know and understand:

- (a) How transport needs to be prepared for the horses
- (b) The different requirements for long and short journeys
- (c) The destination and likely time of arrival and to whom this information should be given
- (d) Factors which cause horses stress and how to minimise them
- (e) How to load horses onto transport
- (f) The potential difficulties and hazards associated with loading difficult horses and the correct actions to take
- (g) How to prepare, establish and secure horses ready for transport
- (h) The records which are required for the journey
- (i) Legal requirements in relation to the number of horses in transport
- (j) Your responsibility under animal welfare, the transportation of horses and health and safety legislation
- (k) Who to contact for advice and assistance and when to seek veterinary help
- (l) The powers of enforcement authorities before, during and after transport
- (m) The authorisation requirements for journey and the differences between a General Authorisation and a Specific Authorisation
- (n) Risks to horses, yourself and others and how these can be minimised

Element 406.2 Prepare horse and equipment for journey

Scope

This element requires that you:

- A. Organise **equipment and resources** including
 - (i) feed and hay
 - (ii) full water tank
 - (iii) method of restraint
 - (iv) kit
 - (v) first aid
 - (vi) documentation/passport

- B. Brief **relevant personnel** including
 - (i) transport companies
 - (ii) trainers
 - (iii) stable staff
 - (iv) owners

Notes

Element 406.3**Manage horse safety and welfare during transportation**

Performance Criteria

You must:

- 1 Check the horses condition at regular intervals during the journey
- 2 Identify any causes for concern, signs of stress or ill-health and take the **appropriate action**
- 3 Reschedule the timetable and promptly inform the appropriate person if problems occur
- 4 Feed, water, exercise and rest horse during the journey to maintain their health and well- being
- 5 Unload horses in a manner which minimises stress
- 6 Establish horses safely in their new environment
- 7 Maintain the health, safety and welfare of the horse, self and other at all times

Knowledge and Understanding

You must know and understand:

- (a) Indicators of a horses health and well-being
- (b) Signs, symptoms and causes of stress
- (c) How often to check horses during the journey depending on method of transport and legislation
- (d) Action to be taken when a horse shows sign of stress or ill health during a journey
- (e) The provision of feed, water, exercise and/or rest breaks for particular horses during the journey
- (f) The clothing and ventilation requirements of horses during transport
- (g) Circumstances in which horses can be left and how safety and security may be maintained
- (h) Problems that may occur and how to deal with them
- (i) Any necessary documentation and your responsibility in relation to it
- (j) Your responsibilities under health and safety, animal welfare and animal transportation legislation
- (k) Different species water requirements during a journey

Element 406.3**Manage horse safety and welfare during transportation****Scope**

This element requires that you:

- A. Take **appropriate action** if the horse shows symptoms of stress or ill-health including
- (i) contacting vet
 - (ii) contact owner/rider
 - (iii) carry out first aid care
 - (iv) treat for dehydration
 - (v) discontinue journey

Notes

This page has been left intentionally blank

Unit 407**Design and implement a training programme for a performance horse**

Element 407.1
Element 407.2

Design a training programme for a performance horse
Implement a training programme for a performance horse

About this unit

This unit is for those who are involved with designing the training routines of performance horses. The unit is about the setting of goals for the horse to achieve and selecting the most appropriate methods of training to allow the horse to achieve its goals.

The first unit involves evaluating the horse's current performance and formulating the goals and methods of training.

The second unit involves implementing a flexible training programme to meet the objectives.

Element 407.1**Design a training programme for a performance horse**

Performance Criteria

You must:

1. Define the discipline or competitive performance which the horse is required to achieve and agree these objectives with relevant personnel
2. Select **training methods** which have the greatest potential for achieving optimum fitness and performance
3. Evaluate the current performance and condition of the horse and identify the horse's training needs
4. Formulate training goals and methods based on the agreed objectives, training needs and **resources**
5. Select schooling methods which provide the horse with the necessary skills

Knowledge and Understanding

You must know and understand:

- (a) How to identify the objectives of the training programme
- (b) How to establish accurate performance records of individual horses
- (c) The importance of giving and receiving accurate advice and the consequences of error
- (d) Reasons for blood testing and interpretation of results
- (e) Reason for weighing and interpretation of results
- (f) Training equipment such as horse walkers, swimming pools, etc
- (g) Advantages and disadvantages of different training methods
- (h) The rationale behind the suggested programme and its relevance to the horse
- (i) Exercise physiology
- (j) Sports medicine
- (k) The types of artificial surface and their maintenance
- (l) The factors affecting the horse's performance including, breeding, static and dynamic conformation etc.
- (m) The way in which the venues differ and how this may affect the horse's performance

Element 407.1**Design a training programme for a performance horse****Scope**

This element requires that you:

- A. Design training programmes that optimise the use of at least three **resources** including
 - (i) schooling facilities
 - (ii) tack
 - (iii) rider
 - (iv) time
 - (v) human input
 - (vi) facilities
 - (vii) finance

- B. Select **training methods** for the following types of horses
 - (i) experienced
 - (ii) inexperienced
 - (iii) unfit
 - (iv) fit

Notes

Element 407.2**Implement a training programme for a performance horse**

Performance Criteria

You must:

- 1 Brief relevant personnel on all aspects of the proposed **training programme**
- 2 Use **training programmes** which optimise the use of the available resources
- 3 Improve the horse's performance using valid and reliable training methods
- 4 Implement the **training programme** to meet objectives, ensuring it is sufficiently flexible to allow for variations in requirements
- 5 Use working practices which are safe and in accordance with accepted practice

Knowledge and Understanding

You must know and understand:

- (a) How to identify the objectives of the training programme
- (b) How to establish accurate performance records of individual horses
- (c) The importance of giving accurate advice and the consequences of error
- (d) the importance of briefing all personnel concerned with the development of the horse
- (e) Training equipment such as horse walkers, swimming pools, etc
- (f) Advantages and disadvantages of different training methods

Element 407.2**Implement a training programme for a performance horse****Scope**

This element requires that you:

- A. Implement **training programmes** for the following types of horses
 - (i) experienced
 - (ii) inexperienced
 - (iii) unfit
 - (iv) fit

Notes

This page has been left intentionally blank

Unit 408**Evaluate and review a training programme for a performance horse**

Element 408.1
Element 408.2

Evaluate a training programme
Recommend and implement modification of the training programme

About this unit

This unit is for those who are involved in managing the training routes of performance horses. It is about the evaluation, review and modification of performance horses.

Element 411.1 involves observing the horse's response and obtaining feedback about the horse's performance and making critical analysis of the effectiveness of the training programme.

Element 411.2 involves adapting the training programme depending on the response of the horse

Element 408.1**Evaluate a training programme**

Performance Criteria

You must:

- 1 **Evaluate** the training programme at regular intervals against the agreed objectives and training needs of the horse
- 2 Obtain **feedback** on the horse's response to training from relevant personnel
- 3 Analyse the information obtained and record the results
- 4 **Evaluate** the suitability and safety of facilities and equipment and record the results
- 5 Communicate effectively at all times with staff involved in training the horse
- 6 **Evaluate** the horse's readiness to compete
- 7 Assess the horse's athletic ability and decide the competitive campaign strategy

Knowledge and Understanding

You must know and understand:

- (a) The psychological effects which training may have on the horse
- (b) The physical effects of training on the horse
- (c) Seasonal and environmental effects on specific activities
- (d) Reasons for blood testing and interpretation of results
- (e) Reasons for weighing and interpretation of results
- (f) The value of regular evaluation and how this can improve the quality of training which the horse receives
- (g) Why it is important to agree future alterations with all relevant personnel
- (h) The objectives of the training programme
- (i) Establish accurate performance records for individual horses
- (j) Assessment of condition and fitness
- (k) Resources needed to train horses to optimum fitness

Element 408.1**Evaluate a training programme****Scope**

This element requires that you:

- A. **Evaluate** training programmes for the following types of horses
 - (i) experienced
 - (ii) inexperienced
 - (iii) unfit
 - (iv) fit

- B. Obtain **feedback** from two or more of the following personnel
 - (i) trainer
 - (ii) owner
 - (iii) rider
 - (iii) groom

Notes

Performance Criteria

You must:

- 1 Discuss the evaluation of the training programme with relevant personnel and review and adjust the objectives where necessary
- 2 Modify the training programme to meet the reviewed objectives
- 3 Ensure that any **modification** takes into account the future potential and desired performance of the horse
- 4 Ensure that **modification** takes into account the availability and effective use of resources
- 5 Discuss **factors** which affect or are affected by **modification** of the training programme with relevant personnel and take appropriate actions

Knowledge and Understanding

You must know and understand:

- (a) Factors which may require a review of potential performance
- (b) The advantages and disadvantages of different training methods
- (c) The advantages and disadvantages of different training aids
- (d) How to recognise physiological and psychological problems in horses and how to deal with them
- (e) The welfare of a horse at the end of its career

Scope

This element requires that you:

- A. Ensure **factors** are taken into consideration including
 - (i) availability of resources
 - (ii) usage of resources
 - (iii) implications for the horse
 - (iv) implications for the user of the horse

- B. Make **modifications** to the programme to suit three of the following types of horses
 - (i) experienced
 - (ii) inexperienced
 - (iii) fit
 - (iv) unfit

- C. Make three of the following modifications to the programme
 - (i) adjust work
 - (ii) change rider
 - (iii) alter feeding
 - (iv) cease work

Notes

This page has been left intentionally blank

Unit 409**Prepare for competitive equine performance**

Element 409.1
Element 409.2

Carry out pre-competitive preparation
Manage competition horses

About this unit

This unit is for those who are involved in managing the training of horses. It is about the management of a performance horse prior to a competition, entering them in a competition and their management at the venue.

The first element involves preparing a horse to go to competition

The second element involves entering horses in appropriate competition and their management at the venue.

Element 409.1**Carry out pre-competition preparation**

Performance Criteria

You must:

- 1 Enter the horse in appropriate competitions and agree this with the relevant personnel
- 2 Declare the horse at the correct time
- 3 Control and implement **pre-competition routines**
- 4 Undertake **preparation** of the horse by fitting appropriate tack and equipment for the specified discipline
- 5 Ensure that working practices are safe and comply with yard practice

Knowledge and Understanding

You must know and understand:

- (a) Governing authorities rules and regulations
- (b) Factors which affect the use of tack and equipment
- (c) Health and welfare checks
- (d) Pre-performance warm up procedures
- (a) Briefing procedures for connections of horses
- (f) The importance of giving accurate advice and the consequence of error
- (g) Prohibited substances

Element 409.1**Carry out pre-competition preparation****Scope**

This element requires that you:

- A. Undertake **pre-competition routines** including
 - (i) feeding/watering
 - (ii) equipment preparation
 - (iii) transport
 - (iv) turn out

- B. Undertake **preparation** with the following types of horse
 - (i) experienced
 - (ii) inexperienced

Notes

Element 409.2**Manage competition horses**

Performance Criteria

You must:

- 1 Recognise which level of discipline would be most suitable for an individual horse
- 2 Understand the effect of a horse's breeding on its competitive potential
- 3 Organise the registration of horses with the appropriate bodies
- 4 Understand and adhere to the rules of the governing authority
- 5 Manage the process of entering horses in appropriate competitions
- 6 Liaise with **relevant personnel**
- 7 Manage the tacking up procedure
- 8 Carry out **post performance routines**
- 9 Maintain basic records as appropriate

Knowledge and Understanding

You must know and understand:

- (a) The competition rules
- (b) Entry requirements
- (c) Registration procedures
- (d) Types of climate, going, terrain and their effect on performance
- (e) Types of competition and venue
- (f) What records should be maintained

Element 409.2**Manage competition horses****Scope**

This element requires that you:

- A. Liaise with three of the following **relevant personnel**
- (i) trainer
 - (ii) rider
 - (iii) other staff
 - (iv) competition officials
 - (v) press
- B. Undertake **post-performance routines**, including
- (i) feeding/watering
 - (ii) care of equipment
 - (iii) exercise
 - (iv) health assessment of the horse

Notes

This page has been left intentionally blank

Unit 410**Manage the preparation of breeding stock for sale**

Element 410.1

Plan the marketing and sales strategy for the organisation

Element 410.2

Oversee the sales preparation procedures

Element 410.3

Supervise public and private sales procedures

About this unit

This unit is for those who are involved with preparing horses for sales. It is about planning and managing the preparation of horses for sale, through public auction and privately. It includes assessing the horse, selecting the most appropriate method for sale, preparing the horse and managing the selling process.

The first element involves assessing the horse for sale and planning the marketing and sales strategy

The second element involves overseeing the care, welfare and training of horses leading up to sales

The third element involves organising the sales procedures including presenting horses to prospective clients

Element 410.1**Plan the marketing and sales strategy for the organisation**

Performance Criteria:

You must:

- 1 Assess young stock for value and potential
- 2 Identify most appropriate **selling method** for individual horses
- 3 Make arrangements for entry to public auction for specific horses
- 4 Liaise with connections to confirm selling plans
- 5 Plan and implement **marketing** programme for selling horses through public or private means

Knowledge and Understanding

You must know and understand:

- (a) Methods of selling horses
- (b) Entry and Sales procedures
- (c) Records and cataloguing procedures
- (d) Evaluation and assessment of horses for sale
- (e) Legal requirements of the sale
- (f) Website/internet sales

Element 410.1**Plan the marketing and sales strategy for the organisation****Scope**

This element requires that you:

- A. Select the most appropriate **selling methods** from
 - (i) private
 - (ii) auction

- B. Select the correct **marketing** method, from the following
 - (i) advert
 - (ii) catalogue entry

Notes

Element 410.2 Oversee the sales preparation procedures

Performance Criteria:

You must:

- 1 Plan the **training** and education of horses for sale
- 2 Supervise the **care** and welfare of horses leading up to sale
- 3 Organise the presentation of horses for sale
- 4 Brief **relevant personnel** on events leading to attendance at sales
- 5 Ensure horse vaccinations and passport documentation are complete and up to date

Knowledge and Understanding

You must know and understand:

- (a) Educating and training horses for sale including stable manners, travelling and leading up in hand
- (b) How to present a horse for sale
- (c) Use and fitting of specialist equipment
- (d) Risks to horses and people and how these can be minimised
- (e) How to maintain health, safety and welfare of people and horses
- (f) Health declaration requirements of sale

Element 410.2**Oversee the sales preparation procedures****Scope**

This element requires that you:

- A. Develop a **training** plan for three of the following
 - (i) rugging
 - (ii) stable manners
 - (iii) leading
 - (iv) travelling

- B. Ensure appropriate **care** is provided to the horse leading up to the sale including
 - (i) health
 - (ii) feed
 - (iii) water
 - (iv) grooming
 - (v) exercise
 - (vi) rest

- C. Ensure **relevant personnel** are kept briefed on events leading up to the sale including as appropriate
 - (i) owners
 - (iii) stable staff
 - (iv) transport staff

Notes

Element 410.3 Supervise public and private sales procedures

Performance Criteria:

You must:

- 1 Organise the travel arrangements and accommodation for horses being sold
- 2 Prepare horse for sale ring or private purchaser
- 3 Supervise the **showing** of horse to prospective clients
- 4 Complete sales documentation
- 5 Follow sales procedures prior to, during and after sales

Knowledge and Understanding:

You must know and understand:

- (a) Educating and training horses for sale including stable manners, travelling and leading up in hand
- (b) How to present a horse for sale
- (c) Use and fitting of specialist equipment
- (d) Risks to horses and people and how these can be minimised
- (e) How to maintain health, safety and welfare of people and horses

Element 410.3**Supervise public and private sales procedures****Scope**

This element requires that you:

- A. Supervise the **showing** of a horse for both of the following types sale
 - (i) private
 - (ii) public

Notes

This page has been left intentionally blank

Unit 411**Develop and implement a marketing plan for the land-based business**

Element 411.1
Element 411.2

Develop a marketing
Implement a marketing plan

About this unit

This unit is aimed at any people who work at a senior level for whom it is necessary to understand their market and how to sell their goods or services at a profit.

This will involve you:

- researching your market
- planning your market
- and planning how to judge the success of your marketing
- implementing your marketing plan

Element 411.1**Plan how to improve your marketing**

Performance Criteria

You must:

- 1 Research the market for your line of business
- 2 Find out about your competitors' activities
- 3 Analyse your research to decide if there are opportunities to improve your current market
- 4 Review your findings against the business targets
- 5 Prepare a detailed budget for marketing
- 6 Produce a **marketing plan** including all the information used to make your decisions
- 7 Decide how you will measure whether your marketing plans are successful

Knowledge and Understanding

You must know and understand:

- (a) where to get market information
- (b) how to find out about your competitors
- (c) how to analyse the results of your findings
- (d) how to set targets for marketing which will include considering
 - Your market position
 - Sales and gross margins
 - Profit and profit margins
 - Cash flow
 - Customer trends
- (e) that customers want and need
- (f) your forecasts for the business
- (g) type of marketing to be used and how much marketing will cost
- (h) how and where products and/or services will be sold
- (i) keeping previous and winning new business
- (j) how to identify whether or not you are meeting marketing targets

Element 411.1**Plan how to improve your marketing****Scope**

This element requires that you:

- A. Investigate and develop a **marketing plan** for one of the following
 - (i) an existing product or service offered by the business
 - (ii) a new product or service that you wish to offer

Notes

Element 411.2**Carry out your marketing plan**

Performance Criteria

You must:

- 1 Decide what products/services the business needs to **market**
- 2 Make sure all the people involved are able to carry out the actions to **market** the products/services
- 3 Monitor the progress of sales and **marketing** and communicate this information to the right people
- 4 Identify any new opportunities or threats and change the **business plan** as necessary
- 5 Decide how you will deal with things when sales or **marketing** differ from the plan
- 6 Decide how you will monitor customer service including complaints comments or suggestions

Knowledge and Understanding

You must know and understand:

- (a) What products or services you can deliver
- (b) Who needs to know and understand your plans and progress
- (c) How to get the best from sales/marketing staff
- (d) What marketing methods will be used
- (b) How to communicate with and listen to people in a manner appropriate to the situation
- (g) How to identify threats and how they will impact on your business

Element 411.2 Carry out your marketing plan

Scope

This element requires that you

- A. Implement a **marketing** plan for
 - (i) an existing product or service offered by the business
 - (ii) a new product or service that you wish to offer

- B. Amend the **business plan** to take account of
 - (i) threats
 - (ii) opportunities

Notes

This page has been left intentionally blank

Unit 412

Establish and manage suitable grazing for equines

Element 412.1	Assess land for suitability
Element 412.2	Establish suitable grazing
Element 412.3	Manage established grassland for equines

About this unit

This unit describes the standards expected of anyone with responsibility for providing pastures for grazing with equines.

It is expected that, in some instances, decisions will be based on information or advice acquired from specialists; in these instances you will be required to know the best sources of specialist advice.

The first element is about assessing an area to analyse its potential to provide suitable grazing. This will require a judgement on a number of factors and you will be expected to identify both the factors that will limit the areas potential for grazing as well as the factors that will require specific management. In all instances, reference will need to be made to the practicality of potential solutions.

The second element requires that you have adequate knowledge to develop a strategy to establish and improve grazing. It is accepted that, in many instances, it will not be possible to demonstrate these processes in practice.

The third element covers all routines and decision-making factors in the management of grassland on an equine business. . It is accepted that, in many instances, it will not be possible to demonstrate these processes in practice and you will have to demonstrate that you have an adequate knowledge of grassland management.

Element 412.1**Assess land for suitability**

Performance Criteria

You must:

- 1 Assess pasture for **suitability** for grazing with equine breeding stock
- 2 Identify **features** that will limit the potential of the pasture
- 3 Identify **features** with specific management requirements

Knowledge and Understanding

You must know and understand:

- (a) The type of pasture most appropriate for the equine type
- (b) What features you should be aware of that may impact on the suitability of the pasture
 - permanently
 - seasonally
 - for specific stock
- (c) The specific features of the differing pastures and how best manage these

Element 412.1 Assess land for suitability

Scope

This element requires that you:

- A. Assess pasture for **suitability** for two of the following types of equine
 - (i) old/retired
 - (ii) resting
 - (iii) working
 - (iv) specialist care

- B. Identify the potential impact of four of the following **features**
 - (i) climatic factors
 - (ii) gradient
 - (iii) evenness of surface
 - (iv) soil type and profile
 - (v) herbage
 - (vi) fencing/shelter
 - (vii) access
 - (viii) services (water/electricity)
 - (ix) security and safety

Notes

Element 412.2**Establish suitable grazing**

Performance Criteria

You must:

- 1 Plan a strategy to establish suitable grazing that takes account of all **relevant factors**
- 2 Ensure that the soil structure is sufficient and take appropriate corrective action if necessary
- 3 Ensure the pasture coverage is sufficient and re-seed as necessary
- 4 Ensure that the design and layout of the paddock is suitable for the **equine type**
- 5 Ensure that fencing and shelter is sufficient and secure and take appropriate action if necessary to provide a safe and secure environment
- 6 Ensure that access and services are sufficient and take appropriate action as necessary
- 7 Ensure that all action taken is compliant with organisational and legal requirements
- 8 Carry out your work in a manner which minimises environmental damage

Knowledge and Understanding

You must know and understand:

- (a) The effect which previous use of the site, soil conditions, existing structures and system and weather conditions will have on the pasture
- (b) The ground conditions which are required for effective planting to take place
- (c) The site's requirements for drainage
- (d) The types of problems that may occur
- (e) The necessary quality of the pasture
- (f) Grazing and rotational grazing rates
- (g) Methods of protecting the pasture from physical deterioration
- (h) Types of nutrients which may be applied and the limits of your responsibility in relation to the handling of nutrients
- (i) Potential environmental impact of activities and how these can be minimised
- (j) Restrictions on land use and planning regulations
- (k) Relevant legislation and codes of practice

Element 412.2**Establish suitable grazing****Scope**

This element requires that you:

- A. Recognise and consider the following **relevant factors**
 - (i) previous use of the site
 - (ii) existing structures and services
 - (iii) soil conditions
 - (iv) different weather conditions

- B. Develop a strategy for four or more of the following **equine type**
 - (i) old/retired
 - (ii) resting
 - (iii) breeding
 - (iv) working
 - (v) specialist care

Notes

Element 412.3**Manage established grassland for equines**

Performance Criteria

You must:

- 1 Use and maintain **tools and equipment** correctly and in a way that achieves their purpose
- 2 Monitor the pasture effectively in accordance with production requirements
- 3 Identify problems and take the correct prompt action to remedy the situation
- 4 Where necessary seek the necessary technical advice regarding suitable actions for minimising the effects of pests, diseases and disorders
- 5 Perform your work in a manner which minimises environmental damage
- 6 Assess the results of maintenance operations, ensuring objectives standards and safety requirements have been achieved
- 7 Keep the necessary records accurate, legible and complete

Knowledge and Understanding

You must know and understand:

- (a) The tools and equipment which are necessary for the maintenance of the site
- (b) Methods for using tools and equipment and materials and of maintaining them in a condition fit for use
- (c) The relationship between production requirements and the need for monitoring the pasture
- (d) Grazing rates and rotational grazing
- (e) Correct action to take in the event of identifying problems
- (f) Type of nutrients that may be applied
- (g) Sources of technical advice regarding the suitable actions for minimising the effects of pests, diseases and disorders
- (h) Manufacturers instructions in relation to the preparation and use of chemicals
- (i) The possible adverse environmental impact when maintaining planted areas and how to avoid this
- (j) The statutory health and safety requirements and codes of practice relevant to the management of planted areas

Element 412.3**Manage established grassland for equine****Scope**

This element requires that you:

- A. Use **tools and equipment** to undertake two of the following functions
 - (i) harrowing
 - (ii) rolling
 - (iii) aerating
 - (iv) topping
 - (v) cleaning

- B. Take action to resolve one or more of the following problems
 - (i) soil deficiency
 - (ii) herbage deficiency
 - (iii) vermin problems
 - (iv) poor drainage

Notes

This page has been left intentionally blank

Unit 413

Manage the availability of physical resources

About this unit

This unit is about ensuring that physical resources are available as needed for the workplace to be productive and safe.

Physical resources might include buildings, machinery, equipment, materials, supplies, vehicles and so on. You are not expected to be a specialist in managing physical resources but you do need to show that you draw on the expertise of specialists and work effectively with them. Specialists might include external advisors who can provide expertise.

This unit is suitable for those in a team leading, first line and middle management or leadership role.

Performance Criteria

You must:

- 1 **Monitor** the provision of **supplies** to ensure that there is always adequate availability to keep the workplace productive and safe
- 2 Continuously **monitor** the quality of physical resources
- 3 Ensure your teams use of physical resources is efficient
- 4 **Monitor** the use of physical resources in ways that are reliable and comply with organisational requirements
- 5 **Monitor** the actual use of physical resources against an agreed plan at appropriate intervals
- 6 Maintain records of use of physical resources that are complete accurate and available to authorised people only
- 7 Take **corrective action** to deal with any actual or potential problems with **supplies** promptly
- 8 Where you are unable to obtain the physical resources you need in full, agree appropriate amendments to you plans and with **relevant people**

Knowledge and Understanding

You must know and understand:

- (a) How to present and communicate plans on resource usage
- (b) How to encourage staff to communicate their needs for resources
- (c) The physical resources required for you and your team to undertake your work
- (d) Organisational objectives and legal requirements relevant to resource usage
- (e) The types of trends and developments which might impact on resource usage
- (e) How to encourage team members to take responsibility for efficient use of resources
- (f) How to monitor and control resource usage
- (h) The importance of effective record keeping
- (i) The problems that may exist with supplies or suppliers and the corrective action that should be taken in response to these
- (j) How to adjust work plans in the event of required resources not being available

Scope	Notes
<p>This element requires that you:</p> <p>A. Obtain supplies from one of the following types of supplier</p> <ul style="list-style-type: none">(i) inside your organisation(ii) outside your organisation <p>B. Use two of the following types of monitoring</p> <ul style="list-style-type: none">(i) direct observation(i) verbal information from others(iii) written information from others <p>C. Take one of the following types of corrective action</p> <ul style="list-style-type: none">(i) alter activities(ii) modify the use of physical resources for activities(iii) renegotiate the allocation of physical resources <p>D. Present plans to at least two types of the following relevant people</p> <ul style="list-style-type: none">(i) team members(ii) colleagues working at the same level(iii) higher-level managers or sponsors(iv) people outside your organisation	

This page has been left intentionally blank

Unit CU99

Assess, negotiate and secure sources of funding

Element CU99.1	Determine and assess potential sources of funding
Element CU99.2	Negotiate and secure sources of funding

About this Unit

This unit defines standards for determining possible sources of funding and then negotiating and securing that funding. Sources of funding include sponsorships, grants, subsidies, donations and bequests or financial institutions.

Element CU99.1**Determine and assess potential sources of funding**

Performance Criteria

You must:

- 1 Identify potential **sources of funding** which are relevant to the organisation and its work
- 2 **Obtain information** on the **sources of funding** and assess its appropriateness to the work of the organisation
- 3 Identify and assess **opportunities** and **constraints** for the organisation given the nature and commitments of the **sources of funding**
- 4 Analyse and present the information in a form which can be used effectively by others
- 5 Select **sources of funding** most appropriate to the organisation and its aims
- 6 Formulate proposals for action which are capable of implementation and supported by a clear rationale
- 7 Keep accurate, legible and complete records of the process for future use

Knowledge and Understanding

You must know and understand:

- (a) How to identify and assess current and anticipated sources of funding for relevance
- (b) Organisational information needs in relation to sources of funding etc
- (c) The needs and demands of funders and how they differ between sources
- (d) Opportunities and risks in funding arrangements
- (e) Preparing proposals and applications for funding
- (f) The importance of historical information relating to applications and proposals and how it can be used to inform current activity

Element CU99.1**Determine and assess potential sources of funding****Scope**

This element requires that you:

- A. Consider the following **sources of funding**:
 - (i) local
 - (ii) national
 - (iii) international
- B. **Obtain information** on:
 - (i) the nature of activities which will attract funding
 - (ii) the interests and priorities of the funding sources
 - (iii) the values of the funding agency
 - (iv) commitments of the organisation
- C. Identify and assess **opportunities**:
 - (i) for extending and maintaining the business
 - (ii) for funding areas of change and expansion which could not be achieved through another route
- D. Identify and assess the following **constraints**:
 - (i) conditions restricting the range of other business activities
 - (ii) conditions which limit the perceived opportunities available
 - (iii) funding implications e.g. in terms of timing and scheduling

Notes

Element CU99.2**Negotiate and secure sources of funding**

Performance Criteria

You must:

- 1 Prepare information and data to time and in a form which is consistent with funder's requirements
- 2 Clearly explain the added **benefits** which may result from the funding
- 3 Take the appropriate actions to facilitate progress when there are delays in processing the proposal
- 4 Confirm that individuals have the necessary authority to conclude the process prior to the start of **negotiations**
- 5 Conduct **negotiations** in a manner which encourages the desired result while maintaining organisational commitments and values
- 6 Provide additional information in an appropriate format to enable **negotiations** to proceed effectively according to organisational requirements
- 7 Assess details of the outcome prior to the completion of documentation
- 8 Handle discussions in a way which does not prejudice future relationships and seek feedback for future action when positive outcomes are not achieved
- 9 Make information on the outcome appropriately available to those who need to know the result

Knowledge and Understanding

You must know and understand:

- (a) Documentation, including any specific formats or designs, which are most appropriate for different funders
- (b) Importance and range of the characteristics and interests of potential funders in negotiation
- (c) Full range of benefits available from funding sources, and the associated constraints which may be related
- (d) Effective ways of facilitating progress
- (e) The reasons for confirming that the individuals in the potential funding organisation have the authority to proceed
- (f) Effective negotiation methods
- (g) The roles, responsibilities and limits of authority of the individual in providing information and commitments on behalf of the organisation
- (h) Characteristics of effective funding arrangements
- (i) How to assess the details of any contractual obligation
- (j) How to handle rejection of sponsorship constructively in a way which does not prejudice future relationships
- (k) Methods of publicising contract agreements in a way which is supportive of that contract and any commitments which have been made

Element CU99.2 Negotiate and secure sources of funding

Scope

This element requires that you:

- A. Explain the following **benefits**:
 - (i) for the organisation concerned (e.g. being able to attract government funding to match that given by the sponsor)
 - (ii) for the contributor (e.g. marketing deals, logo advertising)

- B. Conduct the following **negotiations**:
 - (i) formal
 - (ii) informal

Notes

This page has been left intentionally blank

Unit CU106**Develop procedures for health and safety in the workplace**

Element CU106.1

Ensure a healthy and safe workplace

Element CU106.2

Conduct Risk Assessment in the workplace

About this unit

This unit appears as unit CU106 in other Lantra suites of standards.

This unit is suitable for people who are not health and safety experts but who need to prepare health and safety procedures and carry out risk assessment in the workplace.

This could be an employer, the manager, supervisor, a safety representative or an employee.

The first element is about ensuring that the workplace is a healthy and safe environment.

The second element is involves identifying where risk exists in the workplace and taking the appropriate action.

Element CU106.1 Ensure a healthy and safe workplace

Performance Criteria

You must:

- 1 Develop health and safety **procedures** that meet legal and organisational requirements
- 2 Identify people whom other people must
 - report accidents to
 - report identified health and safety risks to
 - seek first aid treatment from
- 3 Identify how **health and safety data** will be recorded in line with legal requirements
- 4 Develop health and safety training plans appropriate to the workforce and in line with legal requirements
- 5 Ensure the health and safety **procedures** are communicated to all people in the workplace in the appropriate manner
- 6 Identify any **changes** within the workplace or as a result of legal regulations or guidelines that affect your working practices
- 7 Notify all people in the workplace promptly of any **changes** to health and safety procedures

Knowledge and Understanding

You must know and understand:

- (a) The work area and people for which you are responsible
- (b) The information available relating to health and safety and how to access it
- (c) Any specific health and safety procedures covering your job role
- (d) How to conduct an effective health and safety review

Element CU106.1 Ensure a healthy and safe workplace

Scope

- A. You must specify the use of at least two of the following **procedures**
- (i) planned inspections
 - (ii) spot checks
 - (iii) checks on identified danger area
 - (iv) planned reviews
- B. You must demonstrate the recording of data for at least two of the following types of **health and safety data.**
- (i) complaints
 - (ii) incidents
 - (iii) accidents
 - (iv) illness
 - (v) fire evacuation drills
 - (vi) test certificates
 - (vii) training records
 - (viii) results of monitoring
- C. You must show that you have reviewed at least two of the following **changes**
- (i) changes to working practices
 - (ii) changes to equipment used in the workplace
 - (iii) changes to personnel

Notes

Performance Criteria

You must:

- 1 Identify why and where a **risk assessment** will be carried out
- 2 Ensure that you have the relevant up-to-date **information** to carry out risk assessment
- 3 Seek expert advice when necessary
- 4 Identify **hazards** that could result in harm to staff or other people in the workplace
- 5 Record **hazards** in a way that conforms with legal and workplace requirements
- 6 Report the results of your **risk assessment** to the appropriate person in the agreed

Knowledge and Understanding

You must know and understand:

- (a) Your legal and organisational responsibilities in relation to health and safety
- (b) The difference between a hazard and a risk and how to assess risk
- (c) Measures that can be implemented to control risk
- (d) The work activities of the people in the area where you are carrying out the assessment
- (e) The importance of assessing risks from new and non routine work activities
- (f) How the disposal of hazardous and non hazardous waste should be managed
- (g) Information sources for risk assessment
- (h) Where to find expert advice
- (i) Your responsibility for maintaining health and safety records

Element 106.2**Conduct risk assessment in the workplace**

Scope	Notes
<p>A. You must show that you have identified at least two of the following types of hazards in the workplace</p> <ul style="list-style-type: none">(i) the use of equipment or materials(ii) the use of substances hazardous to health(iii) the working practice(iv) the layout of the workplace(v) the job roles(vi) people with special needs <p>B. You must demonstrate that you have used at least one of the following sources of information</p> <ul style="list-style-type: none">(i) internal health and safety experts(ii) HSE Offices/Website/Publications(iii) relevant industry publications(iv) other external organisations <p>C. You must demonstrate that you have presented the results of a risk assessment to at least one of the following</p> <ul style="list-style-type: none">(i) management associated with the assessed activities(ii) employees associated with the assessed activities(iii) union representatives(iv) staff representatives	

This page has been left intentionally blank

Unit CU107**Interview and recruit staff**

Element CU107.1
Element CU107.2

Prepare to interview
Interview and select candidates

About this unit

This unit appears as unit CU107 in other Lantra suites of standards.

This unit is for those who are involved in the recruitment of staff to fill vacancies within the organisation.

The first element is about preparation for the interview and understanding the essential skill, ability and knowledge that the successful candidate would have.

The second element is about the actual interview and selection process and ensuring that you act within the law.

Element CU107.1 Prepare to interview

Performance Criteria

You must:

- 1 Identify the main task that you wish the new recruit to undertake and develop a clear **job specification**
- 2 Identify the skills, knowledge and experience that are essential for a new recruit to have and develop a clear person specification
- 3 Determine the criteria against which you will measure each applicant
- 4 Ensure that the process you intend to follow is legal and justifiable
- 5 Decide on the terms and conditions for the post to which you wish to **recruit**
- 6 Review application to decide which candidates you wish to interview
- 7 Notify applicants that you wish to interview advising of time, date and location of interview
- 8 Carry out all interviews in the same way, asking the same questions that you are legally allowed to ask
- 9 Record the skills, abilities and knowledge of each candidate and check how this matches with your list of essentials and desirables
- 10 Request and check references
- 11 Ensure all candidate information remains confidential

Knowledge and Understanding

You must know and understand:

- (a) The main tasks that will be carried out by the new recruit
- (b) How to identify the skills, knowledge and experience that are essential and those that are desirable
- (c) How to find out about laws that apply to recruitment
- (d) What terms and conditions will be should be offered to a recruit
- (g) How to determine who you wish to interview

Element CU107.1 Prepare to interview

Scope

This element requires that you:

- A. Produce **job specifications** for at least two of the following types of personnel
 - (i) internal
 - (ii) external
 - (iii) permanent
 - (iv) temporary
 - (v) part-time
 - (vi) full-time
 - (vii) paid
 - (viii) voluntary

- B Plan to **recruit** into one of the following vacancies
 - (i) new position
 - (ii) existing position

Notes

Evidence from simulations is not acceptable for this element

Element CU107.2 Interview and select candidates

Performance Criteria

You must:

- 1 Ensure that you have the use of an appropriate room and will be free from interruption to conduct the **interview**
- 2 Carry out all **interviews** in the same way, asking the same questions that you are legally allowed to ask
- 3 Ensure information that you ask **candidates** for is relevant to the selection process
- 4 Records of the selection process are complete, accurate, clear and comply with organisational and legal requirements
- 5 Check how **candidates** skills, abilities and knowledge match with your list of essentials and desirables
- 6 Produce a short list of **candidates**
- 7 Ensure your decisions are justifiable from the evidence gained
- 8 Request and check **candidates** references
- 9 Provide feedback to all **candidates**
- 10 Ensure all **candidate** information remains confidential

Knowledge and Understanding

You must know and understand:

- (a) How to ask questions that will enable you to make fair and objective assessment of candidates
- (b) What you can and cannot legally ask a candidate
- (c) How to check references
- (d) How to determine who has the closest match to the essential skills, abilities and knowledge needs
- (e) What information you need to keep confidential
- (f) How long and what interview information should be kept
- (g) Why all candidates should receive feedback at an appropriate point in the selection process
- (h) how to identify the additional development needs of those you select

Element CU107.2 Interview and select candidates

Scope

This element requires that you:

- A. **Interview** candidates for one of the following
 - (i) new position
 - (ii) existing position

- B. Interview **candidates** from the following
 - (i) internal to the business
 - (ii) external to the business

Notes

Evidence from simulations is not acceptable for this element

This page has been left intentionally blank

Unit CU111 Use information to make decisions

About this Unit

This unit is about using information to make evidence based decisions. These decisions could be strategic, tactical or operational, depending on the degree of responsibility you have for decision making.

The unit is recommended for those in first line, middle and senior management and leadership roles.

Performance Criteria

You must:

- 1 Identify the information you need to make the required **decisions**
- 2 **Obtain information** that is accurate, relevant and sufficient to support **decision** making
- 3 **Obtain information** that is reliable and sufficiently wide-ranging to meet current and likely future information requirements
- 4 Where information is inadequate, contradictory or ambiguous take prompt and effective action to deal with this
- 5 Analyse the information in methods that are appropriate to achieve the objectives
- 6 Identify relevant patterns and trend from your analysis of information
- 7 Support your conclusions with reasoned argument and appropriate evidence
- 6 You differentiate clearly between fact and opinion
- 7 Your records of analysis clearly show the assumptions and **decisions** at each stage

Knowledge and Understanding

You must know and understand:

- (a) How to establish whether information is valid and reliable
- (b) How to reason logically
- (c) Common types of statistical analysis and how to spot misleading statistics
- (d) Existing sources of information and how to access them, who updates them and how often
- (e) Limitations of information sources
- (f) Which information is confidential
- (g) How to identify and address critical information gaps

Scope

This element requires that you:

- A. **Obtain information** from one or more of the following sources
- (i) people within your organisation
 - (ii) people outside of your organisation
 - (iii) internal information systems
 - (iv) published media
- B. When making your **decisions** you take account of the following types of organisational constraints
- (i) organisational objectives
 - (ii) organisational policies
 - (iii) resources

Notes

This page has been left intentionally blank

Unit CU119 Help teams to achieve their objectives

About this unit

This unit is unit numbered as CU119 in other suites of Lantra standards.

Managers have responsibility for building teams to achieve organisational objectives. In some circumstances managers are relatively free to recruit team members and build a team from scratch.

More often, managers inherit teams taking over positions vacated or newly created. In either situation, managers have to get the best out of the team, and build a team spirit that will cope with the demands of the work.

“Teams” covers any group of people working towards a common purpose. The team can all be employed in a particular department or organisation, or can come from different departments or organisations. The team can be a mixture of full time or part time staff, paid or voluntary. Teams can therefore be multi-agency, but they can also be multidisciplinary, ie having different specialisms. They can also be comprised of people from different positions in the organisation. Teams can be permanently maintained or temporary for the purpose of a particular project.

This unit is recommended for all those in management and/or leadership roles.

Performance Criteria

You must:

- 1 Wherever possible ensure the team contains an appropriately diverse mix of knowledge, skills and experience
- 2 Ensure teams have a clear understanding of their goals and **objectives**
- 3 Provide teams with the information, resources and support to allow them to achieve their goals and **objectives**
- 4 Encourage the development of team members roles during work activities
- 5 Maintain the performance of the team when team members are absent, redeployed or replaced
- 8 Take the **necessary action** to improve team performance when it is unsatisfactory
- 9 Provide teams with opportunities to develop their own way of working and to work independently within clearly specified boundaries
- 8 Make time available to support others
- 9 Provide relevant people with feedback on team members performance
- 10 Recognise when there are conflicts amongst the team and take appropriate action to resolve the conflict

Knowledge and Understanding

You must know and understand:

- (a) How to resolve conflicts
- (b) How to set appropriate goals and objectives
- (c) How to measure performance against goals and objectives
- (d) How to identify development and learning opportunities
- (e) What information and resource people need to undertake their work
- (f) What action should be taken when team performance is unsatisfactory
- (g) Who feedback on team members performance should be provided to

Scope

This element requires that you:

- A. Set the following types of **objectives**
 - (i) team objectives
 - (ii) individual objectives

- B. Take the **necessary action** to improve team performance in two or more of the following ways
 - (i) recruit new team member
 - (ii) redeploy team member
 - (iii) provide support to team members
 - (iv) provide training to team members where required
 - (v) realign team goals and objectives
 - (vi) manage conflict within the team
 - (vi) discuss the your concerns about the performance with members of the team

Notes

This page has been left intentionally blank

Unit CU123 Manage information, knowledge and communication

About this unit

This unit is about enabling people to share information and knowledge that will help them to do their job more effectively. This does not necessarily mean using information or communications technology, although this might well be appropriate in your workplace.

The unit is for those in first line. Middle and senior management and leadership roles.

Performance Criteria

You must:

- 1 Ensure that those for whom you are responsible can readily access or be **provided** with any information or knowledge to which they are entitled
- 2 Ensure that confidential information and knowledge is kept secure
- 3 Ensure that information and knowledge is organised in ways that enable people to use it effectively
- 4 Ensure that information and knowledge is acquired, **recorded**, stored, updated and made available in ways that are timely and cost effective
- 5 The need for information and knowledge is continually reviewed
- 6 Continually evaluate stored information and update or destroy if necessary
- 7 Ensure that all information is stored in compliance with the data protection legislation

Knowledge and Understanding

You must know and understand:

- (a) The types of knowledge and information that need to be shared in your organisation and the likely advantages of doing so
- (b) What has been tried in the past with regard to sharing information and knowledge and what the outcomes were
- (c) The types of knowledge and information that need to be kept confidential and why this is important
- (d) Specialists who can provide advice and support relating to knowledge management
- (e) People outside the organisation who can benefit from or contribute to, the pool of knowledge and information
- (f) The principles of data protection legislation

Scope

This element requires that you:

- A. **Provide** information to others in the workplace in both of the following ways
 - (i) verbally
 - (ii) written

- B. **Record** and store information in one of the following systems
 - (i) organisation wide system
 - (ii) system specific to you and your team

Notes

This page has been left intentionally blank

Unit CU130**Produce and implement a business plan for the land-based business**

Element CU130.1

Produce a business plan

Element CU130.2

Implement the business plan

About this unit

This unit is aimed at you if you have responsibility for the business planning in your organisation. It is concerned with bringing together the full details of the business proposal into firm and considered plans.

The business proposal may be for a new venture within your existing business or for the start up of a new business.

It requires the candidate to :

- Produce a business plan
- Produce an implementation plan

You will need to have knowledge of cash flow and sales forecasting and how to set realistic targets for the business.

Element CU130.1 Produce a business plan

Performance Criteria

You must:

- 1 Ensure the **business plan** contains sufficient evidence to enable evaluation of the business venture by a potential funder
- 2 Explain the market feasibility clearly within the **business plan** and support this with relevant research findings
- 3 Accurately calculate and explain within the **business plan**, the capital and cash flow requirements and any discrepancies
- 4 Clearly identify within **the business plan**, the anticipated revenue, receipts and outgoings of the proposed business venture. This should be supported by relevant research findings and accurate calculations, forecasts and projections
- 5 Identify within the **business plan** how the proposed business venture will be able to supply intended products/services customers to time and quality
- 6 Identify within the **business plan** the proposed nature of the business and justification of its likely viability

Knowledge and Understanding

You must know and understand:

- (a) The aims, purposes and value of a business plan and the planning process
- (b) Report writing techniques
- (c) Gathering and structuring information about self, customers, markets, competitors, the nature of the business venture, resources and premises, legal requirements
- (d) Forecasting and analysis techniques – cash flow forecasting, break-even analysis, sales forecasting; pricing and costing.

Element CU130.1. Produce a business plan

Scope

This element requires that you:

- A. Produce a **business plan** that includes
 - (i) the nature of the business venture
 - (ii) market,
 - (iii) competitors
 - (iv) resources and premises
 - (v) legal requirements and how they will be met
 - (vi) funding and finance
 - (vii) business operations and controls

Notes

Element CU130.2 Implement the business plan

Performance Criteria

You must:

- 1 Ensure the factors affecting the implementation of the proposal are clearly defined
- 2 Draw up a schedule to identify the appropriate timing and phasing of the resource acquisition to meet the criteria in the business plan
- 3 Identify and evaluate **outline operational and revenue control systems** for the business
- 4 Identify systems for monitoring business performance for the start up and the first year of the business venture

Knowledge and Understanding

You must know and understand:

- (c) Factors affecting implementation ie finance and time available to achieve the business plan targets, the need to plan in for time lags such as waiting for planning permission, negotiating to secure premises, specialist training etc
- (d) The need for short, medium and long term planning ie start up, first year and three to five years
- (e) Seasonal factors that affect business operations
- (f) Impact of local, national and international events on business activities

Element CU130.2 Implement the business plan

Scope

This element requires that you:

- A. Evaluate outline **operational and revenue control systems** for appropriateness for the following
 - (i) the start up of the business venture
 - (ii) first year of the business venture

Notes

This page has been left intentionally blank

Unit CU146 Purchase products or services for the land-based organisation

About this unit

This unit is about purchasing the product or service that you need for your business to enable you to achieve your goals and objectives.

This unit is not aimed at purchasing specialists but you may be required to draw on the expertise of a procurement specialist either inside or outside of your organisation.

Performance Criteria

You must:

- 1 Purchase products or services that are right in terms of quality, quantity and available at the right time, that give you the best value for your money
- 2 Create partnerships with suppliers to **improve** the quality of the goods or services and/or reduce your costs
- 3 Monitor and evaluate your purchasing process and look for ways to **improve** the efficiency in terms of time, quality or cost

Knowledge and Understanding

You must know and understand:

- (a) The organisations key purchasing needs and priorities
- (b) How the supply chain works
- (c) How to create and maintain effective working partnerships

Scope

- A. Investigate way of **improving** the goods supplied to you in one or more of the following ways
- (ii) increased quality
 - (ii) reduced time of availability
 - (iii) reduced costs

Notes

This page has been left intentionally blank

Unit A2

Manage your own resources and professional development (MSC)

About this unit

This unit is suitable for those in first line, middle management or senior management and leadership. It is about managing your continuing personal and professional development and the resources available to you.

Within the equine industry this involves actively finding out about the wider industry issues as well as those in which you are directly involved. This will mean developing and maintaining a network of industry contacts, attending events and broadening your knowledge through a variety of research methods including reading materials and the internet.

This involves a cycle of activity:

- being clear what is required to meet your work objectives and your personal goals
- understanding the knowledge, understanding the skills you need, and the extent to which you possess these
- planning to develop your knowledge, understanding and skills in a way that fit with your preferred learning styles
- taking action in line with your plan and applying your new knowledge, understanding and skills in the work context
- evaluating the effectiveness and impact of your learning and identifying more effective ways to learn in the future

This individual cycle closely mirrors the Investors In People cycle, which is the organisational benchmark of good practice in human resource development.

This unit requires you to have a curiosity to learn and try out new things and a generosity to share your learning with others (within the limits of confidentiality, of course).

Unit A2**Manage your own resources and professional development**

Performance Criteria

You must:

- 1 Evaluate, at appropriate intervals, the current and future requirements of your work-role taking account of the vision and objectives of your organisation
- 2 Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development
- 3 Discuss and agree personal work objectives with those you report to and how you will measure progress
- 4 Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities
- 5 Identify any gaps between the current and future requirements of your work-role and your current knowledge, understanding and skills
- 6 Discuss and agree, with those you report to, a **development plan** to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals
- 7 Undertake the activities identified in your **development plan** and evaluate their contribution to your performance
- 8 Review and update your personal work objectives and **development plan** in the light of performance, any development activities undertaken and any wider changes
- 9 Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objectives and valid feedback
- 10 Ensure that your performance consistently meets or goes beyond agreed requirements

Knowledge and Understanding

You must know and understand:

- (a) The principles which underpin professional development
- (b) The importance of considering your values and career and personal goals and how to relate them to your job role and professional development
- (c) How to evaluate the current requirements of a work role and how the requirements may evolve in the future
- (d) How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)
- (e) How to identify development needs to address any identified gaps between the requirements of your work-role and your current knowledge, understanding and skills
- (f) What an effective development plan should contain and the length of time that it should cover
- (g) The range of different learning style(s) and how to identify the style(s) which work(s) best for you
- (h) The types of development activities which can be undertaken to address identified gaps in your knowledge, understanding and skills
- (i) How to identify whether/how development activities have contributed to your performance
- (j) How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes
- (k) How to monitor the quality of your work and your progress against requirements and plans

Knowledge and Understanding continued

You must know and understand:

- (l) How to evaluate your performance against the requirements of your work-role
- (m) How to identify and use good sources of feedback on your performance
- (n) Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development
- (o) The requirements of your work-role including the limits of your responsibilities
- (p) The vision and objectives of your organisation
- (q) Your own values and career and personal goals
- (r) Your personal work objectives
- (s) Your preferred learning styles
- (t) Your current knowledge, understanding and skills
- (u) Your personal development plan
- (v) Available development opportunities and resources in your organisation
- (w) Your organisation's policy and procedures in terms of personal development
- (x) Reporting lines in your organisation
- (y) Possible sources of feedback in your organisation

Unit A2**Manage your own resources and professional development****Scope**

This element requires that you:

- A. Produce a personal **development plan** for the following
 - (i) short term (3 –6 months)
 - (ii) medium term (6-12 months)
 - (iii) long term (12 months – 2 years)

Notes

Unit A2 Manage your own resources and professional development

Behaviours which underpin effective performance

- 1 You address multiple demands without losing focus or energy
- 2 You recognise changes in circumstances promptly and adjust plans and activities accordingly
- 3 You prioritise objectives and plan work to make best use of time and resources
- 4 You take personal responsibility for making things happen
- 5 You take pride in delivering high quality work
- 6 You show an awareness of your own values, motivations and emotions
- 7 You agree achievable objectives for yourself and give a consistent and reliable performance
- 8 You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations
- 9 You make best use of available resources and proactively seek new sources of support when necessary
- 10 You reflect regularly on your own experience and use them to inform future action

Skills

- 1 Setting objectives
- 2 Evaluating
- 3 Planning
- 4 Learning
- 5 Reviewing
- 6 Communicating
- 7 Self-assessment
- 8 Time management
- 9 Stress management
- 10 Obtaining feedback
- 11 Reflecting
- 12 Prioritising

This page has been left intentionally blank

About this unit

This unit is about the production of a programme of development, which sets out a timetable to achieve the medium and long term goals. The programme will be divided into training cycles and within each cycle will be a number of individual coaching/teaching/instructing sessions delivered by the coach/teacher/instructor and/or others involved in the delivery of the programme. The technical definition and assessment specification will define the target group for the unit i.e. adults and children, involved in the competitive sport/activity, etc.

Who is this unit for?

The unit is aimed at people who have extensive experience of coaching/teaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity

What has to be demonstrated?

The unit has four elements, these are:

B28.1 Plan a programme to achieve long and medium term goals

You are required to show that you can produce and document a programme which is divided into various training cycles and within each cycle the various components of participants needs are addressed. The "particular needs" of participants that the coach/teacher/ instructor must evidence at this level are defined by the technical definition and assessment specification for the sport/activity.

B28.2 Plan training cycles to achieve medium term goals

Requires you to produce a more detailed breakdown of the programme into its cycles, planning the content of each cycle and begin to address programme contingencies should the goals not be met. The resultant document and its principles should be shared with others who might be involved in the delivery of the programme or affected by its delivery.

B28.3 Identify and access resources to achieve goals

You are required to show that you can identify and negotiate access to the resources required to implement the programme. Should negotiations be unsuccessful the programme should be amended to reflect availability.

B28.4 Plan coaching sessions

You have to show that you can produce safe coaching/teaching/instructing session plans which meet the set goals. The plans should include the identification of appropriate resources and aim to be delivered by methods which are appropriate to the sport/activity and participants.

Element B28.1**Plan a programme to achieve long and medium term goals**

Performance Criteria

You must:

- 1 identify fixed points in the programme
- 2 identify training cycles within the programme
- 3 identify the focus of each **component** within each training cycle
- 4 identify the priority of each **component** within each training cycle
- 5 ensure the principles of training are applied to the plan
- 6 agree the programme with **others**
- 7 document the agreed programme

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B28.1**Plan a programme to achieve long and medium term goals****Scope**

This element requires that you:

A. cover three of the following components

- (i) physical
- (ii) psychological
- (iii) technical
- (iv) tactical
- (v) lifestyle

B. cover two of the following others

- (i) parents/guardians
- (ii) other coaches/teachers/instructors working with the participants
- (iii) support personnel
- (iv) participants

Notes

Element B28.2**Plan training cycles to achieve medium term goals**

Performance Criteria

You must:

- 1 Identify fixed points in the training cycle
- 2 identify the training and performance necessary to develop the identified focus of each **component**
- 3 ensure planned development of each **component** matches its priority
- 4 ensure the programme is developed with due consideration for the identified fixed points
- 5 ensure the principals of training are applied
- 6 develop contingency plans for participants who do not achieve goals
- 7 agree the plan with **others**
- 8 document the agreed plan and contingencies for the training cycle

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B28.2**Plan training cycles to achieve medium term goals****Scope**

This element requires that you:

A. cover three of the following components

- (i) physical
- (ii) psychological
- (iii) technical
- (iv) tactical
- (v) lifestyle

B. cover two of the following others

- (i) parents/guardians
- (ii) other coaches/teachers/instructors working with the participants
- (iii) support personnel
- (iv) participants

Notes

Element B28.3**Identify and access resources to achieve goals**

Performance Criteria

You must:

- 1 Identify the **resources** necessary to implement the planned
- 2 negotiate the availability of **resources** with sources
- 3 ensure **resources** are within the programme's budget
- 4 modify the plan to match **resources** and financial availability where necessary
- 5 document the planned **resources** for each training cycle of the programme

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B28.3**Identify and access resources to achieve goals****Scope**

This element requires that you:

- A. cover three of the following **resources**
 - (i) facilities
 - (ii) coaching staff
 - (iii) specialist staff
 - (iv) equipment
 - (v) financial

Notes

Element B28.4 Plan coaching sessions

Performance Criteria

You must:

- 1 identify the short term goals that the session will contribute to
- 2 ensure the identified short term goals are consistent with the medium term goals
- 3 produce an outline plan for the session
- 4 ensure the plan will contribute to the identified short term goals
- 5 ensure the plan conforms to health and safety requirements
- 6 ensure the plan maximises the time and resources available
- 7 plan methods of delivery appropriate to the sport/activity, **participants** and **resources**
- 8 develop contingency plans for participants who do not achieve goals
- 9 agree the plan with **others**
- 10 document the agreed plan and contingencies for the session

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B28.4 Plan coaching sessions

Scope

This element requires that you:

- A. cover two types of the following **participants**
 - (i) individuals
 - (ii) groups
 - (iii) with particular needs as defined by the technical definition for the sport/activity

- B. cover three of the following **resources**
 - (i) facilities
 - (ii) coaching staff
 - (iii) specialist staff
 - (iv) equipment
 - (v) financial

- C. cover two of the following **others**
 - (i) parents/guardians
 - (ii) other coaches/teachers/instructors working with the participants
 - (iii) support personnel
 - (iv) participants

Notes

What Knowledge, Understanding, Values and Skills Do You Need?

You must show that you know and understand:

- how to identify fixed points within a programme
- how to determine training cycles and components within the training cycles and their priority
- how to relate training cycles to the achievement of goals
- how to apply the principles of training
- how to document and agree the programme with others
- how to identify and access appropriate resources for a programme
- documenting of session planning which includes aspects of health and safety, resources, setting and implementing contingency plans
- the appropriate methods of delivery of skills and techniques of the sport/activity
- how to adapt plans to meet resource availability
- session planning to meet goals
- what kind of information may need to be treated confidentially
- why it is important to identify and agree medium and long term goals with participants
- why short, medium and long term goals should fit the performance cycle and how to ensure this happens
- how to ensure short term goals contribute to the achievement of the medium and long term goals

Unit B29

Manage and evaluate a programme to achieve goals (Skillsactive)

About this unit

This unit is about the implementation, management and evaluation of the programme produced by the coach/teacher/instructor. It takes a holistic look at the programme requiring evidence that the programme has been implemented, concluded and evaluated. The completion of this units may take as long as 12 months. The technical definition and assessment specification for the sport/activity will define the target group for the unit i.e. adults and children, involved in competitive sport/activity

Who is this unit for?

The unit is aimed at people who have extensive experience of coaching/teaching/instructing beginner and intermediate participants in their sport/activity. Candidates should be familiar with the skills and techniques of sport/activity and the principles of developing a programme for participants as defined by the technical definition and assessment specification of the sport/activity

What has to be demonstrated?

The unit has five elements, these are:

B29.1 Implement a programme

You are required as the coach/teacher/instructor to ensure that all appropriate resources are available and safe to enable the programme to begin. Others involved in the programme are expected to have been informed of their contribution and responsibilities within the programme. The "particular needs" of participants that the coach/teacher/instructor must evidence at this level are defined by the technical definition and assessment specification for the sport/activity.

B29.2 Monitor and adjust the programme to meet changing needs and circumstances

Requires you to show continuous monitoring of the programme's outcomes and resources to ensure that goals remain achievable. Changes to the programme should be communicated to others, meet the planned contingencies and be implemented with minimum disruption.

B29.3 Communicate programme information

You must show that through the life of the programme all those involved are communicated with appropriately, both verbally and via written information.

B29.4 Conclude the programme

You must show that at the end of the programme all arrangements and resources are dealt with in an appropriate manner and evaluation of the programme is sought from participants and others to contribute to element B29.5

B29.5 Evaluate the programme

You must show that you can evaluate the programme effectively from your own observations and those of participants and others involved. The evaluation should be documented in the form of recommendations for the improvement of future programmes run by the coach/teacher/instructor or others within the sport/activity.

Element B29.1 Implement a programme

Performance Criteria

You must:

- 1 ensure **resources** are adequate for the planned **programme** and satisfy health and safety legislation and the requirements of the sport/activity
- 2 ensure **resources** are set up and arranged in a way which meets **participants'** needs and the goals of the programme
- 3 make sure access to the facility/area is safe and possible for all **participants**
- 4 co-ordinate and allocate **resources** so as to optimize their use by **participants**
- 5 brief other staff as to their responsibilities and contributions to the programme

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B29.1 Implement a programme

Scope

This element requires that you:

- A. cover three of the following **resources**
 - (i) facilities
 - (ii) coaching staff
 - (iii) specialist staff
 - (iv) equipment
 - (v) financial

- B. cover two types of the following **participants**
 - (i) individuals
 - (ii) groups
 - (iii) with particular needs as defined by the technical definition for the sport/activity

Notes

Element B29.2**Monitor and adjust the programme to meet changing needs and circumstances**

Performance Criteria

You must:

- 1 identify aspects of the programme which are not contributing to the achievement of the programme goals
- 2 make adjustments to activities/opportunities which enable the programme to meet its goals
- 3 make adjustments to **resources** to ensure they continue to be adequate and safe throughout the programme
- 4 ensure **resources** are amended to ensure the effectiveness of the programme
- 5 ensure that the programme is regularly monitored and appropriate action take to keep behaviour and activities within planned parameters
- 6 ensure feedback is obtained from **participants** and other staff involved
- 7 adjust the programme to meet the **participants'** developing needs and capabilities
- 8 ensure that **contingency plans** are implemented when appropriate with the minimum of disruption
- 9 ensure that other staff involved are kept informed of changes to the programme

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B29.2 Monitor and adjust the programme to meet changing needs and circumstances

Scope

This element requires that you:

A. cover three of the following **resources**

- (i) facilities
- (ii) coaching staff
- (iii) specialist staff
- (iv) equipment
- (v) financial

B. cover two types of the following **participants**

- (i) individuals
- (ii) groups
- (iii) with particular needs as defined by the technical definition for the sport/activity

C. cover three types of the following **contingency plans**

- (i) participant injury/ill health
- (ii) resource unavailability
- (iii) prior short term goals not met
- (iv) participants unavailability
- (v) drop-out/relapse

Notes

Element B29.3**Communicate programme information**

Performance Criteria

You must:

- 1 ensure that the aims and **demands** of the programme are explained to participants and other staff
- 2 explain to participants and other staff information regarding current accepted practices
- 3 brief other staff as to the extent and limitations of their responsibilities
- 4 clearly explain to other staff expectations regarding behaviour towards participants
- 5 communicate amendments to the programme, which affect participants and other staff
- 6 ensure written information is accurate and legible

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B29.3**Communicate programme information****Scope**

This element requires that you:

- A. cover three types of the following **demands of the programme**
 - (i) physical
 - (ii) psychological
 - (iii) technical
 - (iv) tactical
 - (v) lifestyle
 - (vi) safety

Notes

Element B29.4**Conclude the programme**

Performance Criteria

You must:

- 1 conclude the programme in line with the programme plan
- 2 ensure any arrangements relating to **resources** are concluded to the satisfaction of those concerned
- 3 seek feedback from other staff on the programme
- 4 inform **participants** of opportunities and future programmes which could improve their performance

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B29.4**Conclude the programme****Scope**

This element requires that you:

A. cover three of the following **resources**

- (i) facilities
- (ii) coaching staff
- (iii) specialist staff
- (iv) equipment
- (v) financial

B. cover two types of the following **participants**

- (i) individuals
- (ii) groups
- (iii) with particular needs as defined by the technical definition for the sport/activity

Notes

Element B29.5 Evaluate the programme

Performance Criteria

You must:

- 1 evaluate whether the programme has met its goals
- 2 evaluate the content, structure, balance and processes of the programme
- 3 evaluate the availability and allocation of **resources**
- 4 evaluate own performance and ethical behaviour in relation to the expectations of **participants** and the sport/activity
- 5 evaluate the contribution of other staff
- 6 evaluate feedback from **participants** and other staff on the programme
- 7 treat positively the views of all those involved
- 8 compare the outcomes of the programme against the planned long and medium term goals
- 9 record recommendations for improvements to future programmes

Knowledge and Understanding

You must know and understand:

See list at end of unit

Element B29.5**Evaluate the programme****Scope**

This element requires that you:

This element requires that you:

A. cover three of the following **resources**

- (i) facilities
- (ii) coaching staff
- (iii) specialist staff
- (iv) equipment
- (v) financial

B. cover two types of the following **participants**

- (i) individuals
- (ii) groups
- (iii) with particular needs as defined by the technical definition for the sport/activity

Notes

What Knowledge, Understanding, Values and Skills Do You Need?

You must show that you know and understand:

- how to identify, access and allocate resources to support all aspects of a programme
- how to ensure available resources are optimised
- how to implement and when to amend a programme to ensure its effectiveness
- the monitoring of a programme
- how to provide feedback to participants and others
- how and when to implement contingency plans
- what behaviour is acceptable from participants and others involved in the programme
- how to give effective feedback and receive it from participants and others
- methods of communication appropriate to the sport/activity
- how and when to communicate programme information including: demands of the programme, current accepted good practice, roles and responsibilities expected behaviour, amendments to the programme
- how to produce written material which provides programme information to participants and others
- what skills and techniques of the sport/activity are appropriate to the programme
- how to conclude the programme appropriately
- how to ensure the use of resources is concluded appropriately
- how to evaluate a programme including: whether it has met its goals, the content, balance, structure and processes
- who, when and how is it appropriate to gain evaluation from
- how to evaluate your own performance during the programme against the expectations of others and the sport/activity
- how to compare the outcomes of the programme against the long and medium term goals
- how to record recommendations for improvements for future programmes

About this unit

This unit is about obtaining the best value for money within a set budget. You could be operating at any level within an organisation, as long as you are a budget holder with management responsibility.

In the context of this unit a budget may be a small amount of money allocated to an individual for the procurement of resources or services as required such as petty cash or it may be a large budget allocated against a specific project.

Unit E1**Manage a budget**

Performance Criteria

You must:

- 1 Evaluate available information and consult with others to prepare a realistic **budget** for the respective area or activity of work
- 2 Submit the proposed **budget** to the relevant people in the organisation for approval and to assist the overall financial planning process
- 3 Discuss and, if appropriate, negotiate the proposed **budget** with the relevant people in the organisation and agree the final **budget**
- 4 Use the agreed **budget** to actively monitor and control performance for the respective area of activity of work
- 5 Identify the causes of any significant variances between what was **budget** and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required
- 6 Propose revisions to the **budget**, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation
- 7 Provide ongoing information on performance against the **budget** to relevant people in your organisation
- 8 Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities
- 9 Gather information from implementation of the budget to assist in the preparation of future **budgets**

Knowledge and Understanding

You must know and understand:

- (a) The purpose of budgetary systems
- (b) Where to get and how to evaluate the available information in order to be able to prepare a realistic budget
- (c) The importance of spending time on and consulting with others in preparing a budget
- (d) How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered
- (e) How to use a budget to actively monitor and control performance for a defined area or activity of work
- (f) The main causes of variances and how to identify them
- (g) What different types of corrective action could be taken to address identified variances
- (h) How unforeseen developments can affect a budget and how to deal with them
- (i) The importance of agreeing revisions to the budget and communicating the changes
- (j) The importance of providing regular information on performance against the budget to other people
- (k) Types of fraudulent activities and how to identify them
- (l) The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets
- (m) Factors, processes and trends that are likely to affect the setting of budgets in your industry/sector
- (n) The area or activity for which the budget is for
- (o) The vision, objectives and operational plans for your area of responsibility
- (p) The budgeting period(s) used in your organisation
- (q) Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets
- (r) The agreed budget, how it can be used and how much it can be changed without approval
- (s) The limits of your authority
- (t) Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format
- (u) What to do and who to contact if you suspect fraud has been committed

UnitE1**Manage a budget****Scope**

This element requires that you:

- A. Produce a **budget** report that shows
 - (i) forecast expenditure
 - (ii) actual expenditure

Notes

Unit E1**Manage a budget****Behaviour which underpin effective performance**

- 1 You present information clearly, concisely, accurately and in ways that promote understanding
- 2 You act within the limits of your authority
- 3 You show integrity, fairness and consistency in decision-making
- 4 You say no to unreasonable requests
- 5 You use communication styles that are appropriate to different people and situations
- 6 You take and implement difficult and/or unpopular decisions, if necessary
- 7 You respond quickly to crises and problems with a proposed course of action

Skills

- 1 Communicating
- 2 Decision making
- 3 Monitoring
- 4 Acting assertively
- 5 Presenting information
- 6 Reporting
- 7 Learning
- 8 Negotiating
- 9 Consulting
- 10 Information management
- 11 Evaluating
- 12 Contingency planning
- 13 Problem solving

Unit L11

Enable learning through demonstration and instruction (ENTO)

Element L11.1

Demonstrate skills and methods to learners

Element L11.2

Instruct learners

About this unit

As a manager, you may need to show learners how to carry out their tasks or use particular equipment. You need to use a range of training skills and techniques to provide this instruction to the learner.

This unit is about demonstrating skills and methods to learners and instructing learners to carry out specific activities. It focuses on giving instructions to learners, reviewing their progress and giving them feedback.

Element L11.1**Demonstrate skills and methods to learners**

Performance Criteria

You must:

- 1 Base the **demonstration** on any analysis of the skills needed and the order in which they must be learned.
- 2 Ensure that the **demonstration** is accurate and realistic
- 3 Structure the **demonstration** so that the **learner** can get the most out of it
- 4 Encourage **learners** to ask questions and get explanations at appropriate stages in the **demonstration**
- 5 Give **learners** the opportunity to practice the skill being demonstrated and give them positive feedback
- 6 Give extra **demonstrations** of the skills being taught to reinforce learning
- 7 Ensure that **demonstrations** take place in a safe environment and allow **learners** to see the **demonstration** clearly
- 8 Respond to the needs of the **learners** during the **demonstration**
- 9 Reduce distractions and disruptions as much as possible

Knowledge and Understanding

You must know and understand:

- (a) The separate areas of demonstrations which encourage learning
- (b) Which types of learning are best achieved and supported through demonstrations
- (c) How to identify and use different learning opportunities
- (d) How to structure demonstrations
- (e) How to choose from a range of demonstration techniques
- (f) How to put learners at their ease and encourage them to take part
- (g) How to choose between demonstration and instruction as learning methods
- (h) How to identify individual learning needs
- (i) Which factors are likely to prevent learning and how to overcome them
- (j) How to check learners understanding and progress
- (k) How to put information in order and decide whether the language you will be using is appropriate for the learners
- (l) How to choose and prepare appropriate materials, including technology-based materials
- (k) Ways of ensuring compliance with health, safety and environmental protection legislation and best practice
- (l) How to analyse and use developments in learning and new ways if deliver, including technology based learning

Element L11.1**Demonstrate skills and methods to learners****Scope**

This element requires that you:

- A. Provide **learners** with an opportunity to practice the skills demonstrated using both of the following techniques
 - (i) the learner works alongside you and copies your demonstration piece by piece
 - (ii) the learner watches your demonstration from start to finish then carries out the task for themselves

- B. Structure a **demonstration** so that it includes all of the following
 - (i) learner involvement
 - (ii) opportunity for learners to ask questions
 - (iii) delivery and timing methods appropriate to the learner
 - (iv) opportunity for the learner to practice
 - (v) feedback from the learner

Notes

Element L11.2 Instruct learners

Performance Criteria

You must:

- 1 Match **instructions** to the needs of the **learners**
- 2 Identify which learning outcomes will be achieved through **instruction**
- 3 Ensure that the manner, level and speed of the instruction encourages **learners** to take part
- 4 Regularly check that **learners** understand and adapt instruction as appropriate
- 5 Give **learners** positive feedback on the learning experience and the outcomes achieved
- 6 Identify anything that prevents learning

Knowledge and Understanding

You must know and understand:

- (a) The separate areas of instructional techniques which encourage learning
- (b) How to structure demonstrations and instruction sessions
- (c) Which types of learning are best achieved and supported through instruction
- (d) How to identify and use different learning opportunities
- (e) How to put learners at their ease and encourage them to take part
- (f) How to choose between demonstration and instruction as learning methods
- (g) How to identify individual learning needs
- (h) Which factors are likely to prevent learning and how to overcome them
- (i) How to check learners understanding and progress
- (j) How to put information in order and decide whether the language you will be using is appropriate for the learners
- (k) How to choose and prepare appropriate materials, including technology-based materials
- (l) Ways of ensuring compliance with health, safety and environmental protection legislation and best practice
- (m) How to analyse and use developments in learning and new ways if deliver, including technology based learning

Element L11.2**Instruct learners****Scope**

This element requires that you:

- A. Provide an instruction session to **learners** in both of the following ways
 - (i) written or pictorial instructions
 - (ii) verbal instructions

- B. Structure an **instruction** session that includes all of the following
 - (i) opportunity for learners to ask questions
 - (ii) instructions appropriate to the learner
 - (iii) feedback from the learner

Notes

This page has been left intentionally blank

Lantra **CONNECT**

0845 707 8007

connect@lantra.co.uk

www.lantra.co.uk

© Lantra

Published by Lantra, Lantra House, NAC, Kenilworth, Warwickshire, CV8 2LG

Registered no: 2823181 Charity no: 1022991

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means whatsoever without prior written permission from the copyright holder.