

EXPERT GROUP REPORT
FOR
AWARDS SEEKING ADMISSION TO
THE UCAS TARIFF

British Horse Society (BHS) Awards
Assistant Instructor Award
Horse Knowledge & Care 3
Horse Riding 3
Preliminary Teaching Test

January 2006

CONTENTS	Page
Introduction	3
The Conduct of the Comparability Study	6
Summary and Recommendations	7
Section 1: The Composition of the Expert Group	9
Section 2: Overview of the Benchmark Award	10
Section 3: Overview of the Awards Seeking Admission to the Tariff	18
Section 4: The Work of the Expert Group	24
Appendix 1 CVs of Expert Group Members	
Appendix 2 Evidence	

INTRODUCTION

The UCAS Tariff is a new points score system for entry to HE from September 2002. It replaces the existing A-level points system. The new system was developed to reflect a wider range of qualifications currently offered by applicants to and accepted by Higher Education Institutions. It also embraces substantial reforms to post-16 qualifications implemented from September 2000, popularly known as Curriculum 2000. These reforms completely restructured GCE A/AS levels, replaced the Advanced GNVQ with a suite of VCE awards, and introduced more emphasis on the attainment of Key Skills. For the first time, the points system accommodates Scottish Framework Qualifications.

The Tariff was developed with three specific purposes in mind as follows:

- To report achievement as a points score to Higher Education
- To allow admissions staff to make flexible offers
- To allow broad comparisons to be made between different types of achievement and different volumes of study

The tables on the following pages show the points values within the Tariff of the qualifications currently contained within the system:

GCE/VCE Qualifications				BTEC Nationals ¹			OCR Nationals ²			Points	Irish Leaving Cert ³		Scottish Qualifications			
GCE AS/AS VCE	GCE AS Double Award	GCE A level/AVCE	GCE/AVCE Double Award	Award	Certificate	Diploma	Certificate	Diploma	Extended Diploma		Higher	Ordinary	Advanced Higher	Higher	Int 2	Standard Grade
						DDD			D1	360						
						DDM			D2/M1	320						
						DMM			M2	280						
			AA		DD	MMM		D	M3	240						
			AB							220						
			BB		DM	MMP		M1	P1	200						
			BC							180						
			CC		MM	MPP		M2/P1	P2	160						
			CD							140						
	AA	A	DD	D	MP	PPP	D	P2	P3	120			A			
	AB									110						
	BB	B	DE							100			B			
	BC									90	A1					
	CC	C	EE	M	PP		M	P3		80			C			
										77	A2					
										72			D	A		
										71	B1					
	CD									70						
										64	B2					
A	DD	D								60				B		
										58	B3					
										52	C1					
B	DE									50						
										48				C		
										45	C2					
										42				D	A	
C	EE	E		P			P			40						
										39	C3	A1				
										38						Band 1
										35					B	
										33	D1					
D										30						
										28				C		Band 2
										26	D2	A2				
E										20	D3	B1				
										14		B2				
										7		B3				

¹ The points shown are for the newly specified BTEC National Award, Certificate and Diploma introduced into centres from September 2002

² The points for the OCR Nationals come into effect for entry to higher education in 2007 onwards.

³ The points shown for the Irish Leaving Certificate Higher and Ordinary levels, come into effect for entry to higher education in 2006 onwards

BTEC Nationals in Early Years ⁴			CACHE Diploma in Child Care & Education		Diploma in Foundation Studies (Art and Design) ⁵	Points	Music Examinations ⁶					
Theory		Practical	Theory	Practical			Practical			Theory		
Certificate	Diploma				Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8		
	DDD				Distinction	320						
	DDM					285						
	DMM		AA			280						
	MMM				Merit	240						
DD			BB			225						
					Pass	220						
DM	MMP		CC			200						
MM	MPP	D	DD	A		165						
MP	PPP	M	EE	C		160						
						120						
						100						
						80						
						75			D			
						70			M			
				D		60		D				
						55		M	P			
						45						
PP		P		E		40	D	P				
						30	M					D
						25	P					M
						20						P
						15				D	M	
						10				M	P	
						5				P		

⁴ The new allocation of points for the theory and practical elements of the BTEC Nationals in Early Years comes into effect for entry to higher education in 2007 onwards

⁵ Points for the Diploma in Foundation Studies (Art and Design) come into effect for entry to higher education in 2006 onwards

⁶ Points shown are for ABRSM, Guildhall, LCMM, Rockschoo and Trinity Guildhall advanced level music examinations

Free standing Maths ⁷	IFS CeFS ⁸	ASDAN COPE ⁹	Advanced Extension Awards ¹⁰	Points	Core Skills ¹¹	Key Skills ¹²	Welsh Baccalaureate Core ¹³
				120			Pass
		Pass		70			
	A			60			
	B			50			
	C		Distinction	40			
	D			30		Level 4	
A	E		Merit	20	Higher	Level 3	
B				17			
C				13			
D				10	Int 2	Level 2	
E				7			

⁷ Covers free-standing Mathematics qualifications – Additional Maths, Using and Applying Statistics, Working with Algebraic and Graphical Techniques, Modelling with Calculus

⁸ Points shown are for the revised Institute of Financial Services Certificate in Financial Studies (CeFS) taught from September 2003

⁹ Points for ASDAN's Certificate of Personal Effectiveness (COPE) come into effect for entry to higher education in 2007

¹⁰ Points for Advanced Extension Awards are over and above those gained from the A level grade and come into effect for entry to higher education in 2006

¹¹ Covers the five Scottish Core Skills – Communication, Information Technology, Numeracy, Problem Solving & Working with Others

¹² Covers the main three Key Skills' subjects – Application of Number, Communication and Information Technology with the three Wider Key Skills (Improving Own Learning and Performance, Problem Solving, Working With Others) coming into effect for 2007 entry

¹³ Points for the Core are awarded only when a candidate achieves the Welsh Baccalaureate Advanced Diploma

The Tariff and the National Qualifications Framework

The Tariff gives numerical values to qualifications, and establishes agreed equivalences between the types of qualifications covered. The system allows broad comparisons to be made between applicants with different volumes of study and types of achievement. The equivalences derive from those established within the English, Welsh, and Northern Irish National Framework of Qualifications. Qualifications admitted to the framework are the subject of a rigorous regulation system operated by three sister regulatory authorities, led by the Qualifications and Curriculum Authority. The framework has been developed to give coherence and clarity to the provision of qualifications. It includes three broad categories of qualifications:

- General, e.g. GCE, GCE A-level and the new GCE AS
- Vocationally-related, e.g. VCE A level, VCE AS and VCE Double Award
- Occupational, e.g. National Vocational Qualifications.

Details of the accreditation process are contained in the publication *Arrangements for the statutory regulation of external qualifications in England, Wales and Northern Ireland*.

The qualifications, which form the subject of this report, are the BHS Riding Stage 3, BHS Horse Knowledge & Care Stage 3, and the PTT (Preliminary Teaching Test). All three qualifications are seeking entry into the Tariff. The BHS Assistant Instructor Award comprises all three awards. Consequently, points are to be allocated for the three awards as separate entities and points will be allocated for the Assistant Instructor Award based on the points allocated for the awards. The BTEC National in Horse Management (Equitation), the qualification against which the BHS Awards are benchmarked, also falls within the occupational category.

The Tariff – promoting wider access to Higher Education

The Tariff is highly relevant in the context of the government's aim to increase participation rates in Higher Education, in that it covers both standard and non-standard entry routes. One of the features of the expansion of HE over the last decade has been an increase in the types of qualification presented by applicants, some of which may be vocational, some general, some taken mainly by adults, and so on. The advantage of the Tariff is that it facilitates comparison across applicants with very different types and sizes of achievement. It also ensures that UCAS communicates information to HE admissions and academic staff about the nature of such achievements, and that entry requirement information is collected.

The qualifications now seeking entry into the Tariff are used for progression into specific types of HE programme. For example, evidence is presented in this report of the relevance of the BHS Awards to progression into HE programmes in Equine Science. It is appropriate that this qualification, which is widely recognised in the Equine community, should be included in the Tariff.

THE CONDUCT OF THE COMPARABILITY STUDY

In order to ensure a robust and transparent procedure for allocating UCAS tariff points to qualifications seeking admission to the framework, UCAS approached the University of Oxford, Department of Educational Studies for assistance in developing an appropriate methodology. Acknowledging the problematic nature of comparability studies, the Department proposed a procedure based on the premise that such comparisons can only be achieved through the exercise of collaborative judgement by an expert group. Guidelines were drawn up for the composition of the expert group, the evidence that would need to be collected and examined and the choice of a benchmark qualification. Procedures were developed for the conduct of the work of the expert group, including detailed sets of questions to be addressed at different stages in the process. Section 4 of this report illuminates these procedures and reflects the sets of questions and the decision making process in its structure.

The judgements made by the Expert Group in this report are presented as suggested allocations of UCAS points, which take account of the size and demand of the award seeking admission to the Tariff and a candidate's level of attainment within that award. However, the guidelines provide for an automatic review process to be conducted at a later stage in the light of further evidence. This latter point acknowledges the fact that both benchmark qualifications and those seeking admission to the Tariff may still be relatively new. Consequently there may only be a relatively small amount of evidence available at the time of the work of the Expert Group. There is, therefore, a need to review the decisions of the Group when more evidence becomes available and when HE admissions tutors have gained more experience of using the awards as entry qualifications.

The work of the Expert Group is subject to a quality assurance procedure, which includes scrutiny of the Group's report by an independent auditor from Higher Education.

SUMMARY AND RECOMMENDATIONS

This report contains a detailed examination by an Expert Group of the BHS Awards consisting of Assistant Instructor Award, Horse Knowledge & Care Stage 3, Horse Riding Stage 3 and the Preliminary Teaching Test against the selected benchmark qualification, the BTEC National in Horse Management (Equitation). Section 1 of the report sets out the composition of the Expert Group. Sections 2 and 3 provide, respectively, an overview of the benchmark qualification and the BHS Awards. Section 4 illustrated the procedures followed by the Expert Group and reflects, in its structure, the sets of questions which were addressed and the Group's decision making processes.

A comparison of the aims of the two awards showed that while they are expressed in similar terms, the differences lie in the nature of the individual student's future intentions. In contrast to the BTEC, the BHS Awards have a more specifically vocational emphasis and would not necessarily be used with for the express purpose of Higher Education admission.

The content of both specifications was analysed in terms of propositional knowledge (understanding what it means to work in a given specialism), procedural knowledge (the skills and techniques to realise outcomes in the given area), and personal knowledge (the skills of self-evaluation and independent thinking, and the ability to take responsibility for one's own work). This showed that the content of the BTEC is broader and deeper than the BHS in the areas of propositional and procedural knowledge.

Significant differences in the assessment requirements of the two awards were noted. BTEC candidates are required to submit work for formal assessment and external moderation at regular intervals throughout the programme. BHS students are formatively assessed during a one-day practical examination and do not present written work for formal assessment.

These differences are reflected in the respective sets of assessment criteria. All units in the BTEC contain assessment criteria relating to the development of personal knowledge and the demonstration of such criteria is a significant requirement for the achievement of a Merit and Distinction grade. There is a less explicit reference in the BHS Assessment Objectives and criteria for candidates to provide evidence which demonstrates their developing personal knowledge and no explicit requirement to provide evidence of taking risks and trying out experimental ideas.

A comparison of the relative sizes of the two awards, based on study hours, suggested that the three qualifications should be in the Tariff and from the mapping exercise it is believed that these qualifications are between 3 and 4 BTEC units in size. A number of models were developed from the mapping exercises and subsequent conversation, and these are detailed in the report. After much discussion and deliberation it was agreed by the expert group that each of the BHS qualification should attract 35 UCAS Tariff Points. This figure falls within the boundaries suggested by the various models produced from the expert group meeting. It also increases the weight given to the Preliminary Teacher's Certificate which, in the opinion of the Higher Education representative, was the unit where written and evaluative skills were being most

developed. These allocations were agreed by all members of the expert group and the final recommendation is shown in the table below.

Award	Tariff Points
Stage 3 Horse Knowledge and Care	35
Stage 3 Riding	35
Preliminary Teacher's Certificate	35

SECTION 1: THE COMPOSITION OF THE EXPERT GROUP

The following individuals with expert knowledge and experience of the qualifications under consideration in this study were selected:

BHS Awards

Margaret Linington-Payne, Director of Standards, The British Horse Society

BTEC Nationals in Horse Management (Equitation)

Lindsey Johnson, Edexcel Assessment Associate

Higher Education

Lucy Dumbell, Field Leader – Equine Science, Hartpury College

The CVs of the three Expert Group members are provided in Appendix 1.

Protocol Support Team

Dr Susan James acted as facilitator for the work, ensuring that the Group worked systematically through the procedures laid down in the Protocol.

Helen Wakefield, of the Outreach Department at UCAS, acted as Secretary to the Group.

The whole process was overseen and quality assured by Dr Geoff Hayward, an independent Higher Education consultant.

SECTION 2: OVERVIEW OF BENCHMARK AWARD

BTEC NATIONALS IN HORSE MANAGEMENT (EQUITATION)

This award was chosen as the benchmark award since it represented the closest match in aims and content of a qualification that had already been admitted to the UCAS Tariff.

Aims and purpose of the qualification

The BTEC Nationals in Horse Management (Equitation) focus on:

- The education and training for those who are employed in a variety of types of work, such as in riding establishments, studs, livery yards, stables, research, education etc.
- Providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment or progress to higher educational vocational qualifications such as a BTEC Higher National Diploma or a degree in Equine Science or Management.
- Developing the knowledge, understanding and skills of learners from a technical viewpoint.
- Providing opportunities for learners to focus on the development of the core key skills and wider key skills in a technological context, such as improving own performance, working with others and problem solving.
- Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life.

BTEC Nationals are designed to relate to the National Occupational Standards in the sector that in turn form the basis of the National Vocational Qualifications (NVQs). BTEC Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide much of the underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievements of NVQs in due course.

Each unit identifies relevant aspects of the National Occupational Standards that are addressed by the outcomes and content of the unit. These BTEC Nationals in Horse Management relate to National Occupational Standards in Horse Management at Level 3.

History of the qualification

The BTEC Nationals have been accredited to the National Qualifications Framework (NQF) and as such are eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000. The BTEC Nationals were reviewed and re-issued in August 2002, in accordance with QCA standards. Prior to this, the “legacy” programmes were bespoke to individual colleges.

Entry requirements

Centres need to review the profile of qualifications and/or experience held by an applicant considering whether this profile shows an ability to progress to a Level 3 qualification. For learners who have recently been in education, the profile is likely to include one of the following:

- BTEC First Diploma qualification in Horse Care or a related vocational area
- Intermediate GNVQ in an appropriate vocational area
- GCSE equivalent to four passes at Grade C

More mature learners may present a more varied profile of achievement that is likely to include experience of paid and/or unpaid employment.

Details of the allowable arrangements, for learners who may find the standard arrangements for the assessment of their attainment an unfair barrier, are given in *Assessment of Vocationally Related Qualifications: Regulations and guidance relating to Learners with Special Requirements* (Edexcel Foundation, 2002).

Age of candidates

Learners aged 15 and under cannot be registered for a BTEC National qualification. The 6-unit BTEC National Award offers a qualification that can extend the study and provide a vocational emphasis for learners following an AVCE or GCE route or a combination of both in their main programmes of study. Equally a BTEC National Award offers a focussed qualification for learners, particularly more mature learners, who wish to follow a shorter programme of study that is directly related to their work experience. The 12-unit BTEC National Certificate and the 18-unit BTEC National Diploma are suitable qualifications for 16-19 year olds who have already decided that they wish to enter the world of work.

Hours

In BTEC National qualifications each unit consists of 60 guided learning hours. The definition of guided learning hours is 'a notional measure of the substance of a qualification'. It includes an estimate of time that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study.

Content and structure of the qualification

The BTEC National Award in Horse Management (Equitation) consists of one core unit plus five specialist units.

BTEC National Award (Equitation) structure

Core unit – must be taken

2 Business Management #

Specialist units – choose five units

5 Horse Husbandry

6 Stable Skills

8 Customer Care

- 16 Equitation Practical
- 17 Equitation Theory
- 18 Riding and Training on the Flat
- 19 Riding over Fences

NB: # denotes a unit assessed via an Integrated Vocational Assignment (IVA)

The BTEC National Certificate in Horse Management (Equitation) consists of five core units plus seven specialist units. A minimum of two technical units must be selected.

BTEC National Certificate (Equitation) structure

Core units – all five units must be taken

- 1 Specialist Project Study #
- 2 Business Management #
- 3 Principles of Animal Science 1
- 5 Horse Husbandry
- 6 Stable Skills

Specialist units – choose seven units

Technical units

- 9 Breed Development and Welfare
- 11 Driving
- 13 Equine Fitness and Training
- 14 Competition Grooming
- 15 Heavy Horses
- 16 Equitation Practical
- 17 Equitation Theory
- 18 Riding and Training on the Flat
- 19 Riding over Fences
- 23 Equestrian Training

Specialist – other

- 4 Principles of Animal Science 2
- 7 Industry Experience
- 8 Customer Care

NB: # denotes a unit assessed via an Integrated Vocational Assignment (IVA)

The BTEC National Diploma in Horse Management (Equitation) consists of seven core units plus eleven other units. A minimum of three technical units must be selected.

BTEC National Diploma (Equitation) structure

Core units – all seven units must be taken

- 1 Specialist Project Study #
- 2 Business Management #
- 3 Principles of Animal Science 1
- 4 Principles of Animal Science 2
- 5 Horse Husbandry
- 6 Stable Skills
- 7 Industry Experience

Specialist units – choose eleven units

Technical units

- 9 Breed Development and Welfare
- 11 Driving
- 12 Event Management
- 13 Equine Fitness and Training
- 14 Competition Grooming
- 15 Heavy Horses

- 16 Equitation Practical
- 17 Equitation Theory
- 18 Riding and Training on the Flat
- 19 Riding over Fences
- 20 Racing
- 21 Equine Rehabilitation and Therapy
- 22 Practical Stud Management
- 23 Equestrian Teaching
- 26 Grass Crop Production
- Specialist – other**
- 8 Customer Care

NB: # denotes a unit assessed via an Integrated Vocational Assignment (IVA)

Assessment – procedures, methods and levels

All assessment for BTEC Nationals is criterion-referenced, based on the achievement of specified outcomes. All units contributing to a programme carry either internal or external assessment. All units contain contextualised-grading criteria and will be individually graded as ‘pass’, ‘merit’ or ‘distinction’. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications.

Assessment guidance

Each unit contains statements of the evidence that each learner should produce in order to receive a pass, merit or distinction grade. It is important to note that the merit and distinction grading criteria refer to a qualitative improvement in the learner’s evidence. Learners should not be asked to perform additional tasks or work to that required of all learners including those who achieve a pass grade.

Internal Assessment

The purpose of internal assessment is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning is required for each unit designated as ‘internally assessed’.

Assessment instruments should ensure coverage of all criteria in the unit as set out in the *Assessment guidance* grid for each internally assessed unit. It is advised that outcomes are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to aid in ensuring feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that directly relates to the specified outcomes.

Assessment instruments constructed by centres should be valid, reliable and fit for purpose, building on the application of the assessment criteria. They are more likely to meet this requirement if centres use a variety of assessment methods, including case studies, assignments, work-based assessments along with projects, performance observation and time-constrained assessments. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt and making maximum use of practical work experience. The creation of assessment instruments that are fit for purpose is vital to achievement by learners and their importance cannot be over emphasised.

When reading the *Assessment guidance* grids, centres should note that learners should not be required to undertake additional tasks to achieve a merit/distinction grade but provide evidence that is qualitative in its nature. Centres are encouraged to look across *Assessment guidance* grids to identify common topics within units and assess learner's work according to the level that they have achieved as determined by the assessment criteria.

External Assessment

In the BTEC National Certificate and Diploma in Horse Management, *Unit 1: Specialist Project Study* and *Unit 2: Business Management* will be externally assessed and in the BTEC National Award in Horse Management, *Unit 2: Business Management* will be externally assessed. The assessment will take the form of a criterion-referenced Integrated Vocational Assignment (IVA) set by Edexcel, marked by the centre to an Edexcel criterion-referenced marking scheme and re-marked by Edexcel-appointed markers. The IVA will cover the whole of the assessment criteria in the unit(s) specified above.

Grading

A three point grading scale of pass, merit and distinction is applied to all internal units. Points are awarded to each grade (pass = 2 points, merit = 4 points and distinction = 6 points) that contribute to the overall grade for each qualification.

For the purpose of the overall award the externally assessed units will have double unit value. Each IVA assessed unit will therefore receive 4 (pass), 8 (merit) or 12 (distinction) points.

The grading points awarded for each unit as already described will form the main factor in determining whether a learner has achieved a pass overall.

The following rules will be used as a basis for awarding each qualification:

	Learners must complete all designated units:	Learners must achieve a minimum score of 2 points (pass grade) on:	Learners must achieve a minimum overall points score of:
BTEC National Award	6 units	6 units	12 points
BTEC National Certificate	12 units	10 units	24 points
BTEC National Diploma	18 units	16 units	36 points

Awarding of an overall grade

Each qualification will have an overall grade awarded of 'pass', 'merit' or 'distinction'. The overall grades will be calculated on the total points achieved from internally assessed units combined with the grade points from the external assessment. Each grade will be determined by fixed grade boundaries.

Edexcel will publish tables (below) that clearly define boundaries for all overall grades, which centres must make available to learners at the start of their course. This will enable them to track progress towards the overall grade. The overall qualification grades will be as follows:

- BTEC National Award – one grade (i.e. P, M or D)
- BTEC National Certificate – two grades (e.g. PP, MP, DD)
- BTEC National Diploma – three grades (e.g. PPP, MMP, DDM, DDD)

Certification for BTEC Nationals will show the overall grade or grades if the full qualification is achieved as well as details of performance in individual units.

BTEC National Award in Horse Management (Equitation)	
Points	Grade
32-42	D
20-30	M
12-18	P

BTEC National Certificate in Horse Management (Equitation)	
Points	Grades
66-84	DD
54-64	DM
42-52	MM
34-40	MP
24-32	PP

BTEC National Diploma in Horse Management (Equitation)	
Points	Grades
98-120	DDD
84-96	DDM
78-82	DMM
68-76	MMM
60-66	MMP
50-58	MPP
36-48	PPP

QA systems and code of practice

Edexcel’s qualification specifications clearly set out the standard to be achieved by each learner in order to achieve the award of the qualification. This is contained in the statement of outcomes and assessment criteria in each unit. Further guidance on assessment is contained in the *Essential information for teachers* section of each unit. Edexcel operates a quality assurance process, which is designed to ensure that these standards are maintained by all assessors, verifiers and markers. It achieves this through the following activities.

Internal Verification

Centres are required to have in place processes that ensure that each assessor's decisions are reviewed to ensure that they are correctly interpreting and applying the standards set out in the specifications. The system used to do this is a matter for individual centres and Edexcel fully supports the use of the centre's own quality assurance systems where this ensures robust internal standardisation.

External Verification

Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol. Edexcel will tell centres in the **autumn** which units will be sampled by verification in the NSS window normally in the spring term of each academic year. There will be four units identified from two-year programmes and two units from one-year programmes. Centres are required to make available, in the NSS window, eight pieces of learner work against two of the identified units (for two-year programmes) and four pieces of learner work against one of the identified units (for one-year programmes). This learner work **must** have been internally assessed and given an interim grade, additionally at least 50% of submitted work must have been internally verified. When the external verification process in spring identifies that National Standards have not been correctly interpreted, the centre will be required to take appropriate action. In this instance a second sampling will take place in the summer term to confirm that centre assessment is correct before certification of learner awards takes place.

External Assessment

The IVA will be available in each year and each IVA will have validity of one year. The nature of the assignment makes it most appropriate for learners to attempt it in the final year of the qualification. The IVA will comprise a series of linked tasks, some of which may involve working:

- Independently to research or produce work
- Under observed workshop/laboratory conditions
- Under supervised (without instruction) workshop/laboratory conditions, commensurate with ensuring safe practices
- Under specified and controlled conditions.

In each year, a window of assessment will be available for centres and learners to manage the IVA. Advance notice of the general content, format and appropriate resources for each IVA in each year will be made available to centres by mid-September. The IVA itself will normally be published in January and centres should submit learners' work from the IVA for external marking by the end of April. During this timeframe some IVAs may require learners to undertake a common task, under controlled conditions, on a date specified by Edexcel. This information, where applicable, will be contained in the advance notice referred to above.

The nature of the IVA will permit centre-assessor feedback (or formative assessment) to learners for tasks or components of the IVA that are not carried out under controlled conditions. Following internal assessment and marking the IVA will be subject to an external remark, normally carried out on site. Centres should be aware that, once an IVA is submitted for external marking, no further amendment by the learner would be permitted.

Risk Assessment

Edexcel has an approval process, which creates a quality profile of each qualification programme in each centre and for the centre as a whole. This profile contributes to the determination of the nature of external verification activity for each programme and will also be used to initiate other quality control measures by Edexcel.

Approval

Centres will be allowed 'accelerated approval' for a new programme where the centre already has approval for a programme that is being replaced by the new programme. Other centres wishing to offer a vocational area for the first time will need to apply for approval to offer the programme.

Centres that have not previously offered BTEC qualifications will first need to apply for, and be granted, centre approval before they can apply for approval to offer them.

When a centre applies for approval to offer a BTEC qualification they will be required to enter into an approvals contract.

The approvals contract is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and linked codes or regulations. Sanctions and tariffs will be applied if centres do not comply with the contract. This could ultimately result in the suspension of certification or withdrawal of approval.

SECTION 3: OVERVIEW OF AWARDS SEEKING ADMISSION TO THE TARIFF

Aims and purpose of the qualification

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
<p>This qualification aims to enable candidates to demonstrate an increase of responsibility in the care of a small group of horses, in the stable and at grass and would be employed as grooms in private or competition yards and commercial establishments.</p> <p>The successful candidates will be able to:</p> <ul style="list-style-type: none"> ▪ Give practical demonstrations and show their understanding of applying exercise and schooling clothing and their purposes. ▪ Understand the correct principles of fitting various types of saddlery and how to organise a saddle room and its contents. Know how to clean and store saddlery and rugs. ▪ Know procedures when travelling horses and the safe procedures for loading and unloading. ▪ Lunge an experienced fit horse efficiently in an enclosed space. ▪ Talk about simple stable design ▪ Recognise and understand basic anatomy and physiology of the horse, the horse's foot and shoeing. ▪ Understand horse behaviour ▪ Recognise and treat minor ailments and injuries in the horse. ▪ Know procedures for preparing and looking after fit horses ▪ Have general knowledge of the risks and responsibilities of riding 	<p>This qualification aims to enable the candidate to demonstrate their increased ability to show feel and understanding whilst riding horses, recognising weaknesses and working for improvement. Successful candidates will be able to ride a variety of horses under a variety of circumstances with tact and effectiveness. This is a practical qualification and holders would find suitable employment in riding schools, private yards and competition yards, where they would be employed to ride and school horses at a good basic level.</p> <p>Successful candidates will be able to:</p> <ul style="list-style-type: none"> ▪ Ride effectively yet sympathetically while maintaining a balanced seat. ▪ Ride horses forward in good form, through transitions, turns and circles, showing lengthening and shortening strides, leg yield and rein back. ▪ Understand the value of school work in the mental, muscular and gymnastic development of the horse. ▪ Ride and jump out of doors over a variety of fences and terrain. ▪ Have practical and theoretical knowledge of methods and precautions when getting horses fit for regular work and for novice competitions. ▪ Ride and maintain the horse's balance over cross country fences. 	<p>This qualification aims to enable candidates to demonstrate the basic principles of teaching. Successful candidates will have the ability to improve their pupil's horsemanship using a progressive plan. They will know the safety procedures and principles involved in the organisation of a lesson or hack, in the open country or on roads. They would be employed as riding instructors in riding schools or may work as freelance instructors, providing private and group lessons. They will also have basic business knowledge and basic knowledge of the organisation of a yard or commercial establishment.</p> <p>Successful candidates will be able to:</p> <ul style="list-style-type: none"> ▪ Give a constructive class lesson on the flat or over jumps to three or four riders of BHS Horse Knowledge and Riding Stage 2 standard. ▪ Know methods and procedures when assessing pupils. ▪ Give a Lead rein or lunge lesson suitable for a beginner or novice, either child or adult. ▪ Have a basic understanding of sports psychology. ▪ Show a basic understanding of child protection issues and how these impact on teaching at this level. ▪ Give a lecture on stable management of up to 5 minutes suitable for S/NVQ Level 2 students ▪ Complete a written paper 	<p>This qualification aims to provide a foundation in equestrian teaching, riding and stable management. Successful candidates will have the relevant practical and professional skills to enable them to gain employment in the equine industry. It aims to bring together the theoretical and practical aspects of riding and stable management necessary to manage a small yard of horses with minimal supervision. Successful candidates will also be able to demonstrate that they can apply the basic principles of teaching and have the underpinning knowledge, planning and communication skills required to improve the riding or stable management performance of recreational and beginner pupils.</p> <p>A successful candidate will be able to:</p> <ul style="list-style-type: none"> ▪ Describe and demonstrate the skills required to manage a small yard of up to four horses with minimal supervision, to include: <ul style="list-style-type: none"> ▪ Basic organisation ▪ Basic monitoring of horses' health, recognition of first aid management of injury and disease ▪ Management and general handling ▪ Competition preparation and basic fitness training ▪ Feeding and the organisation of the feed room ▪ Tack and clothing ▪ Ride a variety of horses with good effect, both indoors and out to

<p>on the roads and the correct procedure in the event of an accident.</p> <ul style="list-style-type: none"> Understand basic grassland management, in depth knowledge of watering and feeding horses. 		<p>on risk assessment or accident procedures showing effective legibly written communication.</p> <ul style="list-style-type: none"> Have a sound knowledge of the theory of equitation teaching, business knowledge and yard organisation. 	<p>include:</p> <ul style="list-style-type: none"> Dressage movements up to novice level Show jumping up to 1.0m Cross country jumping up to 0.91m Lunge an experienced horse Impart knowledge and information in a variety of situations to include: <ul style="list-style-type: none"> Teaching a class lesson of 3-4 pupils A beginner leading rein lesson A novice lunge lesson A short lecture on stable management.
--	--	--	---

History of the Qualification

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
<p>The British Horse society has been offering qualifications for riders, grooms, stable managers and instructors for over 50 years. The examination system undergoes regular assessment and monitoring to ensure it is up to date with current national occupational standards and industry requirements.</p> <p>The latest major change took place in 1985 when the British Horse society Assistant Instructor (BHSAI) qualification took on a new format. Before 1985 it was possible to sit the BHSAI as one examination, including riding, stable management and teaching. However, this one-day examination became inadequate for the requirements of industry and the examination was split in to three parts. The three parts became certificates in their own right but in order to gain the BHSAI qualification all three certificates must be completed. The three certificates are:</p> <ul style="list-style-type: none"> BHS Stage 3 Riding BHS Stage 3 Care (Grooms Certificate) Preliminary Teaching Test <p>In order to apply for the above certificates, candidates are also required to pass BHS Stage 1 & 2 Riding and BHS Stage 1 & 2 Care. Both the Care and Riding elements are required in order for a candidate to apply for the Preliminary Teaching Test.</p> <p>APL is available up to BHS Stage 3.</p> <p>On passing the Preliminary Teaching Test, candidates are required to 'log' 500 hours of teaching experience in a BHS Log Book. After they have completed 500 hours they must submit their BHS Log Book to the BHS Examinations Office, along with copies of their Stages 1, 2 and 3 and Preliminary Teaching Test Certificates and a relevant First Aid Certificate and attended a Child Protection course. The BHS Examinations Office will verify their teaching hours (this involves contacting at minimum of 25 individual clients listed in the log book to ascertain the hours quoted are correct).</p> <p>If the above criteria is adhered to the BHSAI qualification is awarded.</p>			

Entry Requirements

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
<p>BHS Horse Knowledge and Care Stage 2 or S/NVQ Level 2</p> <p>It may possible to apply for direct entry to this examination with proven experience and/or qualifications</p>	<p>BHS Horse Knowledge & Riding Stage 2 or S/NVQ Level 2 or 3 (Riding/Schooling)</p> <p>It may possible to apply for direct entry to this examination with proven experience and/or qualifications</p>	<p>Horse Knowledge Care and Riding Stage 2</p>	<p>The qualification is made up of the BHS Stage 3 Riding, BHS Stage 3 Care and Preliminary Teaching Test. Each have their own requirements as outlined.</p>

Age

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
17 years	17 years	17 years 6 months	18 years

Hours

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
This is a one-day external examination. The recommended GLH for BHS Stage 3 Care is 100 hours.	This is a one-day external examination. The recommended GLH for BHS Stage 3 Care is 100 hours.	This is a one-day external examination. The recommended GLH for BHS Stage 3 Care is 100 hours.	The total GLH for the qualification is 560 hours.

Content and Structure of the qualification

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
This examination must be taken in its entirety. There are no separate modules. BHS Stage 3 Care is part of the BHSAI qualification.	This examination must be taken in its entirety. There are no separate modules. BHS Stage 3 Riding is part of the BHSAI	This examination must be taken in its entirety. There are no separate modules. The Preliminary Teaching Test is part of the BHSAI qualification.	This BHS qualification comprises: <ul style="list-style-type: none"> ▪ BHS Stage 3 Riding ▪ BHS Stage 3 Care ▪ Preliminary Teaching Test

Assessment – procedures, methods and levels

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
<p>A team of 3 independent examiners using assessment documentation for each candidate externally assesses the qualification. Examiners are experienced, trained professionals from industry, and required to undertake CPD by Awarding Body. All candidates are assessed, each examiner assessing a section of the examination. The Chief examiners role is to see every candidate complete a part of every section and is able to determine that the examiner is assessing accurately and to the level and following the assessment criteria in full.</p> <p>Candidates are required to demonstrate their knowledge and skills in a practical manner and are also asked questions. The examiner follows the assessment criteria, which is cross-referenced with the examination syllabus.</p> <p>The assessments are designed to include supporting and compulsory elements of which a specific number must be achieved in order to gain a pass, these are clearly defined and on the assessment sheet, of which the candidate receives a copy. Candidates' results are not given out on the day. The Chief Examiner and her team complete the assessment sheets and posts the results directly to the individual candidates. Copies of the assessment sheets are returned to the BHS Examinations Office where they are securely stored. The grades (pass/fail) are entered on to a database.</p>	<p>A team of 4 independent examiners, using assessment documentation for each candidate, externally assesses the qualification. Examiners are experienced, trained professionals from industry, and required to undertake CPD by Awarding Body. All candidates are assessed, each examiner assessing a section of the examination. The Chief examiners role is to see every candidate complete a part of every section and is able to determine that the examiner is assessing accurately and to the level and following the assessment criteria in full.</p> <p>Candidates are required to demonstrate their knowledge and skills in a practical manner and are also asked questions. The examiner follows the assessment criteria, which is cross-referenced with the examination syllabus.</p> <p>The assessments are designed to include supporting and compulsory elements of which a</p>	<p>A team of 3-4 independent examiners, using assessment documentation for each candidate, externally assesses the qualification. Examiners are experienced, trained professionals from industry, and required to undertake CPD by Awarding Body. All candidates are assessed, each examiner assessing a section of the examination. The Chief examiners role is to see every candidate complete a part of every section and is able to determine that the examiner is assessing accurately and to the level and following the assessment criteria in full.</p> <p>Candidates are required to demonstrate their knowledge and skills in a practical manner and are also asked questions. The examiner follows the assessment criteria, which is cross-referenced with the examination syllabus.</p> <p>The assessments are designed to include supporting and compulsory elements of which a</p>	<p>A team of 3-4 independent examiners, using assessment documentation for each candidate, externally assesses the qualification. Examiners are experienced, trained professionals from industry, and required to undertake CPD by Awarding Body. All candidates are assessed, each examiner assessing a section of the examination. The Chief examiners role is to see every candidate complete a part of every section and is able to determine that the examiner is assessing accurately and to the level and following the assessment criteria in full.</p> <p>Candidates are required to demonstrate their knowledge and skills in a practical manner and are also asked questions. The examiner follows the assessment criteria, which is cross-referenced with the examination syllabus.</p> <p>The assessments are designed to include supporting and compulsory elements of which a</p>

	<p>specific number must be achieved in order to gain a pass, these are clearly designed and on the assessment sheet, of which the candidate receives a copy. Candidates' results are not given out on the day. The Chief Examiner and her team complete the assessment sheets and posts the results directly to the individual candidates. Copies of the assessment sheets are returned to the BHS Examinations Office where they are securely stored. The grades (pass/fail) are entered on to a database.</p>	<p>specific number must be achieved in order to gain a pass, these are clearly designed and on the assessment sheet, of which the candidate receives a copy. Candidates' results are not given out on the day. The Chief Examiner and her team complete the assessment sheets and posts the results directly to the individual candidates. Copies of the assessment sheets are returned to the BHS Examinations Office where they are securely stored. The grades (pass/fail) are entered on to a database.</p>
--	---	---

Grading

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
PASS/FAIL	PASS/FAIL	PASS/FAIL	PASS/FAIL

QA Systems and code of practice

BHS Stage 3 Horse Knowledge & Care	BHS Stage 3 Riding	BHS Preliminary Teaching Test	BHS Assistant Instructor Award
<p>After each examination, the Chief Examiner writes a report on the examination centre and on each member of her/his team of examiners. The reports are returned to the BHS Examinations Office where they are recorded on to a database. The contents of the reports are discussed by the Examinations Advisory Group at their quarterly meetings and appropriate action/recommendations/monitoring are taken. One in ten candidates are sent a quality assurance form, which they are asked to complete and return after the examination. The candidate quality assurance forms are read by the Exams Office and, if necessary, action is taken or they are referred to the Examinations Advisory Group for discussion and action.</p>			

SECTION 4: THE WORK OF THE EXPERT GROUP

The Expert Group met on one day to examine and discuss the evidence listed in Appendix 2. This section contains an account of the deliberations of these meetings.

The full day meeting, as usual, involved sharing information about the comparability study and the qualifications involved. The session included:

- Geoff Hayward briefing the Expert Group about the current UCAS Tariff and on the Protocol agreed with UCAS for conducting a comparability study;
- The BHS Examiner, Margaret Linington-Payne, briefing the group as to the ambition for the BHS Awards and explaining the Awards;
- The Edexcel Examiner, Lindsey Johnson, presenting information about the BTEC National in Horse Management (Equitation), the benchmark award; and
- The HE representative, Lucy Dumbell, presenting information about the appropriateness of the BHS Awards for entry to HE from the perspective of admissions tutors.

This meeting established that the BTEC and BHS specifications are similar in structure, content and criteria, and that there is overlap between the awards.

The meeting began with a brief overview of the BHS Awards by the BHS Examiner. The group sought confirmation that there were no significant differences between the BHS Awards and the BTEC Nationals. One of the key issues with competence-based qualifications is the training of the examiners. The BHS Examiner explained the process of becoming an examiner. A prospective examiner must be a BHS Instructor before applying, with CV, to examiners committee. Applications are looked at and considerations are made in terms of locality and involvement in the industry. The applicant is then invited for interview. If accepted, a mentor is assigned from committee. Six exams as a probationary examiner – three at stage 1 and three at stage 2 – are taken. On passing, the applicant is admitted onto the panel and must attend annual Continuing Professional Development (CPD) provided the applicant is working in the industry at least 20 hours per week. Chief Examiners (CEs) are appointed on merit. CEs make recommendations to Senior Examiners. Three recommendations at Senior Examiner go to consideration by committee for Chief Examiner. There is a probationary period for CEs.

The point was raised that Higher Education (HE) are not only looking at ability to learn and perform but also from a subject specific viewpoint. The HE representative believes the above procedure for examiners sounds fairly rigorous.

Section 3 contains details of all three BHS awards. For the purposes of this report, reference will be made to a single BHS award and specification. All examples and illustrations will be taken from the BTEC specification.

A note on the application of the Protocol

As will become clear in the first few pages of this section, the nature of the respective specifications made it difficult to apply some of the guidelines set out in the Protocol. There is, for example, no content as normally understood in, say, Mathematics or

Science. The BHS specifications are written in terms of learning outcomes and assessment criteria the candidates are required to demonstrate in the work they present in the practical assessment, and the BTEC Awards are written in terms of content and grading criteria. The Group therefore approached the comparison of the two specifications by focussing on the demands of the respective content/learning outcomes and grading criteria.

Comparison of the Awards

During the explanations of the Awards given by the representatives, it became apparent that even though there was similarity of language, the aims and assessment of the qualifications was different.

Table 1: Comparison of aims

BTEC Aims	BHS Aims
<p>The BTEC Nationals in Horse Management (Equitation) focus on:</p> <ul style="list-style-type: none"> ▪ The education and training for those who are employed in a variety of types of work, such as in: riding establishments, studs, livery yards, stables, research, education etc. ▪ Providing opportunities for learners to gain a nationally recognised vocationally specific qualification to enter employment or progress to higher educational vocational qualifications such as a BTEC Higher National Diploma or a degree in Equine Science or Management. ▪ Developing the knowledge, understanding and skills of learners from a technical viewpoint. ▪ Providing opportunities for learners to focus on the development of the core key skills and wider key skills in a technological context, such as improving own performance, working with others and problem solving. ▪ Providing opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life. <p>BTEC Nationals are designed to relate to the National Occupational Standards in the sector that in turn form the basis of the National Vocational Qualifications (NVQs). BTEC Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide much of the underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievements of NVQs in due course.</p> <p>Each unit identifies relevant aspects of the National Occupational Standards that are addressed by the outcomes and content of the unit. These BTEC Nationals in Horse Management relate to National Occupational Standards in Horse Management at Level 3.</p>	<p>This qualification aims to provide a foundation in equestrian teaching, riding and stable management. Successful candidates will have the relevant practical and professional skills to enable them to gain employment in the equine industry. It aims to bring together the theoretical and practical aspects of riding and stable management necessary to manage a small yard of horses with minimal supervision. Successful candidates will also be able to demonstrate that they can apply the basic principles of teaching and have the underpinning knowledge, planning and communication skills required to improve the riding or stable management performance of recreational and beginner pupils.</p> <p>A successful candidate will be able to:</p> <ul style="list-style-type: none"> ▪ Describe and demonstrate the skills required to manage a small yard of up to four horses with minimal supervision, to include: <ul style="list-style-type: none"> ▪ Basic organisation ▪ Basic monitoring of horses' health, recognition of first aid management of injury and disease ▪ Management and general handling ▪ Competition preparation and basic fitness training ▪ Feeding and the organisation of the feed room ▪ Tack and clothing ▪ Ride a variety of horses with good effect, both indoors and out to include: <ul style="list-style-type: none"> ▪ Dressage movements up to novice level ▪ Show jumping up to 1.0m ▪ Cross country jumping up to 0.91m ▪ Lunge an experienced horse ▪ Impart knowledge and information in a variety of situations to include: <ul style="list-style-type: none"> ▪ Teaching a class lesson of 3-4 pupils ▪ A beginner leading rein lesson ▪ A novice lunge lesson ▪ A short lecture on stable management.

It was agreed that the aims of the two awards, as shown in Table 1, appeared at first sight to be very similar – both aim to develop, for example, candidates' knowledge, practical skill, and evaluation ability – but the BHS Awards had a far more practical orientation (in further conversation, this became an issue and is discussed on page 36). The HE representative felt the practically assessed, more narrowly focussed BHS Award could prove problematic for HE admission due to the limited assessment

techniques and questioned the range of skill and abilities being assessed (such as analytical abilities); however, she also believed the differences across the board with BTEC qualifications did make the BHS qualification more reliable and that for some BTEC units, the BHS qualifications are used as the benchmark standard.

Taking this into account, the expert members felt that the BHS Awards and BTEC qualifications fit well for the purposes of allocating tariff points. Furthermore, the BTEC representative believed there would be a lot of parity between the BTEC and BHS awards because the BHS awards have the monopoly on industry standards.

It should be noted that the expert group did discuss the use of the qualifications with regard to the individual student's future intentions. The BHS has a more specifically practical, vocational emphasis and a more specific focus on the student's immediate career intentions (that is, working in a riding school or stables) and associated employment opportunity, and may not necessarily pursue a HE progression route. As mentioned earlier, some of the assessment procedure of the BHS Awards was questioned as to whether it showed appropriate levels of analytical ability for HE.

In light of this conversation, the expert group began mapping the BHS Awards to the BTEC units.

Structure of the awards

The BTEC National in Horse Management (Equitation) specification offers a number of options from which candidates may choose (35 units in total). Candidates may choose to follow an Award structure consisting of 6 units; a Certificate structure consisting of 12 units; or a Diploma structure consisting of 18 units. Each option comprises Core Units and Specialist Units, with a mixture of theoretical and technical units. Each unit comprises 4 grading criteria that can be achieved at a pass, merit or distinction level.

The BHS Stage 3 Horse Knowledge and Care and Stage 3 Riding are half-day exams, and the PTT is a full-day exam. The exams must be taken at a centre at which the candidate has not worked. Each award can be taken separately but each stage builds upon the previous stage and must be completed before progressing, that is Stage 1 must be completed before Stage 2 etc. So, for the Assistant Instructor, the student must complete Stage 3 Horse Knowledge and Care, Stage 3 Riding, the Preliminary Teaching Test, 500 hours of teaching practice, a current Health & Safety First Aid at Work Certificate or a current Equine Specific First Aid Certificate and have attended a Child Protection course. Assessment criteria are either compulsory or supporting and a certain number of each are required as per the Test Result Sheet for that Test. Grades are awarded on a pass or fail basis.

Determining size – comparison of study hours

A measure of the size and of an award is normally the number of hours of study needed to complete it. The BTEC specifies 60 guided learning hours per unit, making a total of 360 study hours for a National Award, 720 hours for a National Certificate and 1080 hours for a National Diploma.

For the BHS Awards, Stage 3 Riding is 100 Guided Learning Hours (approximately 1 and 2/3 BTEC Units), Stage 3 Knowledge and Care is 100 hours (approximately 1 and 2/3 BTEC Units) and the PTT is 120 hours (approximately 2 BTEC Units).

It was noted that:

- these hours were over and above those required to get to this level, that is GCSE for BTEC and Stage 2 for BHS;
- Guided learning hours indicated that BHS Riding and Care and PTT hours equals 5 1/3 BTEC units;
- It is very difficult to draw parity of 500 AI hours as guided learning hours as it is more like industry experience.

Furthermore, certification for the 500 AI hours can be gained retrospectively provided references and evidence were given. 500 AI hours can be reduced to 250 hours if taken at a recognised centre because they are under supervision.

Determining size – comparison of content/breadth and depth of coverage

Content in both specifications is expressed in terms of the knowledge, understanding, processes, skills and techniques that candidates are required to demonstrate in the work they present for assessment. The development of the skills and knowledge embodied in the BHS Awards is an iterative process, reflecting the concept of the spiral curriculum so the content of the BHS is designed to build on and extend the skills and knowledge developed in the previous stages (that is developed through prior experience and employment).

The BTEC Units are separate units although there will inevitably be some overlap and use of prior knowledge in each.

It was suggested that, in order to tease out the differences between the two awards, the content of both specifications would best be compared using the grading criteria of the BTEC qualifications and the assessment criteria of the BHS Awards.

Comparing the BHS Stage 3 Riding with BTEC Units it was found that the BHS Award mapped almost entirely with BTEC units 16, 17, 18 and 19.

Unit 16 – Equitation Practical

Mount and dismount safely	Covered in BHS
Ride a trained horse on the flat	Covered in BHS
Ride a trained hour over fences	Covered in BHS
Exercise horses on the road	Covered in BHS
100%	

Unit 17 – Equitation Theory

Describe correct procedures for exercising horses from the ground
Discuss acceptable techniques for riding on the flat
Discuss acceptable techniques for riding over fences
Investigate the rule for exercising horses on the road
100%

Unit 18 – Riding and Training on the Flat

Work a horse from the ground
Improve their riding technique
Improve the horse's training on the flat
Ride and lead
60%

Unit 19 Riding Over Fences

Improve their jumping technique
Perform gymnastic jumping exercises
Adjust speed and gait to suite terrain and type of jump
Ride a course of show jumps
100%

Similarly, the assessment criteria of the BHS Stage 3 Horse Knowledge and Care was mapped to the appropriate BTEC Units.

Unit 3 – Principles of Animal Science 1

Describe the structures, function and biological system within the animal body
Describe the digestive process and adaptations by the animal in the digestion of common foods
Describe the reproductive process and the normal sequence of events during oestrus, fertilisation, gestations and parturition.
Describe the main agents of disease, their cause, symptoms, treatment and prevention in a range of animals.
50%

Unit 5 – Horse Husbandry

Prepare and present a horse for inspection
Select and apply tack, equipment and clothing
Plan and undertake stable duties
Understand and perform horse care tasks
100%

Unit 6 – Stable Skills

Identify and evaluate the physical make-up of a horse
Evaluate and fit specialist tack, equipment and clothing
Evaluate and maintain horses; accommodation and environment
Plan and undertake complex tasks and specialist care of horses
100%

Unit 9 – Breed Development and Welfare

Describe animal evolution and breed development
Recognise and interpret common animal behaviour in the domesticated animal
Evaluate the role of the animals in a variety of situations and cultures
Review welfare issues, legislation and organisations and their significance.
16%

Unit 13 – Equine Fitness and Training

Plan and implement exercise/fitness programmes to suite individual horses
Monitor and evaluate exercise/fitness programmes
Demonstrate the ability to work horses from the ground
Demonstrate the ability to use alternative exercise methods
35%

Unit 14 – Competition Grooming

Undertake pre-event preparation
Describe and undertake safe, correct transport of horses
Demonstrate care and management of horse during competition
Undertake post-competition care and management as recommended by the Animal Health Trust
35%

Unit 26 – Grass Crop Production

Explain the annual growth pattern for grass and identify the characteristics of the major regional grasses
Evaluate the factors that determine the establishment and maintenance of a high quality grass sward
Comparing grazing systems and select the most appropriate one for a given class of livestock
Compare the methods of production ad storage of quality hay, silage ad haylage
20%

Unit 28 – Nutrition

Describe and identify the source and function of the major food types
Undertake a range of dietary calculations and ration formulations
Evaluate the physical and environmental factors involved in feeding a range of animals
Compare and contrast feeding regimes and foodstuffs
16%

Unit 29 – Animal Health

Investigate pathogenic organisms and the role of the immune system
Describe the signs of good health
Describe common disease disorders and parasites and their prevention and treatment
Describe the role and limitations of first aid employed for common products
35%

This equated the Riding to 3.6 BTEC units and the Horse Knowledge and Care to 4 units. If Horse Knowledge and Care and Riding were added together, it would be the equivalent of a BTEC National Award, i.e. 6 units. The HR Representative felt that as a comparison, it sounded fair that the Care and the Riding equated to a 6-unit BTEC National Award. However, as mentioned earlier, the HE representative stressed that whilst there is no taking away the skills that the BHS examinations assess, there is no written examination for either the Horse Knowledge and Care or the Riding Stage 3. It was felt by the HE representative that a written examination assessed a wider variety of knowledge, skill and abilities and would be necessary for success in HE. The Edexcel Representative affirmed this.

The Expert Group then looked at the Preliminary Teaching Test. The BHS candidate who takes the PTT is assessed on either lunge or lead rein but they would need to study and become competent at both for assessment on the day. When the candidates arrive in the morning, the candidates choose their own numbers (usually 12 candidates on the day). The Examiner will have a pre-prepared card with their lesson topic, lecture topic and whether they are lunge or lead rein. Candidates have to give a class

lesson for 35 minutes plus 5 minutes discussion. Lunge or lead rein is similar. For the class lesson, the candidate can say whether they feel the brief is inappropriate for the class they have, justifying their reasoning. The candidate must give a 5-minute lecture to demonstrate that they are on their way to being able to give lectures. The lecture is given to a group of 5 (they form a group of 6) who can ask questions if necessary.

For progression to higher education, the HE representative believed this assessment shows strength of verbal communication and higher level thought processes than Stage 3 Riding and Stage 3 Horse Knowledge and Care.

It was noted that this award was in some way the hardest of the three but perhaps needs the least preparation although there is some new knowledge and more polish is required on what has been learnt. The candidates have to be commercially competent, need to have flair and be able to relate to people. The PTT is more skill based than knowledge based and requires a smaller body of knowledge than the other Stage 3 Awards. The ability to evaluate riders very quickly is necessary. Furthermore, the BHS qualifications specify a duty of care that the BTEC does not.

The HE Representative felt that PTT matched BTEC Unit 23 plus some of Unit 17 Equitation Theory. The BTEC Representative felt that Unit 23 – Equestrian Teaching was the PTT written in a different way. The BHS Examiner listed the types of questions BHS candidates are asked during examination:

- How did the lesson go?
- Were there better exercises that could have been used?
- How did you feel you related to people?
- What would you do differently?
- What would do if you had the class again next week?

The BTEC representative noted that the BTEC candidates would get a longer lead in time and the lesson plan would be much more structured through process; however due to the nature of the PTT examination, the candidate would need to be quite practised because he/she is briefed the morning of the examination.

The PTT was mapped on to the following BTEC units:

Unit 2 – Business Management (Core unit): Expert Group did not think the BHS covered a large percentage of this module. There are some certain key elements in the content which are satisfied in the PTT. **16%** of this module would be covered by the PTT.

Unit 7 – Industry Experience: Plan and demonstrate the ability to work effectively is partly covered. PPT covers part of the purpose of the business/organisation. Very little evaluation and description potential and/or actual improvements in the business/organisational operations. **40%** of this unit would be covered.

Unit 8 – Customer Care: deal with customers and process payments; prepare materials and products for sale; describe the methods of promoting, displaying and

merchandising products; explain the principles of ordering, pricing and controlling stock. The first two units are covered but not the last two. **50%** coverage.

Unit 16 – Equitation Practical: mount and display safely; ride a trained horse on the flat; ride a trained horse over fences; exercise horses on the road. **25%** coverage.

Unit 17 – Equitation Theory
D3, P2, P3, M4. **33%** coverage.

Unit 18 – Riding and Training on the Flat
20%

Unit 19 – Riding Over Fences
M2, D1- **16%**

Unit 23 – Equestrian Teaching
100%

Therefore, BHS PTT comes out as 3.68 BTEC units. BHS Duty of Care is not covered in BTEC.

Therefore, using time and units as a measure of size, the following was determined:

	Time	Content Mapping	HE View
Riding	1.66	3.6 units (Max UTP 70)	3 units (Max UTP 60)
Care	1.66	4 units (Max UTP 80)	3 units (Max UTP 60)
PTT	2	3.68 units (Max UTP 70)	3 units (Max UTP 60)

Although the Expert Group were becoming more and more convinced from the mapping exercise, there was still lingering doubt that much knowledge for the BHS could be gained from limited sources. It was felt that the BHS focuses on a smaller breadth of information albeit perhaps in far greater depth. It was acknowledged that students were expected to be more proficient but not have such a wide range of knowledge.

Mapping against the assessment objectives (the middle column), at least some of BTEC units were not covered in the BHS. The guided learning hours, however, were not felt to do justice to the level of learning and skills required. Note: some of the elements have been counted twice for Riding and PTT because we have acknowledged the pre-requisite learning from stages 1 and 2.

In summary, group members agreed that the content of the BTEC is broader than the BHS Awards. They also agreed that this analysis shows that, although both awards are at Level 3, the amount of overlap between them is quite small due to the breadth of the BTEC. While this analysis did not develop a clear method of estimating the

relative size of the two awards, it nevertheless supported the Group's initial view that the volume of the BTEC is greater than that of the BHS Awards.

Comparison of assessment requirements and aligning the grades

In trying to allocate points, it is necessary to look at the assessment requirements of the two sets of qualifications, particularly as this was an issue raised by the HE admissions Tutor, as mentioned on page 26 of this report.

The BHS examinations require a candidate to demonstrate knowledge and skill in compulsory and supporting elements as per stated assessment criteria aligned to learning outcomes. A BHS candidate is awarded a pass or fail grade after completing a practical exam for the Stage 3 Riding and a verbal theory test and successful completion of various practical tasks for the Stage 3 Horse Knowledge and Care. For the PTT, the candidate must complete a written test, give a practical lesson and join in discussions and verbally answer questions based on the specified learning outcomes. A team of three examiners externally assesses the BHS Stage 3 Horse Knowledge and Care, and Riding. The BHS PTT is externally assessed by a team of 4 examiners. The BHS qualifications show efficiency and the ability to work alone with minimal supervision in a variety of situations. Successful candidates need to show the ability to assess and cope with a variety of horses, riders and problems. Assessment is on the day, conducted by unknown examiners. The Chief Examiner ensures the QA. The examinations committee ensures national QA.

All assessment for BTEC Nationals is also criterion-referenced, based on the achievement of specified outcomes. All units contributing to a programme carry either internal or external assessment. All units contain contextualised-grading criteria and will be individually graded as 'pass', 'merit' or 'distinction'. Distinction grade is at industry standard. Within the BTEC Nationals, each unit contains statements of the evidence that each learner should produce in order to receive a pass, merit or distinction grade. Internally assessed units may be subject to external scrutiny by a BTEC appointed External Verifier. Edexcel will sample assessors' decisions using subject-specialist external verifiers. This process will follow the National Standards Sampling (NSS) protocol. In the BTEC National Certificate and Diploma in Horse Management, Unit 1: Specialist Project Study and Unit 2: Business Management will be externally assessed. In the BTEC National Award in Horse Management, Unit 2: Business Management will be externally assessed. The assessment will take the form of a criterion-referenced Integrated Vocational Assignment (IVA) set by Edexcel, marked by the centre to an Edexcel criterion-referenced marking scheme and re-marked by Edexcel-appointed markers. The IVA will cover the whole of the assessment criteria in the unit(s) specified above.

Discussion surrounded the issue of what was actually being assessed and the difference in assessment methods between the qualifications for allocation of tariff points. For example, with regard to the 6-unit National Award, the BTEC representative noted, 'there is very little in the BHS qualifications that can be deemed comparable to this unit [Unit 2], and certainly nothing with regard to the rigour of the external assessment instrument'. It was also felt by two members of the expert group that there was a lack of parity between the use of Level 3 descriptors in the

assessment and the BHS qualifications that require candidates to ‘demonstrate’, ‘explain’, ‘give’, ‘carry-out’, ‘show’, ‘use’ and ‘name’. This is in stark contrast to the BTEC qualifications more rigorous descriptors: ‘demonstrate’, ‘plan’, ‘analyse’, ‘evaluate’, ‘investigate’, ‘review’, ‘report’, etc.

In the BTEC Nationals, the four elements below are assessed:

- Knowledge and Understanding
- Application of Knowledge
- Analysis
- Evaluation

HE seemed to place the most value on analysis and evaluation. It was decided by the Expert Group to match BTEC Unit 5: Horse Husbandry to the BHS qualifications, to try to align the grading criteria and the breadth of knowledge and skill covered.

The pass in the Stage 3 Care and Riding was perceived to be comparable to a Distinction in the practical BTEC Units; however, there was some uncertainty on the alignment of the non-practical units. Pass Criteria demonstrates understanding and knowledge, merit and distinction demonstrated the following:

- M4 – recognise symptoms and needs quickly and initiate action in routine preventative measures – the learner identifies and draws conclusions that could be construed as analysis.
- D2 – evaluate the use of tack, equipment and clothing and fit all items within commercial time constraints – evaluation – make judgement.

It was felt that candidates were more able to demonstrate breadth by answering a written paper. In the case of the verbal exams, the BHS students have to articulate, but there is not always the requirement to support their stated knowledge. Two of the Expert Group felt the skills a Distinction candidate is asked to demonstrate are not there in the Riding or the Care.

The HE representative was not uncomfortable with the allocation of 60 Tariff points from a knowledge point of view as she felt BHS candidates were adequately demonstrating knowledge and understanding. However, as an HE Admissions Tutor she believes it is questionable as to whether the skills that she is looking for, such as researching information, are present in the BHS awards. For example, BTEC candidates taking units 16, 17, 18 and 19 would be involved in some research and written evidence, and also derive some judgement. A Distinction in Unit 17 – Equitation Theory – would entail the candidate to show:

- Evaluate the procedures involved in exercising horses from the ground and demonstrate their effectiveness in training particular horses
- Present an illustrated report and in-depth research of the history and development of riding techniques on the flat
- Evaluate techniques, fence design and course building for cross country and show jumping
- Justify exercising horses in the road and devise codes of practice for riders and other road users in all conditions.

Allocating Tariff Points

The group agreed the three qualifications should be in the Tariff and from the mapping exercise believed that these qualifications are between 3 and 4 BTEC units in size. From the perspective of the HR Representative, the preference would be closer to 3. If that was the case and the Pass grade was the same as the Distinction, each award would attract 60 UCAS Tariff points, which added together would total 180 + the 500/250 hours AI. This is comparable to 3 AS levels, or somewhere between a BTEC Award and a Certificate. In terms of time, the group were comfortable with this. However, in terms of demand, two members of the Expert group thought the Pass aligns with the Distinction but the HE rep feels that the higher level skills are not demonstrated in terms of synthesis of information and the breadth of the BTEC qualifications are more rigorous than the BHS in the way these qualifications are assessed.

The group returned to the BTEC National Award, which is made up of 6 units from a combination of the following:

- Unit 2 – Business Management IVA (Core Unit) (16% covered)

With five units from the following:

- Unit 5 – Horse Husbandry (100% covered)
- Unit 6 – Stable Skills (100% covered)
- Unit 8 – Customer Care (50% covered)
- Unit 16 – Equitation Practical (25% covered)
- Unit 17 – Equitation Theory (33% covered)
- Unit 18 – Riding and Training on the Flat (20% covered)
- Unit 19 – Riding over Fences (16% covered)

60 UCAS Tariff points will be seen as equivalent to half a BTEC National Award, which as the above shows it is not. However, this raised the question as to whether the BHS students were being penalised for showing their skill and knowledge at an industry standard verbally but it was pointed out the BHS qualifications were being assessed on their value for progression to higher education. Therefore, the reason 60 Tariff points were not allocated for the BHS assessment model is because the model does not assess the higher-level skills (largely due to the highly practical nature of the award). On the other hand 60 points have been awarded to PTT because of the synthesis demonstrated and the written assessment undertaken and the skills demonstrated.

A possible allocation of the following points was discussed:

- 50 UTP Riding Stage 3
- 50 UTP Care Stage 3
- 60 UTP PTT
- 180 UTP to AI

Candidates awarded the AI are awarded an additional 20 points above the 160 achieved as AI candidates have demonstrated that they can stick at something over a

period of approximately 2 years, therefore demonstrating application over a far wider range and synthesis of knowledge.

However, at the end of this exercise some members of the Expert Group, in particular the Higher Education representative, felt that allocating the above points was not a true reflection on the qualifications and that overestimation may have occurred with regard to the BHS qualifications. The disagreements related to the overall size of the BHS qualifications viz a viz the BTEC awards, and the degree of diversity in the learning and assessment being undertaken by BHS candidates and its appropriateness for Higher Education entrance. In addition, it was felt we had not explored in sufficient detail the level of demand of the BHS qualifications relative to the BTEC qualifications.

Further mapping

Subsequent to the Expert Group meeting, further mapping activities were undertaken in an attempt to resolve these issues. A variety of models were produced which provided differing estimates of the volume and demand of the three BHS qualifications relative to the BTEC National Award. These models were used to develop a further, virtual discussion with the three members of the expert group. The starting point for these discussions was that the members of the expert group had agreed that the BHS qualifications did have value for the purpose of progression into Higher Education – albeit to equine studies degrees – but that the qualifications on their own were unlikely to provide an adequate base for such progression.

What emerged from the discussions around the various models was a basic disagreement among the members of the expert group about the utility of the BHS qualifications for the purposes of progression to Higher Education. This disagreement can be exemplified by considering the riding qualification. To obtain this qualification a candidate has to demonstrate their competence across a wide range of criteria assessed through a practical test supplemented by oral questioning. There is no written portfolio compiled by collecting and synthesising a variety of resources, with a candidate reflecting upon their performance in the light of, say, their reading. All members of the expert group agreed that as an occupational qualification the BHS Riding qualification is exemplary; indeed the BTEC practical riding units are based upon this qualification which is recognised as the industry standard. The expert group also agreed that an individual passing the BHS riding qualification would achieve a distinction in the corresponding BTEC Units. Applying our standard benchmarking process this would yield a value of 45 UCAS Tariff Points for this qualification. Using similar processes the BHS Stage 3 Horse Knowledge and Care would attract 35 UCAS Tariff Points and the Preliminary Teacher's Certificate 30 UCAS Tariff Points.

However, it has always been the case that the benchmarking process is only ever a guide to arriving at the allocation of UCAS tariff points to a qualification. Ultimately what matters is the judgement of the expert group informed by the outcome of the benchmarking process. In the judgement of the Higher Education representative on the expert group, the allocation of tariff points to the BHS riding qualification was too generous for the purposes of progression to Higher Education because the qualification did not require the candidate to synthesise and evaluate information in a

written form, a skill considered crucial to success in Higher Education. The same argument also applies to a lesser extent to the other BHS qualifications.

The representative from the BHS did not disagree with the absence of writing in the assessment of the riding qualification, but argued that a practical synthesis of knowledge was taking place as a candidate learnt about the horse they were riding, and then used that knowledge to ensure that the horse and rider produced the performance needed to demonstrate competence. From our observation of the assessment it was clear that such a synthesis was difficult to achieve in practice, as demonstrated by the low pass rate on this qualification. In addition, there are the same elements of practicality and criticality in this assessment as was evident in the music qualifications we have previously benchmarked.

Nonetheless, it is the case that a successful candidate in the BHS riding qualification, while demonstrating a distinction level of horse riding, is providing evidence of highly practical skills, and the information gained and analysed is from a narrow range of sources, mainly kinaesthetic. Such skills, in the opinion of the Higher Education representative, are the least applicable to higher education study.

The disagreement between the members of the expert group is therefore of a fundamental nature, about the value of an assessment approach intended to demonstrate occupational competence for indicating potential for study in Higher Education. The principle embedded in the protocol is that the final say should be given to the Higher Education representative on the group. Consequently, it was agreed that an allocation of 45 UCAS Tariff Points to the BHS riding qualification was too high for signalling potential for HE study. Ultimately, under these circumstances, the technical aspect of the protocol cannot resolve exactly how many UCAS Tariff Points should be allocated to a qualification. The pragmatic suggestion made to the expert group was that each of the BHS qualification should attract 35 UCAS Tariff Points. This figure falls within the boundaries suggested by the various models produced after the expert group meeting. It also increases the weight given to the Preliminary Teacher's Certificate which, in the opinion of the Higher Education representative, was the unit where written and evaluative skills were being most developed. It also downgrades the weight given to the riding qualification in line with the views of the Higher Education admissions tutor. These allocations were agreed by all members of the expert group and our final recommendation is shown in the table below.

Award	Tariff Points
Stage 3 Horse Knowledge and Care	35
Stage 3 Riding	35
Preliminary Teacher's Certificate	35

APPENDIX 1

CURRICULA VITAE

Lucy Dumbell	Hartpury College	Filed Leader – Equine Science
Margaret Linington- Payne	BHS	Director of Standards
Lindsey Johnson	Edexcel	Assessment Associate

LUCY DUMBELL BSc (Hons), MSc, PgC(Adult)E, BHSAI(ISM)

Email: lucy.dumbell@hartpury.ac.uk

Home Address: 8 Nanfan and Dobyn Place
High Steet
Newent
Gloucester
GL18 1TF
Tel: 01531 821469

**EMPLOYMENT
RECORD**

1999 – present **Hartpury College, Associate Faculty of the University of the West of England, Gloucester**

2004 - present Field Leader (Equine Science)
Oversee all programmes (10) and related modules within this area, from undergraduate to postgraduate level. To co-ordinate selection of applicants and induction of students. To manage staff in this area and be responsible for more than 400 students. To teach and assess from level I to M. Responsible for records and quality in this area and produced material to support successful QAA audit in 2005 as well as preparing validation documentation etc.. To support a growing focus on research within the associate faculty.

2001 – 2004 BSc Award Leader (Equine Science) and Senior Lecturer (Equine Science)

2000 - 2001 HND Award Leader (Equine Science)

1999 - 2000 Lecturer (Animal Science)
1999 **Faculty of Veterinary Science, University of Liverpool**
Summer Research Assistant on Fell Pony Project

1998 - 1999 **Yard Supervisor/ Assessor, University of Wales, Aberystwyth**
Part time position overseeing HND students

1997 - 1998 **Riding Instructor, County Durham**
Instructor to wide range of clients and involved in general yard duties.

EDUCATION

2001 – 2003

University of the West of England, Bristol

Postgraduate Certificate in Adult Education Pass
Teaching and learning in post compulsory education and research projects in ‘Preferred methods of learning statistics of science undergraduates’ and ‘Success of teaching methods on an undergraduate equine science programme’

1998 – 2002

Institute of Rural Studies, University of Wales, Aberystwyth

MSc Equine Science Pass
Equine Anatomy, Genetics, Nutrition, Virology, Immunology, Parasitology, Breeding, Veterinary Science and Research Methods. Dissertation on ‘The optimisation of conditions to allow RAPD PCR analysis of Fell Pony DNA and the identification of a genetic bottleneck within the Fell Pony population.’

1997 - 1998

British Horse Society

Assistant Instructor (Intermediate Stable Manager) Pass

1994 - 1997

The College of St. Hild and St. Bede, University of Durham

BSc (Hons) Natural Sciences 2(ii)
Biology, Computer Science, Philosophy and Chemistry

1987-1994

Merchant Taylors’ School for Girls, Crosby

S level: Biology
A levels: Biology (A), Chemistry (A), General Studies (A), Mathematics (B)
GCSEs: 9 subjects (A-B) including English Language

INTERESTS AND ACHIEVEMENTS

Wildlife and Conservation

Fellow of the Zoological Society of London
Member of the Gloucestershire Wildlife Trust

Animal and Equine Science

Attended BSAS ‘Emerging Equine Science’ 2003
Warwickshire Equine Conference 2003
Myerscough Equine Scientific Symposium 2005

Publications

Dilley, E. and Dumbell, L. (2005) Factors affecting success and completion rates of a colour task in horses. *Proceedings of the Myerscough Equine Scientific Symposium (in press)*
Rousell, H. and Dumbell, L. (2005) An investigation into the texture preferences of horses using novel objects. *BSAS Research into Business (in press)*
Hannan, M., Draganova, I. and Dumbell, L. (2005) Factors affecting mutual grooming and play behaviour in a group of domestic horses (*Equus caballus*). *BSAS Research into Business (in press)*

Curriculum Vitae

Name : Margaret Linington-Payne.

Relevant Education : MA (Ed.)
BA (Hons.)
Cert. Ed.
BHSI

Relevant Employment History :

1984 – 1999 :

Proprietor and Chief Instructor The Mounts Equitation Centre training students for BHS qualifications up to BHSI level.

1999 - 2002 :

Hartpury College, Gloucestershire : FE Academic Manager Equine Department. Responsible for all aspects of FE provision including BTEC qualifications, Quality Assurance, Curriculum Design and Development.

2003 – current :

The British Horse Society : Director of Standards. Overall Responsibility for all aspects of examinations, training, Quality Assurance.
Course tutor for final year of BHS Equine Sports Coach Degree programme at University College Worcester.

Current other responsibilities :

Chief Examiner for British Horse Society examinations.
External examiner for University of Portsmouth : Equine Foundation degree and BSc degree courses.
External moderator for University of Bournemouth : Equine and Animal Care Foundation Degrees.
Liaison with OCR, Edexcel, AQA for equine qualifications.

NAME: Lindsey Johnson

DoB: 11th Nov 1971

ACADEMIC QUALIFICATIONS:

Dates	Place of Study	Title	Subject
2005-	Uni of Leicester	MBA (pending)	Educational Management
1999	Uni of Huddersfield	PGCE	Post Compulsory Education
1994	Uni of Aberystwyth	MSc	Equine Studies
1993	Uni of Nottingham	BSc (Hons)	Agriculture Animal Science (2 :1)

CURRENT POSITION: Assistant Director Professional Skills Development
PLACE OF WORK: Askham Bryan College, Askham Bryan, York, YO23 3FR
E MAIL: lj@askham-bryan.ac.uk

TEACHING EXPERIENCE

Dates:	Details (eg Post Title, Subject area(s) etc)
<i>From</i> <i>To</i>	
March 05 Present	Assistant Director Professional Skills Development
Sep 04 March 05	Bishop Burton College Curriculum Area Manager Animal Management and Equine
Jan 01 Aug 04	Bishop Burton College, Head of Equine Section Higher National Diploma Course Manager (assoc Uni of Lincoln) Foundation Degree Course Manager (assoc University of Hull)
Sep 98 Dec 00	HNC Canine Behaviour & Training ILT Developer Bishop Burton College L2 in Equine Science Higher National Diploma Course Manager Degree in Animal Science and Management Co- ordinator
Sep 94 Aug 98	Bishop Burton College L1 in Equine Science Higher National Certificate Course Manager Assistant Degree Course Manager - Year Tutor

PROFESSIONAL QUALIFICATIONS:

Dates:	Title	Subject
2005 (renewed)	First Aid at Work Cert	
2001	NVQ4	ICT Teaching & Training
2001	LeTTOL	On-Line Teaching
2001	ECDL	Information Technology
1998	British Horse Society	Stable Manager's Certificate
1991	British Horse Society	Assistant Instruct Instructor's Cert

EXTERNAL POSITIONS HELD:

Date	Description
Feb 04	Writtle College Degree Scheme Review Board Member
May 03 – Present	Warwickshire College External Examiner
April 02 – Present	BTEC Edexcel Land-Based IVA Writer

Nov 02 – Present
Sept 02 – Present
Sept 99 – May 00

BTEC Edexcel External Examiner / Assessment Associate
BTEC Edexcel Land-Based IVA Editor
BTEC Edexcel HND Equine Unit Writer

Research

Date
2001

Description

Kentucky Equine Research Centre, Lexington, KY, USA,
awarded The Farmer's Club Trust Bursary for Lecturers in
Agricultural Colleges

1994 – 1995

The relationship between ionised calcium concentration
and parathyroid hormone related protein concentrations in
mare's milks and blood sera

1993

The relationship between PGF2 alpha and oxytocin in
bovine milks and blood sera

EVIDENCE EXAMINED FOR THE DIPLOMA IN FOUNDATION STUDIES

Edexcel Specification for the Level 3 BTEC Nationals in horse Management, August 2002

These include:

- The unit structure of the award
- Unit content
- Guidance for Centres
- Assessment criteria and guidance
- Grading criteria/grade descriptions

EVIDENCE EXAMINED FOR THE GCE A LEVEL

British Horse Society Stage 1 – 3 Syllabi for Horse Knowledge and Care, Horse Knowledge and Riding, Preliminary Teaching Test Syllabus,

This includes

- The unit structure of the award
- Unit content
- Guidance for Centres
- Assessment criteria and guidance
- Grade descriptions

Candidate materials

Test results sheets for all levels, a pass script, a fail script, a Preliminary Teaching Test Written paper and a Preliminary Teaching Test Log Book.