

# **BHSQ Level 3 (Stage 3) Qualification Specification**



This document contains information and guidance for the following qualifications:

**BHSQ Level 3 Groom (Stage 3)**

**BHSQ Level 3 Groom with Riding – Dressage (Stage 3)**

**BHSQ Level 3 Groom with Riding – Jump (Stage 3)**

**BHSQ Level 3 Groom with Riding – Complete (Stage 3)**

**BHSQ Level 3 Coach – Dressage Ride (Stage 3)**

**BHSQ Level 3 Coach – Jump Ride (Stage 3)**

**BHSQ Level 3 Coach in Complete Horsemanship (Stage 3)**



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**PLEASE NOTE:** This qualification specification is up to date at the time of publication. It will be regularly reviewed. However if there are any changes in legal requirements the most recent will take priority.

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### Document history:

Version	Date	Reason
2	28/02/2020	Implementation of new qualification specification

**Please note:** This document is uncontrolled once printed. Please check with BHSQ for the most up to date version.

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## The role of BHS Qualifications

BHS Qualifications (BHSQ) is an awarding organisation recognised and regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England, SQA Accreditation in Scotland, Qualifications Wales (QW) and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland. BHSQ works in partnership with a variety of organisations to develop and award qualifications for the equestrian industry. This ensures BHSQ qualifications are fit for purpose for the sector.

As the awarding organisation, BHSQ is responsible for the processes through which learners seek and obtain certification for their achievements. BHSQ is responsible for verifying that assessment practice in approved centres is conducted systematically, effectively, securely and to national standards specified within the qualification.

### To achieve this BHSQ has in place:

1. **A certification system**
  - This processes learner enrolment data, issues certificates and keeps-long term records of learners and certificates.
2. **A quality assurance system**
  - This provides criteria and procedures for centre approval and ongoing centre monitoring to ensure the required standards are met.
  - This ensures that assessment of learners against qualification standards is carried out appropriately and in accordance with the terms of accreditation and that assessment is effective, objective and consistent wherever and whenever it takes place.

BHSQ and BHSQ approved centres share an organisational role in ensuring quality assurance. These centres demonstrate they meet a set of required standards. These centres will have a series of policies and procedures in place and these should be made available to learners, these include:

- Appeals
- Complaints
- Conflict of interest
- Data protection
- Equality and diversity
- Health and safety including risk management
- Internal verification
- Malpractice and maladministration
- Reasonable adjustments
- Special considerations
- Recognition of prior learning
- Safeguarding
- Recruitment and selection
- Whistleblowing
- Registration
- Certification

In addition, approved centres and assessment venues will be required to have appropriate resources to meet the requirements of the specifications and to support learners appropriately.

# BHS Qualifications

Only a learner, who has been judged to be competent against the assessment criteria, can be certificated. Accurate, successful and effective quality assurance depends on all individuals involved in BHSQ qualifications, having confidence in assessment and verification decisions made. If a learner does not achieve the required standards, there are opportunities for reassessment. The BHSQ approved centre will be able to detail this.

Furthermore when BHSQ issues a certificate to state the learner has successfully achieved this qualification, this should not be taken as an endorsement of suitability of employment or contracting. Normal business practice should take place when recruiting in equine along with any subsequent employment or other activity.

BHSQ has age restrictions stated in its qualifications. These are carefully considered given the nature of equine, especially working with horses. The safety and risk assessment of all, but particularly those under the age of 18, must be carefully considered.

## How BHSQ uses personal information:

Personal data is protected under current data protection regulations. BHS Qualifications, as a wholly owned subsidiary of The British Horse Society (BHS), abides by the BHS privacy policy. For more details please refer to the privacy policy detailed on the website:

[bhsq.co.uk/privacy-and-cookies](https://bhsq.co.uk/privacy-and-cookies)

or email [dataprotection@bhs.org.uk](mailto:dataprotection@bhs.org.uk)

**FOR REFERENCE:** these are the regulators definition of the following terms:

## Total Qualification Time (TQT)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total qualification time is comprised of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for guided learning, and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by, but not under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Credit

Where a credit value is assigned to a qualification, that value must be equal to one tenth of the total qualification time (TQT) assigned to that qualification, rounded to the nearest whole number.

## Guided Learning Hours (GLH)

The activity of a learner in being taught or instructed by or otherwise participating in, education or training under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of 'participating in education or training' shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

## BHS Qualifications

BHS Qualifications (BHSQ) provide qualifications to support different career pathways allowing learners to choose the one best suited to their aspirations. BHSQ Level 3 (Stage 3) qualifications give learners specialist knowledge and technical skills, for employment in the equine industry and provide progression to the BHSQ Level 4 (Stage 4) suite of qualifications.

The qualifications within the suite are:

- BHSQ Level 3 Groom (Stage 3)
- BHSQ Level 3 Groom with Riding – Dressage (Stage 3)
- BHSQ Level 3 Groom with Riding – Jump (Stage 3)
- BHSQ Level 3 Groom with Riding – Complete (Stage 3)
- BHSQ Level 3 Coach – Dressage Ride (Stage 3)
- BHSQ Level 3 Coach – Jump Ride (Stage 3)
- BHSQ Level 3 Coach in Complete Horsemanship (Stage 3)

### Professional expectations and meeting local needs

BHSQ takes its responsibilities to prepare learners for work seriously. Through industry consultation it is evident that employers, and those that are self-employed, value highly the inclusion in the qualification of:

- Equine worm control

At the time of certification learners must have completed the following:

1. An Essential Guide to Equine Worm Control

Learners will be automatically registered for this course upon booking their Unit 1: Stage 3 Care and will be emailed login details. This course is online and is free of charge, it can be completed at any time after booking.

By completing this learning BHSQ is supporting learners to be prepared for assessment and to know and understand standards expected in equine. This supports increased expectations of the industry, including helping employers to provide safe and effective services. BHS will provide learners with further information about these aspects at the time of booking.

We strongly recommend this course is completed before the learner takes Unit 1: Stage 3 Care. However, learners will have 12-months from the completion of their assessment to provide evidence of completion. After this time, learners will need to apply to the BHS to extend their registration and will then have a further 6-months to complete these aspects. This is to ensure currency. There will be an additional charge at this point for certification.

It is to be emphasised achievement of this qualification does not indicate readiness for employment. The importance of induction, training and development and evaluation cannot be overstated. These inclusions are part of this process.

Internationally, there are different requirements for first aid, safeguarding and equine worming. BHSQ will decide which requirements must be completed depending on these local needs. This will be agreed as soon as possible and certainly prior to any assessment. It is the BHS's responsibility to inform BHSQ of these aspects.

## Development of qualifications

The British Horse Society (BHS) is approved as a centre to deliver qualifications regulated by BHSQ. BHSQ and the BHS have developed these qualifications in line with feedback received from extensive industry consultation.

Learners taking BHSQ Level 3 (Stage 3) qualifications will either be seeking employment in the industry or will already be employed in the industry with a desire to progress their career by advancing their skill and knowledge.

It is essential that these qualifications meet the needs of employers and learners. To satisfy these requirements, the qualifications have been developed in collaboration with employers, colleges, coaches, students, and expert groups.

## Training for BHSQ qualifications

Training can be provided from a variety of sources however we strongly recommend learners undertake practical training with BHS Accredited Professionals and/or at BHS Approved Training Centres.

To find your nearest BHS Accredited Professional:

[www.bhs.org.uk/findacoach](http://www.bhs.org.uk/findacoach)

To find your nearest BHS Approved Training Centre:

[www.bhs.org.uk/trainingcentres](http://www.bhs.org.uk/trainingcentres)

Learners should expect to gain practical experience in a work environment to develop their skills and knowledge in preparation for level 3 assessments. They will need to have access to a variety of horses to develop their horse care, lungeing and riding skills and expand their experience coaching a range of clients. Learners should seek training opportunities; in their own place of work, at other training centres and through organised continual professional development (CPD) training in order to access a variety of different horses and training methods.

Recommended reading lists can be found on the BHS website on the pages dedicated to each unit. In addition, the BHS has produced a book to support learners preparing for BHSQ Level 3 (Stage 3) qualifications, 'Complete Horsemanship Volume 3', this text is not compulsory.

## Assessment of BHSQ qualifications

BHSQ Level 3 (Stage 3) qualifications will be assessed on assessment days. Learners will be required to complete a **Skills Record** book prior to their assessment day.

### Stages 1 to 3 Career Pathways Skills Record

All learners are issued with a **Skills Record** book at the time of booking their first BHSQ assessment. It is a requirement that the **Skills Record** book is completed prior to the learner's assessment day. Coaches are required to complete the 'coach endorsements' required for designated skills which have been set as prerequisites for these qualifications. Coaches should sign these off when they have assessed the learner's knowledge and skills set in these given areas and deem them to be competent.

Learners are also required to have the 'ready for assessment' sections of their qualifications signed off in their **Skills Record** prior to their assessment day. Coaches will sign the relevant section off to confirm the learner has received training in this area and is ready to be assessed.

To be eligible to sign off 'coach endorsements' and 'ready for assessment' sections for BHSQ Level 3 (Stage 3) qualifications, coaches must be on the BHS Accredited Professional register and hold a BHS Stage 4 qualification in the section they are signing off.

Learners must present their completed **Skills Record** book on the assessment day. Failure to do so may result in the learner not being able to take their assessment.

The Stages 1-3 Career Pathways **Skills Record** book is available to view on the BHS website:  
[www.bhs.org.uk/skillsrecord](http://www.bhs.org.uk/skillsrecord)

### Assessment day

On the assessment day learners should arrive in good time to familiarise themselves with the surroundings, so they are seated and prepared for the briefing. During the briefing the learners will be introduced to the assessors and the programme for the day and any housekeeping will be discussed. Any questions or queries from learners should be raised at this time. *If taking a jumping unit, the learner should arrive in time to have walked the course before the briefing starts.*

Please note, learners will be required to be at the assessment centre for longer than the duration of the assessment times given for each unit in this specification.

Assessment days focus primarily on observation of the learner completing practical tasks, discussion of the tasks performed and discussion of related topics.

### Results

These qualifications are assessed as pass or not yet competent. Learners receive results in the post within ten working days of their assessment day.

### Quality assurance

The accuracy of assessment is verified using BHS quality assurance procedures. The BHS appoint internal verifiers to attend assessments to ensure that assessments are completed fairly and to the required standards.

In addition to this, assessments are externally quality assured by verifiers appointed by BHSQ.

## The Role of The British Horse Society

The British Horse Society (BHS) is a centre for delivery of BHSQ qualifications. The BHS has a responsibility to recruit and develop a team of BHS Assessors and Internal Quality Assurers to maintain the standard and quality of the assessments. The BHS approve and monitor their network of approved assessment venues to ensure a good coverage of centres across the UK and internationally, that can deliver training and assessments. They offer regular training to trainers, venues and assessors to ensure the latest developments in standards are communicated and maintained.

### Delivery of qualifications

The BHS hold assessment days throughout the UK and internationally including Ireland, USA, Hong Kong, China, Singapore and the United Arab Emirates.

The BHSQ Level 3 (Stage 3) qualifications are part of the BHS Career pathways which offer learners the opportunity to progress their career and learn practical, real world skills within a structured platform. As part of the learner's journey the BHS aims to provide guidance, advice and support through every stage of their development.

Further details of the BHS Career Pathways can be found on the BHS website:

[www.bhs.org.uk/pathways](http://www.bhs.org.uk/pathways)

## BHS policies

### Fees

The fee for each assessment is published on the BHS website.

### Entries

Entries for assessments close at least 10 working days prior to the assessment date. Applications received after the closing date will not be accepted.

### Complaints and appeals

A complaint is a concern raised about a service provided by the BHS. All complaints are logged, monitored and investigated internally. Complaints are handled confidentially and sensitively.

The complaints procedure can be found on the BHS website,

[www.bhs.org.uk/bookingconditions](http://www.bhs.org.uk/bookingconditions)

An appeal may be lodged when an individual feels that BHS policies and procedures were not adhered to with regards to decisions made by the BHS.

All appeals are logged, monitored and investigated internally. Appeals are handled confidentially and sensitively.

Details of how to submit an appeal can be found on the BHS website,

[www.bhs.org.uk/bookingconditions](http://www.bhs.org.uk/bookingconditions)

## **Reasonable adjustment and special consideration**

The BHS aims to promote equity, diversity and equality of opportunity within the assessment process. Due to the practical nature of BHS assessments, adjustments may need to be made in order to allow assessment for the widest range of applicants.

Policies on reasonable adjustment and special consideration and how to apply for a reasonable adjustment can be found on the BHS website:

[www.bhs.org.uk/reasonableadjustments](http://www.bhs.org.uk/reasonableadjustments)

## **Direct entry/Recognition of prior learning**

Learners wishing to enter level 3 qualifications without having achieved the BHS prerequisite qualifications can enter via recognition of prior certified learning (RPCL) or recognition of prior experiential learning (RPEL). Qualifications accepted as RPCL are listed on the website. Learners holding qualifications that are not listed and learners who do not hold any qualifications but have industry experience, can apply for entry via RPEL.

Details of the process for RPCL and RPEL direct entry applications can be found on the website:

[www.bhs.org.uk/directentry](http://www.bhs.org.uk/directentry)

## **Contact the BHS**

The BHS Education Team is available to answer any queries from learners or education providers. Email at [pathways@bhs.org.uk](mailto:pathways@bhs.org.uk) or call 02476 840508.

## BHSQ Level 3 (Stage 3) qualification structure

This table shows an overview of the qualifications at level 3 and the units required for the achievement of each qualification.

<b>C – Compulsory units</b>	<b>GROOM</b>	<b>GROOM WITH RIDING - DRESSAGE</b>	<b>GROOM WITH RIDING - JUMP</b>	<b>GROOM WITH RIDING - COMPLETE</b>	<b>COACH - DRESSAGE RIDE</b>	<b>COACH - JUMP RIDE</b>	<b>COACH COMPLETE</b>
Unit 1: Stage 3 Care	C	C	C	C	C	C	C
Unit 2: Stage 3 Lunge	C	C	C	C	C	C	C
Unit 3: Stage 3 Ride Dressage		C		C	C		C
Unit 4: Stage 3 Ride Jump			C	C		C	C
Unit 5: Stage 3 Coaching					C	C	C

## BHSQ Level 3 Groom (Stage 3)

### Qualification Level: 3

### Total Qualification Time:

153 hours (of which 63 are Guided Learning Hours)

### Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. By successfully completing this qualification learners will be able to take responsibility for the care of several horses within an equestrian business and may take on a supervisory role within a business.

### Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses and providing non-ridden exercise. It is likely that learners may already be employed within the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Groom (Stage 2) or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

### What could this qualification lead to?

Learners completing this qualification could access roles in areas such as:

- Groom
- Freelance Groom

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition yards (any discipline), livery yards, private yards, studs, racing yards, police and military, and welfare or veterinary centres.

This qualification offers progression to:

- BHS Level 4 Senior Yard Manager (Stage 4)

## BHSQ Level 3 Groom with Riding – Dressage (Stage 3)

**Qualification Level:** 3

**Total Qualification Time:**

299 hours (of which 151 are Guided Learning Hours)

### Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. Learners completing this qualification will be able to ride the horses in their care for exercise and to maintain their level of training for flatwork. By successfully completing this qualification learners will be able to take responsibility for the care of several horses within an equestrian business and may take on a supervisory role within a business.

### Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses and who have an interest in dressage. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Learners may progress to this qualification after completing BHSQ Level 2 Foundation Groom with Riding (Stage 2) or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

### What could this qualification lead to?

Learners completing this qualification could access roles in areas such as:

- Groom
- Freelance Groom
- Work/exercise rider

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition yards (any discipline, but may have a dressage focus), livery yards, studs, racing yards, private yards, police and military, and welfare or veterinary centres.

This qualification offers progression to:

- BHS Level 4 Senior Yard Manager (Stage 4)
- BHS Level 4 Senior Yard Manager with Riding (Stage 4)
  - Ride for Training Dressage

## BHSQ Level 3 Groom with Riding – Jump (Stage 3)

### Qualification Level: 3

#### Total Qualification Time:

325 hours (of which 155 are Guided Learning Hours)

#### Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. Learners completing this qualification will be able to ride the horses in their care for exercise and to maintain their level of training for jumping. By successfully completing this qualification learners will be able to take responsibility for the care of several horses within an equestrian business and may take on a supervisory role within a business.

#### Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses and who have an interest in jumping. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Learners may progress to this qualification after completing BHSQ Level 2 Foundation Groom with Riding (Stage 2) or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

#### What could this qualification lead to?

Learners completing this qualification could access roles in areas such as:

- Groom
- Freelance Groom
- Work/exercise rider

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition yards (any discipline but may have a jumping focus), livery yards, private yards, studs, racing yards, police and military, and welfare or veterinary centres.

This qualification offers progression to:

- BHS Level 4 Senior Yard Manager (Stage 4)
- BHS Level 4 Senior Yard Manager with Riding (Stage 4)
  - Ride for Training Show Jumping

## BHSQ Level 3 Groom with Riding – Complete (Stage 3)

### Qualification Level: 3

#### Total Qualification Time:

471 hours (of which 243 are Guided Learning Hours)

#### Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. Learners completing this qualification will be able to ride the horses in their care for exercise and to maintain their level of training on the flat and jumping.

The reference to “Complete” in the title refers to the learner’s riding skills. Having completed this qualification learners will have an all-round skill set in riding to include; dressage, show jumping and cross country riding.

By successfully completing this qualification learners will be able to take responsibility for the care of several horses within an equestrian business and may take on a supervisory role within a business.

#### Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses and who have an interest riding, both flatwork and jumping. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Learners may progress to this qualification after completing BHSQ Level 2 Foundation Groom with Riding (Stage 2) or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

#### What could this qualification lead to?

Learners completing this qualification could access roles in areas such as:

- Groom
- Freelance Groom
- Work/exercise rider

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition yards (any discipline), livery yards, private yards, studs, racing yards, police and military, and welfare or veterinary centres.

This qualification offers progression to:

- BHS Level 4 Senior Yard Manager (Stage 4)
- BHS Level 4 Senior Yard Manager with Riding (Stage 4)
  - Ride for Training Eventing
  - Ride for Training Dressage
  - Ride for Training Show Jumping

## BHSQ Level 3 Coach Qualifications

### Qualification purpose

Within the equine industry there is a need for all-round individuals with the ability to care for horses, ride horses and coach clients, students and staff. The BHS coaching qualifications encompass all these elements.

The BHSQ Level 3 (Stage 3) Coach qualifications represent the minimum requirement for a coach working competently without supervision in the industry. By successfully completing this qualification, learners will be able to coach horse riding to a range of riders, from beginners to students preparing to take qualifications and riders beginning to compete at grass roots level. Learners will be able to deliver lessons that implement coaching techniques whilst maintaining the safety and welfare of horses and riders. Learners will be able to show genuine improvement in horse and rider combinations and develop plans for their future progression.

As a result of industry consultation demand has been identified for discipline specific pathways within the structure of BHSQ qualifications. At level 3, pathways have been developed to support the progression in these areas, whilst aiming to ensure core knowledge and skills sets have been achieved to provide a solid foundation.

### What could these qualifications lead to?

BHSQ Level 3 (Stage 3) Coach qualifications have been developed in consultation with employers and professional bodies to ensure that the content is appropriate for those working in the sector.

Learners completing these qualifications could access roles in areas such as:

- Coach
- Freelance Coach
- Groom
- Freelance Groom

### Professional expectations

BHSQ work closely with the sector and employers in particular. Once a learner has achieved this qualification, they are likely to be working in the sector. It is essential all those working in the sector have a sufficient understanding of their legal responsibilities to protect both the horse and their clients and colleagues. This includes safeguarding, health and safety, first aid, equality and diversity and data protection.

It is always the responsibility of the employer or self-employed person to ensure practices are safe, effective and legal. BHSQ encourages all those working in the sector to have current BHS First Aid or First Aid at Work and BHS Safeguarding and Protecting Children.

## BHSQ Level 3 Coach – Dressage Ride (Stage 3)

**Qualification Level: 3**

**Total Qualification Time:**

447 hours (of which 211 are Guided Learning Hours)

**Qualification purpose**

A person holding the BHSQ Level 3 Coach – Dressage Ride (Stage 3) qualification will hold the technical skills and knowledge to coach dressage up to Novice level and jumping (show jumping and cross country) up to 80cm. They will be able to coach private, semi-private, group and lunge lessons.

Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles. They will be able to care for a range of horses, provide exercise and maintain their level of training on the flat.

**Who is this qualification for?**

This qualification is for learners who wish to build a career in coaching. It is likely that learners will already be employed in the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2) or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

This qualification offers progression to:

- BHSQ Level 4 Senior Dressage Coach (Stage 4)
- BHSQ Level 4 Senior Eventing Coach (Stage 4)

## BHSQ Level 3 Coach – Jump Ride (Stage 3)

**Qualification Level:** 3

**Total Qualification Time:**

473 hours (of which 215 are Guided Learning Hours)

**Qualification purpose**

A person holding the BHSQ Level 3 Coach – Jump Ride (Stage 3) qualification will hold the technical skills and knowledge to coach dressage up to Novice level and jumping (show jumping and cross country) up to 80cm. They will be able to coach private, semi-private, group and lunge lessons.

Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles. They will be able to care for a range of horses, provide exercise and maintain their level of training over fences.

**Who is this qualification for?**

This qualification is for learners who wish to build a career in coaching. It is likely that learners will already be employed in the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2) or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

This qualification offers progression to:

- BHSQ Level 4 Senior Show Jumping Coach (Stage 4)
- BHSQ Level 4 Senior Eventing Coach (Stage 4)

## BHSQ Level 3 Coach in Complete Horsemanship (Stage 3)

### Qualification Level: 3

#### Total Qualification Time:

619 hours (of which 303 are Guided Learning Hours)

#### Qualification purpose

A person holding the BHSQ Level 3 Coach in Complete Horsemanship (Stage 3) qualification will hold the technical skills and knowledge to coach dressage up to Novice level and jumping (show jumping and cross country) up to 80cm. They will be able to coach private, semi-private, group and lunge lessons.

Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles. They will be able to care for a range of horses, provide exercise and maintain their level of training on the flat and over fences.

The reference to “Complete Horsemanship” in the title refers to the learner’s all-round skills in horse care, lungeing, coaching and riding to include; dressage, show jumping and cross country riding. Learners will be able to disseminate their knowledge in all these areas through their coaching.

#### Who is this qualification for?

This qualification is for learners who wish to build a career in coaching. It is likely that learners will already be employed in the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2) or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

This qualification offers progression to:

- BHSQ Level 4 Senior Dressage Coach (Stage 4)
- BHSQ Level 4 Senior Show Jumping Coach (Stage 4)
- BHSQ Level 4 Senior Eventing Coach (Stage 4)

## Unit 1: Stage 3 Care

**Unit Level: 3**

**49 Guided Learning Hours**

**69 hours of self-guided study**

### Unit purpose

Learners successfully completing this unit will be able to care for a range of horses. They will be able to use their knowledge of anatomy and physiology, horse health, nutrition, fitness and horse behaviour to ensure the welfare of the horses in their care.

### Entry requirements

- A minimum age of 16 years
- Unit 1: Stage 2 Care or BHSQ/BHS equivalent
- BHS Gold member

### Prerequisites

Learners must have the 'coach endorsement' listed below and the 'ready for assessment' section signed off in their **Skills Record** prior to the assessment of this unit. All learners must present their signed **Skills Record** on the day of assessment.

### Coach endorsement:

- Clip a horse
  - I can give reasons for clipping horses
  - I can explain the considerations for safe clipping
  - I can clip a horse
  - I can describe how to care for a horse after clipping

The **Skills Record** should be completed prior to assessment. However in extenuating circumstances this may be completed after assessment. The learner should contact the BHS before their assessment if the **Skills Record** cannot be completed. The BHS will decide if this is appropriate. The **Skills Record** must be fully and appropriately completed, and sent to the BHS for approval, in order for a learner to be certificated.

### Co-requisites

Learners are required to complete an online worming module to achieve this unit. Learners are automatically registered on the course when they book their assessment.

- An Essential Guide to Equine Worm Control

Due to differences in legislation, the above is not a requirement for learners completing the qualification outside of the UK.

## Procedure for assessment

The assessment for this unit will take approximately 3½ hours.

Learners will be required to fit tack for flatwork and jumping. This will include a double bridle, dressage saddle and schooling bandages for flatwork. For jumping, learners will be asked to tack up for either show jumping or cross country. Learners should be able to discuss the fit of the tack with their assessor and evaluate the tack to include its suitability and condition. Learners should be familiar with a range of tack. Various bits will be discussed, including their action and when they might be used. Learners should be familiar with the use of studs; they will be required to demonstrate how they would fit a stud (this may be simulated using a horseshoe).

Learners will understand the nutritional requirements of horses, the factors that may affect their diet, feeding routines and when supplements may be used. Learners will discuss feeding routines and explain how to prepare food for horses with health problems. Learners will be required to fat/condition score a horse.

Learners will understand how to improve a horse's fitness and should be able to discuss how to get a horse fit for a given activity and factors that may affect the process. They will understand how to assess fitness in the horse, the use of horse walkers and how to care for a horse after strenuous activity.

Learners should understand the components and function of the respiratory and cardiovascular systems. They will be required to identify the location of bones, ligaments and tendons in the lower leg and describe which areas the ligaments support and which bones the tendons attach to. Learners will be able to describe the signs, symptoms, management and treatment of a range of common health conditions. Learners will be required to take a horse's temperature, pulse and respiration (TPR). Health records, preventing the spread of contagious and infectious disease and the principles of quality of life will be discussed. Learners will be able to explain how to assess lameness in horses.

Learners will be able to recognise undesirable behaviours in horses when stabled, in the field and when handling horses. They understand the consequences of these behaviours and how to prevent and manage it. Learners should understand the basic management required to maintain grazing paddocks in a suitable condition. They will have knowledge of the reasons for: harrowing; rolling; topping; fertilizing; and the acreage required per horse. They will also be able to explain the use of cross grazing pasture with sheep or cattle.

Learners will assess a horse's dynamic and static conformation including foot balance. When assessing horses in practical situations learners should handle horses safely and direct assistants during the trot up in order that they can view horses sufficiently. Learners will be asked to discuss shoes used for performance, pads, special shoes for special cases, such as plain stamp, bar shoes, racing plates, glue on shoes and natural balance shoes.

In each section learners should speak from their experience and be able to put their points forward clearly with reasons.

Learners should be physically fit in order to carry out practical tasks. They should work efficiently and with confidence.

## Unit Structure – Unit 1: Stage 3 Care

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand the roles, rights and responsibilities of a Groom	1.1 Describe the roles of a Groom	<b>Roles</b> to include; <ul style="list-style-type: none"> <li>Managing the stable yard and environment</li> <li>Caring for and meeting the needs of the horses in their charge</li> <li>Managing the maintenance of daily routine yard activity</li> <li>Communicating and guiding others related to care and yard activity</li> </ul>	Discussion
	1.2 Explain the responsibilities of a Groom	<b>Responsibilities</b> to include; <ul style="list-style-type: none"> <li>Working independently</li> <li>Ensuring the health, safety and welfare of the horse</li> <li>Monitoring all aspects of Quality of Life particularly for elderly, ill and injured horses.</li> <li>Raising concerns with a senior staff member and consulting with a vet</li> <li>Taking responsibility for routine horse care and stable yard management</li> <li>Managing horse's feed according to work levels and nutritional needs</li> <li>Managing turnout areas</li> </ul>	Discussion
	1.3 Explain a range of current legislation applicable to stable yards	<b>Range</b> = 2 or more <b>Current legislation</b> to include; <ul style="list-style-type: none"> <li>Health and safety</li> <li>Safeguarding</li> <li>Data protection</li> <li>Horse welfare</li> <li>Horse transportation</li> </ul>	Discussion
	1.4 Explain employment rights	<b>The rights</b> of the employee, to include; <ul style="list-style-type: none"> <li>Contract of employment</li> <li>Holiday</li> <li>Sick pay</li> <li>Pension</li> </ul> Self-employed, to include; <ul style="list-style-type: none"> <li>Set own hours of work</li> <li>Set own rates of pay</li> <li>Responsible for own tax returns</li> <li>Responsible for own insurance</li> </ul>	Discussion
2. Be able to use equipment for flatwork and jumping	2.1 Fit tack for flatwork	<b>Tack</b> to include; <ul style="list-style-type: none"> <li>Double bridle               <ul style="list-style-type: none"> <li>Curb and bridoon bits</li> <li>Cavesson noseband</li> <li>Curb chain</li> </ul> </li> </ul> Saddle <ul style="list-style-type: none"> <li>Suitable for flatwork</li> </ul>	Observation
	2.2 Evaluate the fit of the flatwork tack	<b>Fit</b> , to include; <ul style="list-style-type: none"> <li>Check for comfort</li> <li>Condition and suitability of bridle and saddle</li> <li>Action of bits and noseband</li> </ul>	Observation and Discussion
	2.3 Put on schooling bandages for flatwork	<b>Schooling bandages</b> ; <ul style="list-style-type: none"> <li>Polo wraps (with or without padding underneath)</li> </ul>	Observation

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Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	2.4 Fit <b>tack</b> and <b>boots</b> for jumping	<b>Tack and boots</b> to include; <ul style="list-style-type: none"> <li>• Bridle</li> <li>• Saddle</li> <li>• Breastplate and martingale</li> <li>• Boots suitable for jumping</li> </ul>	Observation
	2.5 Evaluate the <b>fit</b> of the jumping tack	<b>Fit</b> to include; <ul style="list-style-type: none"> <li>• Check for comfort</li> <li>• Condition and suitability of bridle and saddle</li> <li>• Action of bit and noseband</li> </ul>	Observation and Discussion
	2.6 Explain a <b>range of factors</b> affecting saddle fit	<b>Range = 3 or more Factors;</b> <ul style="list-style-type: none"> <li>• Width of tree</li> <li>• Withers clearance</li> <li>• Pressure points on horse's spine</li> <li>• Evenness of weight across the horse's back</li> <li>• Freedom around the horse's shoulder</li> <li>• Size of saddle in relation to horse</li> <li>• Rider</li> </ul>	Discussion
<b>3. Be able to use studs</b>	3.1 <b>Demonstrate</b> how to put a stud into a shoe	<b>Demonstration</b> to include; <ul style="list-style-type: none"> <li>• Holding the foot</li> <li>• Clean and maintain stud hole</li> <li>• Selection of stud type</li> <li>• Using the stud tap</li> <li>• Putting the stud in</li> <li>• Plugging stud hole</li> </ul>	Observation and discussion
<b>4. Understand the use of bits</b>	4.1 Explain the use of a <b>range of bits</b>	<b>Range = 2 or more Bits</b> to include; <ul style="list-style-type: none"> <li>• Snaffle</li> <li>• Pelham</li> <li>• Gag</li> <li>• Bitless bridles</li> </ul>	Observation and discussion
<b>5. Understand the nutritional requirements of a horse</b>	5.1 Explain the role of <b>nutrients</b> in a horse's diet	<b>Nutrients</b> to include; <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Proteins</li> <li>• Fats</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Water</li> </ul>	Discussion
	5.2 Explain a <b>range of forages</b> available for feeding horses	<b>Range = 4 or more Forages;</b> <ul style="list-style-type: none"> <li>• Grass</li> <li>• Hay</li> <li>• Haylage</li> <li>• Dried grass</li> <li>• Chaff/chop</li> <li>• Alfalfa</li> <li>• Straw</li> </ul>	Discussion
	5.3 Explain a range of <b>factors</b> that may influence a horse's diet	<b>Range = 3 or more Factors</b> to include; <ul style="list-style-type: none"> <li>• Time of year</li> <li>• Age</li> <li>• Size</li> <li>• Type</li> <li>• Different work levels including; light, medium and hard</li> <li>• Condition of the horse</li> <li>• Availability of turnout</li> <li>• Health</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	5.4 Explain how to <b>manage</b> feeding routines	<b>Management</b> to include; <ul style="list-style-type: none"> <li>• Timings</li> <li>• Relation to work</li> <li>• Amount of feed</li> <li>• Variance of feed</li> <li>• Availability of forage</li> <li>• Time of year</li> </ul>	Discussion
	5.5 Explain how to <b>prepare</b> food for horses with common <b>health problems</b>	<b>Health problems</b> to include; <ul style="list-style-type: none"> <li>• Respiratory</li> <li>• Dietary issues</li> <li>• Dental problems</li> </ul> <b>Preparation;</b> <ul style="list-style-type: none"> <li>• Soaking</li> <li>• Steaming</li> </ul>	Discussion
	5.6 Assess a horse using a <b>condition or fat scoring</b> scale	<b>Condition/fat scoring</b> to include; <ul style="list-style-type: none"> <li>• Condition or fat score on a 5 point scale</li> <li>• General body condition</li> <li>• Quarters</li> <li>• Ribs</li> <li>• Shoulders</li> <li>• Neck</li> <li>• Withers</li> </ul>	Observation and Discussion
	5.7 Explain the use of supplements in a horse's diet	May include; <ul style="list-style-type: none"> <li>• Vitamin and mineral deficiency</li> <li>• 100% roughage diet</li> </ul>	Discussion
<b>6. Understand how to improve a horse's fitness</b>	6.1 Explain the <b>purpose</b> of a fitness programme for a horse	<b>Purpose</b> may include; <ul style="list-style-type: none"> <li>• Preparing the horse for a specific activity</li> <li>• Improving a horse's fitness</li> <li>• Maintaining fitness</li> <li>• Lower risk of injury</li> <li>• Rehabilitation</li> </ul>	Discussion
	6.2 Explain the <b>process</b> used to improve a horse's fitness	<b>Process</b> <ul style="list-style-type: none"> <li>• Horse out of work to be able to complete a 90cm ODE</li> <li>• Three stages of programme; long slow distance work, strength work, fast work</li> <li>• Length of time</li> </ul>	
	6.3 Explain a <b>range of factors</b> that may influence a horse's fitness programme	<b>Range</b> = 2 or more <b>Factors</b> may include; <ul style="list-style-type: none"> <li>• Body conformation</li> <li>• Weight</li> <li>• Previous injury</li> <li>• Work levels</li> <li>• Equipment, environment and external factors</li> <li>• Type and temperament</li> <li>• Age</li> </ul>	Discussion
	6.4 Explain how to <b>assess</b> a horse's fitness	<b>Assessment</b> may include; <ul style="list-style-type: none"> <li>• Visual signs (i.e. excessive sweating, fatigue)</li> <li>• Behaviour</li> <li>• Recovery rate</li> </ul>	Discussion

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Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	6.5 Explain how to <b>care</b> for a horse after strenuous work	<b>Care</b> to include; <ul style="list-style-type: none"> <li>• Walking the horse</li> <li>• Dismounting the rider</li> <li>• Adjusting and removing equipment</li> <li>• Rehydrating the horse</li> <li>• Washing down and checking for injury</li> <li>• Regaining normal body temperature</li> <li>• Feeding the horse</li> <li>• Monitoring recovery</li> <li>• Leg care</li> </ul>	Discussion
	6.6 Explain the <b>purpose</b> of using a horse walker	<b>Purpose</b> to include; <ul style="list-style-type: none"> <li>• Non ridden exercise</li> <li>• Time out of stable</li> <li>• Rehabilitation</li> <li>• Fitness programme</li> </ul>	Discussion
7. Understand horse anatomy and physiology	7.1 Explain the <b>function</b> of the respiratory system	<b>Function</b> , to include: <ul style="list-style-type: none"> <li>• Gaseous exchange – the take up of oxygen and the removal of carbon dioxide</li> <li>• Role of each component, to include; nostrils, nasal passage, trachea, lungs, diaphragm</li> </ul>	Discussion
	7.2 Explain the <b>function</b> of the cardiovascular system	<b>Function</b> : <ul style="list-style-type: none"> <li>• Circulating blood (transporting oxygen and nutrients) around the body and removal of waste</li> <li>• Lymphatic system</li> <li>• Role of each component, to include; heart, arteries, veins, blood</li> </ul>	Discussion
	7.3 Describe the <b>anatomy</b> of the lower leg and foot	<b>Anatomy</b> to include; <ul style="list-style-type: none"> <li>• Bones: pedal, navicular, splint, cannon, sesamoid, pasterns</li> <li>• Ligaments: check, suspensory, annular</li> <li>• Tendons: flexor and extensor tendons</li> </ul>	Discussion and Observation
8. Be able to manage the health of a horse	8.1 Demonstrate how to measure a horse's <b>vital signs</b>	<b>Vital signs</b> : <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Pulse</li> <li>• Respiration</li> </ul>	Observation
	8.2 Explain the importance of maintaining <b>health records</b>	<b>Health records</b> to include; <ul style="list-style-type: none"> <li>• Veterinary history</li> <li>• Vital signs</li> <li>• Routine care: worming, teeth, vaccinations, saddle checks</li> <li>• Passport</li> </ul>	Discussion
	8.3 Explain the roles of a range of <b>health care professionals</b>	<b>Range = 2 or more Health care professionals</b> may include; <ul style="list-style-type: none"> <li>• Physiotherapist</li> <li>• Chiropractor</li> <li>• Osteopath</li> <li>• Acupuncture practitioner</li> <li>• Equine Dental Technicians</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	8.4 Describe the signs and symptoms of a <b>range</b> of common <b>health conditions</b>	<b>Range = 3 or more</b> <b>Health conditions</b> may include; <ul style="list-style-type: none"> <li>• Strangles</li> <li>• Ringworm</li> <li>• Equine influenza</li> <li>• Tendon injury</li> <li>• Azoturia</li> <li>• Lymphangitis</li> <li>• Bursal and bony enlargements or conditions</li> <li>• Colic</li> <li>• Laminitis</li> <li>• Chronic Obstructive Pulmonary Disease (COPD)/ Recurrent Airway Obstruction (RAO)</li> <li>• Equine Metabolic Syndrome (EMS)</li> <li>• Pituitary Pars Intermedia Dysfunction (PPID)/ Cushings</li> <li>• Equine Seasonal Myopathy</li> </ul>	Discussion
	8.5 Explain the <b>management</b> and <b>treatment</b> of common health conditions	<b>Management</b> may include; <ul style="list-style-type: none"> <li>• Minimise work levels</li> <li>• Adjust feed</li> <li>• Prevention</li> <li>• Routine healthcare</li> </ul> <b>Treatment</b> may include; <ul style="list-style-type: none"> <li>• Referral to vet</li> <li>• Medication (prescribed by vet)</li> <li>• Stable care (box rest)</li> </ul>	Discussion
	8.6 Explain how to <b>prevent</b> the spread of <b>disease</b> in the equine environment	<b>Prevention</b> , to include; <ul style="list-style-type: none"> <li>• The maintenance of cleanliness for horses, people and stable yards</li> <li>• Dealing with new horses to the stable yard</li> <li>• Isolation procedures</li> <li>• Promoting health care of the horse</li> </ul> <b>Disease;</b> <ul style="list-style-type: none"> <li>• Infectious and contagious diseases</li> </ul>	Discussion
	8.7 Explain how to <b>assess lameness</b>	<b>Assessment of lameness</b> to include; <ul style="list-style-type: none"> <li>• Observe the horse at rest</li> <li>• Observe the horse in walk</li> <li>• Observe the horse in trot</li> <li>• Report to an informed person, if appropriate</li> </ul>	Discussion
	8.8 Explain the principle of <b>Quality of Life</b>	<b>Quality of life</b> to include; <ul style="list-style-type: none"> <li>• Indicators that can be used to assess Quality of Life for the horse</li> <li>• Options for humane euthanasia</li> <li>• Awareness of support services available to assist with euthanasia decisions</li> </ul>	Discussion

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Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
9. Understand undesirable horse behaviour	9.1 Describe the <b>signs</b> and <b>causes</b> of stereotypical behaviour in horses	<p><b>Causes</b> may include;</p> <ul style="list-style-type: none"> <li>• Stabled for long periods</li> <li>• Unable to move freely</li> <li>• Separation from other horses</li> <li>• Hunger</li> <li>• Pain</li> <li>• Fear</li> <li>• Poor training</li> <li>• Learned behaviour</li> </ul> <p><b>Signs</b> may include;</p> <ul style="list-style-type: none"> <li>• Box walking</li> <li>• Crib biting</li> <li>• Wind sucking</li> <li>• Weaving</li> <li>• Aggression</li> </ul>	Discussion
	9.2 Explain how to <b>manage</b> stereotypical behaviour in horses	<p><b>Management</b> may include;</p> <ul style="list-style-type: none"> <li>• Turnout</li> <li>• Access to open space</li> <li>• Handling</li> <li>• Routine</li> <li>• Sufficient work</li> <li>• Feeding regimes</li> <li>• Stable toys</li> </ul>	Discussion
	9.3 Explain how to <b>manage</b> horses that are difficult to handle	<p><b>Management</b> may include;</p> <ul style="list-style-type: none"> <li>• How to approach the horse</li> <li>• Methods of restraint</li> <li>• Managing routine care</li> <li>• Loading</li> <li>• Treating wounds</li> <li>• Clipping</li> <li>• Catching in</li> <li>• Leading</li> <li>• Safety equipment</li> </ul>	Discussion
10. Understand how to manage a turnout area	10.1 Explain how to <b>manage</b> a turnout area for a horse	<p><b>Management</b> may include;</p> <ul style="list-style-type: none"> <li>• Resources i.e. tractor, harrow, topper mower, roller, strimmer</li> <li>• Stocking density</li> <li>• Regular removal of droppings, weeds, poisonous plants</li> <li>• Harrowing, rolling and topping</li> <li>• Fertilising</li> <li>• Rotational grazing</li> <li>• Fencing, gates and security</li> <li>• Cross grazing</li> </ul>	Discussion
11. Be able to assess a horse's conformation	11.1 <b>Evaluate</b> the conformation of a horse	<p><b>Evaluation</b> to include;</p> <ul style="list-style-type: none"> <li>• Assessment of; static and dynamic conformation including foot balance</li> <li>• Condition of the horse</li> <li>• Type of horse and suitability for work</li> </ul>	Observation and discussion
	11.2 Explain the use of a range of <b>shoes</b>	<p><b>Range</b> = 2 or more</p> <p><b>Shoes</b> may include;</p> <ul style="list-style-type: none"> <li>• Fullered</li> <li>• Plain stamp</li> <li>• Natural balance</li> <li>• Bar – egg, heart and rolled toe</li> <li>• Racing plate</li> <li>• Glue-on shoes</li> <li>• Pads</li> </ul>	Discussion

## Unit 2: Stage 3 Lunge

**Unit Level: 3**

**14 Guided Learning Hours**

**21 hours of self-guided study**

### Unit purpose

Learners successfully completing this unit will be able to lunge a fit horse for exercise and maintain its level of training.

### Entry requirements

- A minimum age of 16 years
- Unit 2: Stage 2 Lunge or BHSQ/BHS equivalent
- BHS Gold member

### Prerequisites

Learners must have the 'ready for assessment' section signed off in their **Skills Record** prior to the assessment of this unit. All learners must present their signed **Skills Record** on the day of assessment.

The **Skills Record** should be completed prior to assessment. However in extenuating circumstances this may be completed after assessment. The learner should contact the BHS before their assessment if the **Skills Record** cannot be completed. The BHS will decide if this is appropriate. The **Skills Record** must be fully and appropriately completed, and sent to the BHS for approval, in order for a learner to be certificated.

### Procedure for assessment

The assessment for this unit will take approximately 1 hour.

Learners will be allocated a horse that will be tacked up ready to lunge. Learners should check the equipment for safety and correct fit and then begin lungeing. The horse should be warmed up without side reins. Learners must show an ability to exercise a fit horse and use exercises to maintain its level of training. Safe and practical handling of the equipment and the horse are of prime importance. The horse must be on a suitable size circle and must go freely forward.

Learners should be able to evaluate the lunge session. They will be able to explain the value of lungeing as a training method, the impact of different lungeing styles and understand how to progress a horse's training on the lunge.

## Unit Structure – Unit 2: Stage 3 Lunge

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand how lungeing contributes to a horse's training	1.1 Explain the <b>value</b> of lungeing as a training method	<b>Value</b> , may include; <ul style="list-style-type: none"> <li>• Introduction to ridden work</li> <li>• Visual assessment of horse's movement</li> <li>• Schooling progression</li> <li>• Variety of work</li> <li>• Maintaining a horse's fitness</li> </ul>	Discussion
	1.2 Explain the impact of different <b>lungeing styles</b>	<b>Lungeing styles</b> , may include; <ul style="list-style-type: none"> <li>• Positioning of handler</li> <li>• Training area</li> <li>• Use of different equipment</li> <li>• Position of whip</li> </ul>	Discussion
	1.3 Explain how to progress a horse's training using lungeing	May include; <ul style="list-style-type: none"> <li>• Ground poles</li> <li>• Transitions through paces</li> <li>• Circle size</li> <li>• Lengthening and shortening the horse's stride</li> </ul>	Discussion
2. Be able to lunge a horse	2.1 <b>Lunge</b> a horse to maintain its level of training	<b>Lunge</b> , to include; <ul style="list-style-type: none"> <li>• Check equipment for safety and fit</li> <li>• Put the horse out on an appropriately sized circle</li> <li>• Send the horse forward without side reins</li> <li>• Work the horse with side reins</li> <li>• Work the horse in all three paces (cantering if appropriate)</li> <li>• Adjust equipment to improve the horse's performance</li> <li>• Work the horse through changes of pace and stride length</li> <li>• Progress the horse's responsiveness to aids</li> <li>• Use of transitions</li> <li>• Adjust circle size</li> </ul>	Observation
	2.2 Maintain safe control of the horse	<b>Control</b> , to include; <ul style="list-style-type: none"> <li>• Position of the handler</li> <li>• Horse position and balance</li> <li>• Technique of the handler</li> <li>• Use of commands and aids</li> <li>• Length of time lungeing</li> <li>• Use of lunge whip</li> <li>• Length of lunge line</li> <li>• Adjustment of side reins</li> <li>• Awareness of surroundings</li> <li>• Body language</li> </ul>	Observation
	2.3 Evaluate the <b>effectiveness</b> of the lungeing session	<b>Effectiveness</b> in relation to; <ul style="list-style-type: none"> <li>• All three paces</li> <li>• Responsiveness to aids</li> <li>• Horse's performance</li> <li>• Own performance</li> </ul>	Discussion

## Unit 3: Stage 3 Ride Dressage

### Unit Level 3

88 Guided Learning Hours

58 hours of self-guided study

### Unit purpose

Learners successfully completing this unit will understand the Training Scale and how this relates to the performance of the horse. They will be able to ride horses on the flat to maintain their training up to Novice level.

### Entry requirements

- A minimum age of 16 years
- Unit 3: Stage 2 Ride or BHSQ/BHS equivalent
- BHS Gold member

### Prerequisites

Learners must have the 'ready for assessment' section signed off in their *Skills Record* prior to the assessment of this unit. All learners must present their signed *Skills Record* on the day of assessment.

The *Skills Record* should be completed prior to assessment. However in extenuating circumstances this may be completed after assessment. The learner should contact the BHS before their assessment if the *Skills Record* cannot be completed. The BHS will decide if this is appropriate. The *Skills Record* must be fully and appropriately completed, and sent to the BHS for approval, in order for a learner to be certificated.

### Procedure for assessment

The assessment for this unit will take approximately 1½ hours.

This section will take place in an enclosed arena. There will be up to six riders in a group. Learners will ride two horses. Learners must be able to ride in open order, abiding by the rules of the school whilst showing consideration for other riders. They should be fit enough to ride actively for up to 1½ hours without stress.

Learners will be able to ride and work a variety of horses up to "Novice Dressage" level. They will have a degree of "feel" that allows them to recognise the horse's way of going. They will be able to utilise a plan of work including transitions and exercises to maintain the horse's way of going. They will be able to build up a rapport and respect for the horse being ridden.

Learners must ride effectively yet sympathetically, while maintaining a balanced, correct and supple seat at all gaits, both with and without stirrups. Learners will ride each horse forward into a receiving hand, to allow the horse to work correctly. They will apply correct influences and smooth application of the aids with a clear understanding of the reasons for them. Learners will ride each horse forward in good form through transitions, turns on/about the forehand, leg-yield, and if appropriate, show lengthening and shortening of strides at all gaits.

## BHS Qualifications

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Learners will understand the value of school exercises in the mental, muscular and gymnastic development of the horse, so each individual horse is ridden to an appropriate plan, creating harmony between horse and rider. The assessor will expect to see the horses working happily in good form to their capabilities. Learners will evaluate how the horse went, following the basic principles of training, which should show an understanding of the Training Scale.

***Learners who are not considered sufficiently competent with regard to their effective control of the horse and their own balance will be asked to withdraw from the riding at any time during the session.***

Unit Structure – Unit 3: Stage 3 Ride Dressage

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand how to maintain a horse's training for dressage	1.1 Explain how the Training Scale impacts on a horse's performance	<p><b>Performance</b> through the horse's work which may include;</p> <ul style="list-style-type: none"> <li>Working the horse in all three paces</li> <li>Lengthen and shorten horse's stride</li> <li>Transitions between paces</li> <li>Lateral work for example: leg yielding, turn on and about the forehand</li> <li>Consideration of the horse moving forward from the leg aids to a contact with directional bend</li> </ul>	Discussion
<b>LEARNERS WILL BE REQUIRED TO RIDE TWO HORSES IN THIS SECTION</b>			
2. Be able to ride horses to maintain their training	2.1 Ride appropriate exercises to warm up the horses	<p><b>Appropriate exercises</b> to include;</p> <ul style="list-style-type: none"> <li>Logical plan</li> <li>Walk on both reins</li> <li>Trot on both reins</li> <li>Canter on both reins</li> <li>Riding the horse forward toward a rein contact</li> <li>Transitions</li> <li>Awareness of others in the arena</li> </ul>	Observation
	2.2 Assess the horses' way of going	<p><b>Assessment</b> may include;</p> <ul style="list-style-type: none"> <li>Horse conformation</li> <li>Working the horse in all three paces</li> <li>Lengthen and shortening the horse's stride</li> <li>Transitions between paces</li> <li>Lateral work, for example; legyielding, turn on and about the forehand</li> <li>Consideration of the horse moving forward from the leg aids to a contact with directional bend</li> <li>In relation to the Training Scale</li> <li>Stiff hollow side and working outline</li> <li>Suitability to undertake a novice dressage test</li> </ul>	Observation and discussion
	2.3 Use exercises to improve the horses' way of going	<p><b>Exercises</b> may include;</p> <ul style="list-style-type: none"> <li>Progressive work in walk, trot and canter</li> <li>Lengthening and shortening stride</li> <li>Transitions</li> <li>Lateral work</li> <li>Working in an outline</li> </ul>	Observation
	2.4 Ride with an independent position	<p><b>Independent position</b> to include;</p> <ul style="list-style-type: none"> <li>Balanced postural alignment</li> <li>Suppleness, movement and harmony with the horse</li> <li>Core strength and stability</li> <li>Co-ordination of aids to ride the horse effectively forward between leg and hand</li> <li>Ride without stirrups in walk, trot and canter</li> </ul>	Observation
	2.5 Ride safely	<p><b>Riding safely</b> to include;</p> <ul style="list-style-type: none"> <li>Use sympathetic aids riding walk, trot, canter</li> <li>Awareness of other users of the school</li> <li>Show respect and consideration for the horse and other riders</li> </ul>	Observation

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Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	2.6 Evaluate the session	<b>Evaluation to include:</b> <ul style="list-style-type: none"><li>• In relation to the Training Scale</li><li>• All three paces</li><li>• Responsiveness to aids, leg to contact</li><li>• Exercises used</li><li>• Horses' outline</li><li>• Self-reflection of riding performance</li></ul>	Discussion

## Unit 4: Stage 3 Ride Jump

**Unit Level: 3**

**92 Guided Learning Hours**

**80 hours of self-guided study**

### Unit purpose

Learners successfully completing this unit will understand how to maintain a horse's training for jumping. They will be able to ride horses over show jumps up to 1m (3ft 3in) and over a variety of cross country fences up to 0.91m (3ft).

### Entry requirements

- A minimum age of 16 years
- Unit 3: Stage 2 Ride or BHSQ/BHS equivalent
- BHS Gold member

### Prerequisites

Learners must have the 'ready for assessment' section signed off in their *Skills Record* prior to the assessment of this unit. All learners must present their signed *Skills Record* on the day of assessment.

The *Skills Record* should be completed prior to assessment. However in extenuating circumstances this may be completed after assessment. The learner should contact the BHS before their assessment if the *Skills Record* cannot be completed. The BHS will decide if this is appropriate. The *Skills Record* must be fully and appropriately completed, and sent to the BHS for approval, in order for a learner to be certificated.

### Procedure for assessment

The assessment for this unit will take approximately 2 hours.

Learners will be required to walk the course of show jumps and cross country course prior to the assessment briefing. Learners should arrive early and ask for permission to walk the courses. This ensures that there is no rush and the courses can be inspected and thought about. It is advisable to take some suitable footwear for this purpose.

There will be up to six riders in a group. Learners will usually ride two horses in this section, one horse over show jumps and one horse over a cross country course.

The show jumping section will take place in an enclosed area. Following the working in of the horses the learners will warm up over a cross pole, upright and then a spread. Each learner will then jump the show jumping course. The show jumping course will include a double of one or two non-jumping strides, a related distance, two changes of direction and a minimum of three spread fences.

The group then moves to where the cross country takes place. Time is allowed to get to know and work in a new horse, a practice cross country fence will be jumped and then the learners jump the cross country course individually. **Body protectors to the current British Safety Standard are mandatory for cross country.**

Learners will show a suitable warm up routine, taking into consideration other riders, the weather and ground conditions.

# BHS Qualifications

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They will ride each horse effectively yet sympathetically, ensuring the horse works in rhythm and balance with correct approaches to fences. They will maintain a balanced, correct, supple and independent position at all gaits and over the fences.

Learners will ride with confidence over show jumps up to 1m (3ft 3in). They must ride the horse allowing rhythm, balance and smooth lines between fences. This will allow consideration for the horse's welfare.

Whilst warming up for the cross country learners must be aware of the other riders, the going and the weather conditions. Learners must ride with confidence and be effective, showing a balanced, secure and independent position, both over fences and undulating terrain. They will ride with pace suitable for the going, ensuring the horses show rhythm and balance and correct approaches to the fences. The cross country fences are up to 0.91m (3ft).

Learners will be able to evaluate how both horses have worked and jumped. Whether they liked the way the horses went and how the horses jumped in relation to the way in which each course walked.

Learners should be able to describe the process for introducing a horse to jumping and how to progress a horse's jumping.

***Learners who are not considered sufficiently competent with regard to their effective control of the horse and their own balance will be asked to withdraw from the riding at any time during the session.***

Unit Structure – Unit 4: Stage 3 Ride Jump

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand how to maintain a horse's training for jumping	1.1 Explain how to <b>introduce</b> a horse to jumping	<b>Introduction</b> to jumping to include; <ul style="list-style-type: none"> <li>The development of all three paces</li> <li>Working over poles in trot and canter</li> <li>Using placing and ground poles</li> <li>How to work over the first fence</li> <li>Introducing a second fence</li> <li>Moving beyond two fences</li> </ul>	Discussion
	1.2 Explain how to <b>progress</b> a horse's jumping	<b>Progression</b> of jumping to include; <ul style="list-style-type: none"> <li>The use of ground poles</li> <li>Progressive use of grid work</li> <li>Gymnastic jumping</li> <li>Working over fences at related distances</li> <li>Using cross country jumps</li> </ul>	Discussion
2. Be able to ride a horse over show jumps	2.1 <b>Assess</b> the show jump course	<b>Assessment</b> to include; <ul style="list-style-type: none"> <li>Walk the show jump course</li> <li>Course plan and sequence of fences</li> <li>The lines between fences</li> <li>The strategy for riding a show jump course</li> <li>Identify any potential challenges</li> </ul>	Discussion
	2.2 <b>Prepare</b> the horse for jumping	<b>Preparation</b> to include; <ul style="list-style-type: none"> <li>Logical plan of work</li> <li>Walk, trot and canter on both reins</li> <li>Lengthening and shortening of stride and control of direction</li> <li>Riding forward in a balanced, light seat</li> <li>Establishing rhythm and balance in the canter</li> <li>Awareness of others</li> </ul>	Observation
	2.3 <b>Warm up</b> over fences in preparation for jumping a course	<b>Warm up</b> to include; <ul style="list-style-type: none"> <li>Cross pole</li> <li>Upright</li> <li>Spread</li> </ul>	Observation
	2.4 Ride a horse over a course of jumps	To include: <ul style="list-style-type: none"> <li>Up to eight fences ranging in height from 85cm to 1m, a minimum of two fences to be 1m</li> <li>A double, related distance, two changes of direction and a minimum of three spread fences</li> </ul>	Observation
	2.5 Ride with an <b>independent position</b>	<b>Independent position</b> to include; <ul style="list-style-type: none"> <li>Independence from the rein aids</li> <li>Balanced alignment in a jumping position</li> <li>Core strength in upper body maintained between, approaching, over and riding away from fences</li> <li>The ability to ride forward from the leg aid to the contact without a compromise of position</li> <li>Ride in harmony with the horse using sympathetic aids</li> </ul>	Observation
	2.6 Ride <b>safely</b>	<b>Riding safely</b> to include; <ul style="list-style-type: none"> <li>Use sympathetic aids riding walk, trot, canter</li> <li>Awareness of other users of the school</li> <li>Show respect and consideration for the horse and other riders</li> </ul>	Observation

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	2.7 <b>Evaluate</b> the show jump round	<b>Evaluation</b> to include; <ul style="list-style-type: none"> <li>• Pace of the horse</li> <li>• Lines and corners</li> <li>• Manner of jumping</li> <li>• Control of the horse</li> <li>• Problems/issues with the horse's way of going</li> <li>• Own performance</li> </ul>	Discussion
3. <b>Be able to ride a horse over a cross country course</b>	3.1 <b>Assess</b> the cross country course	<b>Assessment</b> to include; <ul style="list-style-type: none"> <li>• Walk the course</li> <li>• Follow the course plan and sequence of fences</li> <li>• Lines between fences</li> <li>• Strategy for riding the cross country course to include pace of horse</li> <li>• Terrain and weather conditions</li> </ul>	Discussion
	3.2 <b>Prepare</b> the horse to jump a cross country course	<b>Preparation</b> to include; <ul style="list-style-type: none"> <li>• Working to a logical plan</li> <li>• Canter on both reins</li> <li>• Moving the horse forward, increasing the pace and slowing down</li> <li>• Working over practice fences</li> <li>• Establishing rhythm and balance in the canter</li> </ul>	Observation
	3.3 Ride a horse over a cross country course	To include; <ul style="list-style-type: none"> <li>• Minimum of eight jumping efforts up to 91cm which may include: bank, rail, brush, spread, ditch and a combination of at least two related fences</li> <li>• Riding in harmony and control</li> </ul>	Observation
	3.4 Ride with an <b>independent position</b>	<b>Independent position</b> to include; <ul style="list-style-type: none"> <li>• Independence of the rein aids</li> <li>• Balanced alignment in a jumping position</li> <li>• Core strength and security of the lower leg, and upper body maintained between, approaching, over and riding away from fences</li> <li>• The ability to ride forward from the leg aid to the contact without a compromise of position</li> </ul>	Observation
	3.5 Ride <b>safely</b>	Riding <b>safely</b> to include; <ul style="list-style-type: none"> <li>• Use sympathetic aids riding walk, trot, canter</li> <li>• Awareness of other users of the school</li> <li>• Show respect and consideration for the horse and other riders</li> </ul>	Observation
	3.6 <b>Evaluate</b> the cross country round	<b>Evaluation</b> may include; <ul style="list-style-type: none"> <li>• The pace</li> <li>• Lines and turns</li> <li>• Manner of jumping</li> <li>• Control</li> <li>• Problems/issues with the horse's way of going</li> <li>• Ground surface</li> <li>• Rider effectiveness</li> </ul>	Discussion

## Unit 5: Stage 3 Coaching

**Unit Level: 3**

**60 Guided Learning Hours**

**88 hours of self-guided study**

### Unit purpose

Learners completing this unit will be able to coach riders up to Novice level for dressage and riders over simulated cross country up to 80cm. The learner will be able to plan, deliver and evaluate the coaching session. Learners will be competent delivering private and semi-private lessons.

### Entry requirements

- A minimum age of 18 years
- Unit 4: Stage 2 Coaching or BHSQ/BHS equivalent
- BHS Gold member

### Prerequisites

Learners must have the 'ready for assessment' section signed off in their *Skills Record* prior to the assessment of this unit. All learners must present their signed *Skills Record* on the day of assessment.

In addition, the learner must complete the following observations:

- Candidate Observation Forms 1 – 5
- Experienced Coach Observations 1 – 2

The *Skills Record* should be completed prior to assessment. However in extenuating circumstances this may be completed after assessment. The learner should contact the BHS before their assessment if the *Skills Record* cannot be completed. The BHS will decide if this is appropriate. The *Skills Record* must be fully and appropriately completed, and sent to the BHS for approval, in order for a learner to be certificated.

### Procedure for assessment

The assessment for this unit will take approximately 2 hours.

#### Dressage lesson:

30 minutes coaching

20 minutes discussion

Learners are required to coach a dressage lesson and should demonstrate that they are able to begin to apply the principles of the Training Scale to develop rhythm, suppleness, contact, impulsion and straightness in the horse and develop the rider's understanding and recognition of these concepts. They should be able to use exercises such as school figures and transitions to help to improve the horse's way of going and are able to coach the fundamentals of exercises such as; leg yield, turn on or about the forehand and lengthened strides in trot and/or canter. The learner should show progression throughout the session and actively encourage feedback from the rider. The learner should be able to give constructive feedback and suggest work going forward.

The learner should help the rider to develop the effectiveness of their aids and position in order to improve their effect on the horse's way of going. The selection of exercises and explanations as to how to ride them, along with the reasoning behind their use should be part of the assessment. The session needs to be interactive, interesting but always with the basic way of going as the priority.

## **Simulated cross country lesson:**

40 minutes coaching

10 minutes discussion

Learners are required to demonstrate that they can introduce riders to the concept of riding cross country using simulated cross country fences in an arena, up to a height of 80cms, suitable for riders to develop their understanding of how to jump cross country fences that require more skill than jumping a log; for example; pace, straightness, focus and position.

There will be a pre-prepared jumping area with a selection of fences. The learner should select the fences most suited to the development of their riders and horses, it may not be necessary to use all the fences. The learner should verbally assess their pupils and set them up to work in. During this period the learner will discuss the possible use of the fences with the assessor before they start coaching.

The session should cover the riders' cross country position and security. Learners should demonstrate sufficient technical information to enable the riders to develop their knowledge of how to ride the different fences, especially maintaining straightness and looking ahead.

The learner will produce previously prepared generic lesson plans that can be easily adapted for the needs of the riders following their initial assessment. The assessor will discuss the plan with the learner. The lesson needs to be interactive to enable the riders to take responsibility for their learning and performance.

The learner will be required to evaluate each lesson to include; strengths, areas of improvement and anything that could be done differently. The assessor will ask technical questions related to rider progression. The riders will be asked to provide feedback on the value of the session.

Unit Structure – Unit 5: Stage 3 Coaching

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand the roles and responsibilities of a coach	1.1 Describe the <b>roles</b> of a coach	<b>Roles</b> to include; <ul style="list-style-type: none"> <li>• Coach children and adults to improve their riding ability and horse care knowledge</li> <li>• Coach a variety of clients from beginner riders to stage 2 level riders and riders preparing for low level competitions</li> </ul>	Discussion
	1.2 Explain the <b>responsibilities</b> of a coach	<b>Responsibilities</b> to include; <ul style="list-style-type: none"> <li>• Legal responsibilities</li> <li>• Health and Safety</li> <li>• Insurance</li> <li>• First aid</li> <li>• Safeguarding</li> <li>• Data protection</li> <li>• Equality and Diversity</li> <li>• Horse welfare</li> <li>• Customer care</li> <li>• CPD</li> </ul>	Discussion
2. Be able to coach safely	2.1 Demonstrate regard for <b>safety</b>	Coaches must demonstrate <b>safe</b> coaching in all sessions, including consideration of: <ul style="list-style-type: none"> <li>• Suitable for the lesson and appropriate to needs of the riders</li> <li>• Meeting legal requirements</li> <li>• Maintain safety of self and others throughout the lesson including safeguarding</li> <li>• Awareness of potential risks</li> </ul>	Observation
3. Be able to demonstrate lesson management skills	3.1 Demonstrate <b>effective communication skills</b>	<b>Effective</b> – relates to each lesson. Communication must be effective in both coaching sessions. <b>Communication skills</b> , to include; <ul style="list-style-type: none"> <li>• Verbal communication; volume, tone, language, terminology</li> <li>• Non-verbal communication; gestures, body language, demonstrations, positioning</li> <li>• Rapport</li> <li>• Motivation</li> </ul>	Observation
	3.2 Demonstrate <b>time management skills</b>	<b>Time management</b> to include; <ul style="list-style-type: none"> <li>• Progression of lesson</li> <li>• Adapting timings to meet the needs of the horse and rider</li> </ul> <p>This must be shown in both coaching sessions.</p>	Observation
4. Be able to coach a flatwork lesson	4.1 Produce a <b>lesson plan</b>	<b>Lesson plan</b> to include; <ul style="list-style-type: none"> <li>• One rider</li> <li>• 30-minute flatwork lesson</li> <li>• Risk assessment</li> <li>• Aims and objectives</li> <li>• Equipment</li> <li>• Timings</li> <li>• Teaching points</li> <li>• Introduction</li> <li>• Preparation</li> <li>• Main activity</li> <li>• Cool down</li> <li>• Conclusion</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	4.2 Coach <b>progressive exercises</b> to riders	<b>Progressive exercises</b> may include; <ul style="list-style-type: none"> <li>• Leg yield</li> <li>• Lengthening and shortening strides</li> <li>• Turn on/about the forehand</li> <li>• Work without stirrups</li> <li>• Appropriate exercises to improve horse's way of going</li> <li>• Progressive, logical sequence</li> <li>• Linking to Training Scale</li> </ul>	Observation
	4.3 Implement suitable <b>adaptations</b> to coaching practices	<b>Adaptations</b> may relate to; <ul style="list-style-type: none"> <li>• Meeting the needs of the horse and rider</li> <li>• Rider position</li> <li>• Horse's way of going</li> <li>• Confidence and skill of rider</li> <li>• Engagement with rider</li> </ul>	Observation
	4.4 <b>Reflect</b> on the effectiveness of the lesson	<b>Reflection</b> to include; <ul style="list-style-type: none"> <li>• The strengths of the lesson</li> <li>• The feedback from the rider</li> <li>• Discuss the impact of the rider on the horse's way of going</li> <li>• Identifying the skills of the rider</li> <li>• Effectiveness of coaching</li> <li>• Areas that could be developed</li> </ul>	Discussion
	5. Be able to coach a simulated cross country lesson	5.1 Produce a <b>lesson plan</b>	<b>Lesson plan</b> to include; <ul style="list-style-type: none"> <li>• 2 Riders (to be confident jumping 80cm i.e. stage 2/3 rider) for at least 40 minutes</li> <li>• Simulated cross country</li> <li>• Risk assessment</li> <li>• Aims and objectives</li> <li>• Equipment</li> <li>• Timings</li> <li>• Teaching points</li> <li>• Introduction</li> <li>• Preparation</li> <li>• Main activity</li> <li>• Cool down</li> <li>• Conclusion</li> </ul>
	5.2 Coach <b>progressive exercises</b> to riders	<b>Progressive exercises</b> to include; <ul style="list-style-type: none"> <li>• Introducing a rider to cross country</li> <li>• Work to develop rider cross country position</li> <li>• Canter work</li> <li>• Use of a variety of jumps up to 80cms in height</li> </ul>	Observation
	5.3 Implement suitable <b>adaptations</b> to coaching practices	<b>Adaptations</b> may relate to; <ul style="list-style-type: none"> <li>• Meeting the needs of the horse and rider</li> <li>• Rider position</li> <li>• Confidence and skill of rider</li> <li>• Horses way of going</li> <li>• Engagement with riders</li> </ul>	Observation
	5.4 <b>Reflect</b> on the effectiveness of the lesson	<b>Reflection</b> to include; <ul style="list-style-type: none"> <li>• The strengths of the sessions</li> <li>• The feedback from the riders</li> <li>• Discuss the impact of the rider on the horse's way of going</li> <li>• Identifying the skills of the riders</li> <li>• Effectiveness of coaching</li> <li>• Areas that could be developed</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
6. Understand how to develop own skills	6.1 Explain <b>opportunities</b> for continual professional development of coaching	<b>Opportunities</b> may include; <ul style="list-style-type: none"> <li>• Observation of other coaches</li> <li>• Mentoring</li> <li>• Working with experienced riders</li> <li>• Other CPD</li> <li>• Short/long term goals</li> <li>• SMART targets</li> <li>• Personal action plan</li> <li>• Visual aids</li> </ul>	Discussion