

**Equestrian
Qualifications GB
Limited**

The awarding body for equestrian activity



**EQL Level 1
Award in Coaching
Equestrian
Riding and Driving**

**Qualification and unit
information**

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EQL LEVEL 1 AWARD IN COACHING EQUESTRIAN RIDING and DRIVING

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Introduction to the Awarding Body - EQL

Equestrian Qualifications GB Limited (EQL) is an Awarding Body for equestrian activity. Recognised by Ofqual (The Office of Qualifications and Examinations Regulation), EQL must comply with a range of criteria including robust quality assurance for developing and delivering qualifications. EQL awards work based and vocationally related qualifications in Horse Care and Management, Riding and Equine Coaching. These qualifications are accredited on the Qualifications and Credit Framework.

The British Equestrian Federation's Coaching Development Action Team (CDAT), which is made up from member bodies of the BEF, has developed coaching qualifications to raise the level of coaching skills throughout the UK in all sports and has asked EQL to award these qualifications.

Candidates wishing to register to sit EQL Equine Coaching Qualifications should contact their equestrian discipline or EQL for a list of EQL Approved Centres.

Information on issues pertinent to the sport and recreation sector and, in particular, the National Occupational Standards are available from SkillsActive – The Sector Skills Council for Active Leisure and Learning:

SkillsActive – www.skillsactive.com
The Sector Skills Council for Active Leisure and Learning
6th Floor
Castlewood House
77–91 New Oxford Street
London
WC1A 1PX

Pathway Outline – Technical Specialisms

Three qualifications have been approved for UKCC endorsement. They are –

Level 1 Award in Coaching – Equestrian Riding/Driving

Level 2 Certificate in Coaching – Equestrian Riding/Driving

Level 3 Certificate in Coaching – Equestrian Riding

Within each level there is a generic strand, syllabus included, and some technical specialisms. These will depend upon the coaches' involvement within equestrian sport. For example, at level 1 a coach may choose the generic riding strand, or if their specialism is carriage driving choose an award within a dedicated technical route or if they work within an Riding for the Disabled Centre they may choose a therapy specialism.

The routes to qualification allow coaches to be assessed working within their own environment and concurrently facilitates cross learning and appreciation of the breadth of the industry and allows for candidates to explore flexible routes to learning and qualification. For example a level 1 coach who has an award in generic riding may choose at level 2 to have a specific award working within a particular context such as Polocrosse. At level 3 they may then multi-qualify and take a generic riding award with technical specialisms of show-jumping and three day evening.

All technical syllabi have been approved by the NSG and mapped to each other for parity and consistency.

Recommended Guided Learning Hours

The Level 1 Award in Equestrian Coaching comprises 7 units.

Candidates should have a variety of learning opportunities, which may include formal tutored programmes and mentor learning. The qualification has a credit value of 10 (1 credit = 10 learning hours), of which there are 50 recommended guided learning hours (GLHs).

These hours will be made up of:

Phase 1 - pre-course study, the induction and delivery of part 1 of the programme of training and aspects of ongoing internal assessment

Phase 2 - delivery of part 2 of the programme of training, home study, evidence gathering, internal assessment of a variety of tasks and independent practical coaching observation assessment

In circumstances where candidates have additional learning needs, the approved centre may need to offer additional time to the candidate, to support them in the achievement of this qualification.

Pathway-Specific Recommended Tutor/Assessor : Candidate Ratio

To ensure the appropriate support for, and monitoring of, candidates during practical sessions the delivery and assessment of the qualification is recommended to operate at a ratio of 1 appropriately qualified tutor or internal/independent assessor to a maximum of 6 candidates.

Pathway-Specific Format

The qualification, delivered as 7 units, is designed to be delivered via a mixture of tutor-delivered theoretical and practical sessions and home study. The qualification places appropriate emphasis on the practical aspects of the role of the coach.

Achievement of the qualification is normally via the combination of the following:

- an induction process that will provide candidates with an introduction to the qualification. In addition, candidates will receive support and guidance on accessing learning resources that will support the development of their knowledge
- completion of a programme of training, during which candidates will be provided with the predominantly practical and technical information required to enable them to fulfil the role of an assistant coach
- achievement of knowledge via a structured programme of learning and/or extended study and/or distance learning modules
- an independent assessment of their knowledge and understanding of the outcomes of the qualification via observation of coaching practice.

At the conclusion of the programme of training and assessment all candidates will receive help with action-planning for their further development

Period of Registration

Candidates' registration with this qualification is valid for a period of two years from the date of registration/beginning of the learning programme (whichever is earlier). It is expected that candidates will complete all aspects of the assessment for the qualification, and an application for certification be made, within their period of registration. Candidates who are unable to complete their assessment within the period may apply, with good reason and via their approved centre, to extend their registration for a further six months. A fee will be charged for this extension.

About the Qualification

The Level 1 Certificate in Coaching UKCC Endorsed, is a vocational qualification that provides candidates with the opportunity to learn and be assessed on practical and theoretical aspects of coaching riding or driving to both adults and children.

This qualification will:

- Introduce the candidate to the ethics of coaching, the relevant codes of behaviour, the means whereby an accident or emergency is dealt with and the basic rules and technical aspects of equestrianism. These will all underpin the leadership and coaching processes.
- Introduce candidates to the processes, which will allow the safe and effective development of coaching activities in equestrian sport
- Develop the candidates' ability in turning theory into practice through the delivery of pre-prepared coaching activities to participants

On successful completion of the Level 1 Equestrian Coach qualification, candidates will be able to:

- promote the relevant code of practice/conduct for equestrian sport
- promote a healthy and safe environment for participants
- plan coaching activities for riding or driving
- plan efficient use of resources
- undertake pre-activity checks to allow for meaningful and safe activities
- communicate planned activity to participants
- deliver, under supervision, planned activity appropriate to participants' ability
- evaluate the activity and use evaluation to develop continuous personal practice.

Qualification Entry Requirements

Access to this Course is via your Member Body. You would be expected to have a strong interest in equestrian sport, leadership and the coaching process. It would be a distinct advantage if you already held a vocational competence certificate such as BHS Stage 1 or other similar award. Evidence of recent involvement in the sport and an aptitude in this area would be beneficial.

In addition, you must fulfil the following criteria to complete the award:

- Successful completion of a recognised first aid certificate that will develop an awareness and basic knowledge of what to do in the case of a fall; basic life support and the recovery position.

- Due to the level of responsibility attached to, and the experience required to carry out this role, you should be at least 14 years of age before you can embark on the learning programme of this course and at least 16 years of age before you can be certificated by the Awarding Body. You should contact your Member Body if you need clarification on these issues.

NOTE:

Candidates will require appropriate insurance cover before undertaking any independent coaching practice.

Fees

The fees for the Level 1 award are available from the respective member body on request and will be composed of candidate registration and certification fee and necessary training and assessment costs. Each candidate will be provided with a candidate pack and learning support resource included within the cost of the award.

Delivery of the Qualification

Through its members the BEF represents over 225,000 riders in Britain and acts to communicate with one powerful voice heard by many national and international bodies.

The British Equestrian Federation (BEF) has created a unified Coaching Development Plan which builds on all that is good in teaching, instructing and training in the industry, while developing a modern, universally-respected Coaching Development system: the embracement of the UK Coaching Certificate is central to this development plan.

The member Bodies of the British Equestrian Federation are pleased to offer this qualification which has been developed on behalf of the UKCC (United Kingdom Coaching Certificate) National Source Group for Equestrianism which is known as the "coaching development action team" (CDAT) and comprises representatives from all of the member body organisations of the BEF. Member bodies of the BEF have been approved as approved assessment centres and training providers enabling them to offer a full service to their current and evolving coaches.

Assessment

This qualification will be assessed by both portfolio evidence and observation of coaching practice. Candidates who are unsuccessful in any aspect of assessment will be offered further opportunities to re-sit the appropriate portion of the assessment within a period of one year from registration. Candidates should be aware that a levy may be charged for conducting reassessments (this can be clarified by your member body).

Should any candidate feel they have been unfairly assessed they will have an opportunity to seek redress via an appeal. The approved centre appeals procedure is available on request.

What are the progression opportunities from this qualification?

This qualification is at UKCC level 1. Progression to a Level 2 qualification in generic equestrian coaching or technical specialism in a particular discipline.

What learning resources are available to support this qualification?

This qualification will be supported by a Learning Resource pack which guides candidates on many of the generic aspects of coaching at this level. In addition, there will be signposting to further resources such as books, videos and websites that each member body may recommend.

Is there a special course that candidates have to attend in order to pass this course?

The Level 1 Coaching qualification is supported by a 2 day learning programme which will guide candidates on the standards expected in coaching at this level. It is a hands-on programme where there will be interacting with others and given ample opportunity to develop aspects of individual personal practice.

This course is not a mandatory part of the qualification but it is strongly recommended that candidates do participate in the learning programme. Member Bodies will have information of all forthcoming courses.

The above learning programme will provide a very significant part of the knowledge, understanding and skills required to bring candidates to the standard expected for assessment and different amounts and emphasis on preparation will depend on prior levels of experience. Pre-course reading and off course work are also important elements within a candidates learning experience. It is important that candidates become familiar with the standards of assessment required and discuss these with a mentor coach to help plan any additional learning that should be undertaken.

How the Qualification will be Assessed

A variety of methods can be used to assess the outcomes of coaching qualifications. Fundamentally, coaches will be required to demonstrate their competence in the coaching environment – their ability to coach participants within a sporting context. Therefore, assessment of coaching practice will form an essential and mandatory part of a qualification's assessment specification/strategy.

Evidence of coaching practice may come from a variety of sources including observation by a competent assessor or via a recorded log book of experience conducted as part of a learning programme. It is essential that coaches are able to coach safely and effectively within an appropriate coaching environment. The recommended minimum assessment requirements (see below) propose the number of occasions for assessing coaching practice at each level.

At Levels 1-3, it is deemed acceptable that assessment of coaching practice could be conducted within a training environment; therefore, coaches may be coaching other coaches. It is strongly recommended that coaching practice is assessed within a 'real' (non-simulated) coaching environment for that sport. All recorded coaching practice detailed in a coach's logbook or evaluation tool should contain a record of coaching within a 'real' (non-simulated) coaching environment with appropriate groups of participants.

Assessment methods can vary, as can the materials for providing evidence that a coach can meet the learning outcomes of a coaching qualification. The use of learning support materials e.g. coach logbook and sessions plans, to provide evidence of achieving the learning outcomes of qualifications is recommended, as is the use of questioning to gather supplementary evidence of knowledge.

Where situations within coaching cannot necessarily be replicated e.g. emergency procedures, questioning, role-play or simulation can be used and recorded to demonstrate a coach's competence and/or knowledge. All methods of assessment will need to be recorded for purposes of evidence and quality assurance.

Unit Requirements for UKCC Level 1 Qualifications

Title:	Understanding the fundamentals of coaching sport
Level:	1
Credit value:	1
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Know how to establish and maintain an effective, fair and equitable coaching environment	1.1 Outline why it is important to communicate clearly with participant(s) and colleagues 1.2 Outline what might happen if communication is not clear 1.3 Outline why equality and diversity are important in working with participant(s) and colleagues 1.4 State how to treat people equally and respect their individuality 1.5 Identify how to dress and present self at work 1.6 Identify examples of positive behaviour when coaching participant(s) 1.7 Outline why dress, appearance and behaviour are important at work
2. Understand the principles of coaching	2.1 Outline why teamwork is important in providing good levels of service 2.2 Outline why it is important to always try to improve own work 2.3 Outline why feedback from colleagues and participant(s) is important 2.4 Identify how to use feedback from colleagues and participant(s) to improve own work
3. Know how to establish and maintain a safe coaching environment	3.1 Outline why safeguarding children and vulnerable people is important 3.2 Identify the procedures to follow for safeguarding children and vulnerable people 3.3 Describe the values or codes of practice relevant to own work 3.4 Explain the importance of dealing with accidents and emergencies promptly, calmly and correctly 3.5 Identify the types of injuries and illnesses that may occur in own area of work
Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the coach's understanding of their role and the fundamentals of coaching.
Unit guided learning hours	6

Title:	Understanding the principles of planning coaching activities in sport
Level:	1
Credit value:	1
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how to plan coaching activities	<p>1.1 Outline why it is important to plan and prepare for coaching sessions</p> <p>1.2 Describe how to identify who has responsibility for different aspects of sessions</p> <p>1.3 Outline why it is important to work closely with the person with overall responsibility for sessions</p> <p>1.4 Identify the types of information needed to plan an activity within sessions</p> <p>1.5 Outline the types of information that may be confidential</p> <p>1.6 Outline how to deal with confidential information</p> <p>1.7 Outline why it is important to use evaluations of other activities when planning new activities</p> <p>1.8 Outline why it is important to make sure the planned activities meet the overall aims of the sessions</p>
2. Understand how to plan for a safe coaching environment	<p>2.1 State why health, safety, cleanliness and tidiness are important in a coaching facility</p> <p>2.2 Identify the procedures which must be followed for checking coaching facility areas and dealing with any problems found</p> <p>2.3 Outline the types of problems which may be found in a coaching facility area</p> <p>2.4 Outline the types of problems allowed to be dealt with by self</p> <p>2.5 Describe the types of problems which should not be dealt with by self</p> <p>2.6 Indicate who problems should be reported to</p> <p>2.7 Outline health and safety requirements that cover own area of responsibility</p>
3. Understand how to prepare facilities and equipment for coaching activities	<p>3.1 Identify the types of equipment which might be used in coaching sessions</p> <p>3.2 Outline the main health and safety requirements for different items of coaching equipment</p> <p>3.3 Outline safe manual lifting and handling procedures</p> <p>3.4 Describe why safe manual lifting and handling procedures are important</p> <p>3.5 Identify the types of faults and/or hazards which may occur with coaching equipment</p> <p>3.6 Outline how to identify and report problems with coaching equipment</p> <p>3.7 Identify correct ways of setting up a range of coaching equipment</p> <p>3.8 Outline why it is important to check with a more senior colleague that coaching equipment has been set up correctly</p>

<p>4. Understand how to prepare participants for coaching activities</p>	<p>4.1 State the procedures to follow when arranging coaching facilities and equipment and giving information to participants</p> <p>4.2 Identify the requirements for dress and equipment for the activities being coached</p> <p>4.3 Outline how to give clear and correct demonstrations and explanations of skills, techniques, rules, codes and health and safety requirements</p> <p>4.4 Outline why it is important to answer participant(s)' questions</p> <p>4.5 Outline why warm ups are important</p> <p>4.6 Outline the types of warm up that are appropriate to activities being coached</p>
<p>Additional information about the unit</p>	
<p>Unit purpose and aim(s)</p>	<p>This unit assesses the coach's understanding of how to plan and prepare activities within coaching sessions.</p>
<p>Unit guided learning hours</p>	<p>10</p>

Title:	Understanding the principles of conducting coaching activities in sport
Level:	1
Credit value:	1
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how to conduct planned coaching activities	1.1 Describe own responsibilities during sessions 1.2 State the health and safety requirements relevant to the activities being coached 1.3 Identify sport-specific techniques, skills, rules and codes of behaviour relevant to the activities being coached 1.4 Outline how to select appropriate equipment for different participants 1.5 Describe the procedures for reporting accidents, injuries and illnesses 1.6 Describe own responsibilities for reporting accidents, injuries and illnesses
2. Understand how to support participant(s)' behaviour and performance	2.1 Outline the importance of good communication with participant(s) during sessions 2.2 Outline how to motivate and encourage participant(s) without putting them under stress 2.3 Describe ways in which participant(s)' behaviour can be managed during sessions 2.4 Outline the coaching process as it applies to the improvement of participant performance 2.5 Outline the importance of giving feedback to participant(s) on what they are doing 2.6 Outline how to give feedback in a way that will help participant(s) to improve their performance 2.7 Identify appropriate times during an activity to provide feedback
3. Understand how to conclude coaching activities	3.1 Outline why it is important to allow enough time to finish an activity as planned 3.2 Outline why it is important to cool down 3.3 Outline types of appropriate cool down exercises for the activities being coached 3.4 Outline why it is important to get feedback from participant(s) at the end of sessions 3.5 Identify procedures for putting away equipment and tidying the coaching facility 3.6 Outline how to identify faulty equipment and what to do with it 3.7 Outline why it is important to store equipment in the right place 3.8 Outline why it is important that storage areas should be clean, tidy and secure
Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the coach's understanding of how to conduct activities, conclude activities and support participant behaviour and performance during a coaching session.
Unit guided learning hours	10

Title:	Understanding the principles of evaluating coaching activities in sport
Level:	1
Credit value:	1
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand how to evaluate coaching activities	1.1 Outline why evaluating activity sessions is important 1.2 Describe why it is important to compare what happened during a session with what was planned 1.3 Outline the importance of making positive use of the feedback from others, including participants and the person responsible for sessions 1.4 Outline why it is important to record the results of the evaluation 1.5 Outline how to complete evaluation forms 1.6 State how to make use of past evaluations when planning and conducting future activities
2. Understand how to develop own coaching practice	2.1 Outline why it is important to always try to improve own coaching 2.2 Identify how to ask colleagues for feedback on own work 2.3 Outline why feedback from colleagues is important 2.4 Identify how to use feedback from colleagues to improve own coaching 2.5 Outline why it is important to take part in training and education 2.6 Outline the sources of training and education available to improve coaching practice
Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the coach's understanding of how to evaluate activities within coaching sessions and how to use evaluations to improve their own coaching.
Unit guided learning hours	7

Title:	Planning coaching activities in equestrian riding
Level:	1
Credit value:	2
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Plan coaching activities	1.1 Collect information needed to plan activities 1.2 Deal with confidential information correctly 1.3 Produce plans for activities that meet the session's aims 1.4 Use evaluations of previous activities to help the plan 1.5 Make sure the planned activities fits into the time available 1.6 Check the details of plans with the person responsible for the session 1.7 Identify own responsibilities of the session
2. Plan for a safe environment	2.1 Take account of health and safety requirements when planning activities 2.2 Check the facility following the correct procedures 2.3 Identify possible problems with facilities 2.4 Take correct action to deal with any problems, according to instructions 2.5 Report any problems clearly and accurately to a more senior colleague
3. Prepare facilities and equipment for coaching activities	3.1 Identify equipment needed to deliver planned activities 3.2 Find the equipment to set up 3.3 Lift and handle equipment safely and without causing damage 3.4 Follow instructions for setting up and laying out the equipment 3.5 Make sure equipment is ready when needed 3.6 Check with a senior colleague that the set up is correct 3.7 Identify and report any problems to a more senior colleague
Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the assistant coach's ability to plan and prepare activities within an equestrian riding coaching session.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The sector requires that this unit be assessed in the context of equestrian riding . It may also only be awarded by an Ofqual-accredited awarding organisation that has agreement with the appropriate Governing Body(s) of Sport for equestrian riding . To complete this unit learners are required to evidence: <ul style="list-style-type: none"> Collecting information needed to plan activities on a minimum of two types of participants (including type, ability and specific needs). The production of pre-prepared or personal plans for a minimum of two coaching activities from different equestrian riding coaching sessions. The planned activities must be of a minimum of 15 minutes in duration. A minimum of one of the sessions planned must be observed being coached by an appropriately qualified assessor. All sessions must be drawn from the Level 1 technical syllabus developed for equestrian riding .
Unit Guided learning hours	5

Title:	Conducting coaching activities in equestrian riding
Level:	1
Credit value:	3
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Conduct planned coaching activities	1.1 Follow agreed health and safety procedures 1.2 Refer any problems which cannot be dealt with correctly to the person responsible for a session 1.3 Communicate with participant(s) and colleagues clearly 1.4 Provide participant(s) with information they need throughout sessions 1.5 Follow the correct procedures for safeguarding children and vulnerable people 1.6 Deal with accidents, injuries and illnesses following the correct procedures 1.7 Report accidents, injuries and illnesses following the correct procedures
2. Support participant(s)' behaviour and performance	2.1 Demonstrate how to observe participant(s)' performance throughout activities 2.2 Pay attention to the needs of all the participant(s) 2.3 Give feedback to participant(s) at appropriate times during activities 2.4 Make sure that feedback highlights good performance and where participant(s) need to improve 2.5 Ensure that feedback is clear and encouraging
3. Conclude coaching activities	3.1 Allow enough time to finish activities 3.2 Help participant(s) to cool down safely 3.3 Provide participant(s) with feedback on what has been achieved 3.4 Encourage participant(s) to give their own feedback on activities 3.5 Follow the correct procedures for putting away equipment and tidying the coaching facility 3.6 Refer any problems which cannot be dealt with correctly to the person responsible for the session
Additional information about this unit	
Unit purpose and aim(s)	This unit assesses the assistant coach's ability to conduct and conclude activities within equestrian riding coaching sessions.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The sector requires that this unit be assessed in the context of equestrian riding . It may also only be awarded by an Ofqual-accredited awarding organisation that has agreement with the appropriate Governing Body(s) of Sport for equestrian riding . To complete this unit learners are required as a minimum to evidence: <ul style="list-style-type: none"> • the delivery of one planned equestrian riding coaching session • The planned session/activities must be of a minimum of 15 minutes in duration and be observed being coached by an appropriately qualified assessor. All sessions must be drawn from the Level 1 technical syllabus developed for equestrian riding .
Unit Guided learning hours	10

Title:	Evaluating coaching activities in equestrian riding
Level:	1
Credit value:	1
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Evaluate coaching activities	1.1 Carry out evaluations with the person responsible for sessions 1.2 Compare what happened during the activity with what was planned 1.3 Identify what the participant(s) achieved during activities 1.4 Take account of participant(s)' feedback about activities 1.5 Provide own ideas about what went well and what could be improved 1.6 Listen to and take account of the views of the person responsible for the session 1.7 Record the results of evaluations to help improve future activities
2. Develop own coaching practice	2.1 Seek feedback on own coaching from colleagues 2.2 Work with a relevant colleague to: <ul style="list-style-type: none"> • Identify the things done well and areas which could be done better • Identify the new things needed to learn 2.3 Identify training that would help to improve own coaching
Additional information about this unit	
Unit purpose and aim(s)	This unit assesses the assistant coach's ability to evaluate activities within equestrian riding coaching sessions and develop own equestrian riding coaching practice.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	The sector requires that this unit be assessed in the context of equestrian riding . It may also only be awarded by an Ofqual-accredited awarding organisation that has agreement with the appropriate Governing Body(s) of Sport for equestrian riding . To complete this unit learners are required as a minimum to evidence: <ul style="list-style-type: none"> • the production of a recorded evaluation of the delivery of a minimum of one planned activity session. • The activities must be of a minimum of 15 minutes in duration. • A minimum of one of the sessions evaluated must be observed being coached by an appropriately qualified assessor. All sessions must be drawn from the Level 1 technical syllabus developed for equestrian riding .
Unit Guided learning hours	2

Equestrian Technical Definition - Level 1 Generic

Topic	Areas to be covered
Prepare to ride	Lead a horse/pony. Check and adjust girth. Adjust stirrups appropriately. Hold reins uniformly and correctly.
Mounting/dismount	Preparation for mounting. Mounting from a mounting block, the ground. Preparation for dismount. Dismount.
Warm-up for horse mounted or dismounted	Walk. Trot. Changes of direction.
Independent seat	Correct position on the horse/pony. Balance, security and straightness with stirrups in walk, trot, canter and without stirrups in walk and trot. Co-ordinated basic aids when riding.
Natural aids	Voice, hand, leg. Basic aid application. Aids for transitions, canter strike-offs.
Artificial aids	Use whips. When and when not to use the whip.
Effective riding	Correct school figures. Recognise diagonals in trot. Recognise leading leg in the canter. Ride horse/pony forward from the leg to a steady contact.
Jumping position	Balanced jumping position that is in harmony with the horse.
Riding over poles	Appropriate length of stirrup. Effective use of leg. Correct application of rein aids.
Cool/Warm-down horse	Free walk. Cool, dry.
Tack and saddlery	Tack up and untack. Stitching, worn tack. Protective boots.
Health and Safety	Rules for working in enclosed areas with others. Safe tack and saddlery. First aid, reporting. Appropriate clothing.
Theoretical	
First aid procedure	Awareness and basic knowledge of what to do in the case of a fall; basic life support, recovery position.
Basic knowledge of equine behaviour/psychology	Natural lifestyle. Safe methods of handling.
Equine anatomy/ physiology	Points of the horse, colours and markings. Signs of good health
Suitability of horses	Job, type.
General Knowledge	Member bodies of the BEF their function and purpose