

**Equestrian
Qualifications GB
Limited**

The awarding body for equestrian activity



**EQL Level 2
Certificate in Coaching
Equestrian
Riding and Driving**

**Qualification and unit
information**

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EQL LEVEL 2 CERTIFICATE 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 UKCC endorsed. 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 a Riding for the Disabled Centre they may choose the RDA 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 eventing.

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

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Recommended Guided Learning Hours

The Level 2 Certificate in Equestrian Coaching comprises 8 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 18 (1 credit = 10 learning hours), of which there are 93 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 8 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 a Level 2 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 be action-planned 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 EQL Level 2 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 equestrian coaching 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 2 Certificate in Coaching 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 equestrian coaching activities
- 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 2 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 before the qualification can be accredited:

- 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

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- Due to the level of responsibility attached to, and the experience required to carry out this role, candidates have to be at least 16 years of age before embarking on the learning programme of this course and at least 18 years of age before being certificated by the Awarding Body. Clarification can be gained via the respective Member Body
- Safeguarding and protecting children

NOTE:

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

Fees

The fees for the Level 2 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.

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. 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.

What are the progression opportunities from this qualification?

This qualification is at UKCC Level 2 and details the role of an equestrian coach. Progression to a Level 3 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 2 Certificate in Coaching is supported by a 4 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.

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Unit Requirements for UKCC Level 2 Qualifications

Title:	Understanding the fundamentals of coaching sport
Level:	2
Credit value:	3
Learning outcomes	Assessment criteria
<i>The learner will:</i>	<i>The learner can:</i>
1. Understand the role of a coach	<p>1.1 Describe how to ensure that the participant is at the centre of the coaching process</p> <p>1.2 Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace</p> <p>1.3 Describe how to develop and maintain positive relationships with and between participant(s)</p> <p>1.4 Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement</p> <p>1.5 Identify methods to develop participant(s)' confidence and self esteem</p> <p>1.6 Describe how to identify opportunities for the coach to reflect and develop their coaching practice</p> <p>1.7 List the different support personnel that can contribute to coaching sessions</p> <p>1.8 Describe how support personnel can be used to contribute to coaching sessions</p> <p>1.9 Explain the importance of positively promoting the role of officials in competition</p> <p>1.10 Define what is acceptable in terms of a coach:participant relationship</p> <p>1.11 Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship</p> <p>1.12 Identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected</p> <p>1.13 Outline the types of information that the coach should provide to participant(s) after a coaching session</p>
2. Understand the coaching process	<p>2.1 Outline how to identify participant(s)' needs</p> <p>2.2 List the sources of information that a coach can use when planning and preparing coaching sessions</p> <p>2.3 Identify the types of information about participants which should be treated confidentially</p> <p>2.4 Describe the stages and components of the coaching process</p> <p>2.5 Describe how to plan coaching sessions that meet participant(s)' needs</p> <p>2.6 Explain how individual coaching sessions support the aims of the wider coaching programme</p> <p>2.7 Explain the process of setting SMART goals/objectives</p>

	<p>2.8 Describe how to start and end a coaching session</p> <p>2.9 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session</p> <p>2.10 Describe different types of demonstrations that encourage learning</p> <p>2.11 Explain how to balance instruction, facilitation, and demonstration within sessions</p> <p>2.12 Describe how to use listening skills</p> <p>2.13 Describe how to select language that is appropriate to participant(s)</p> <p>2.14 List how the coach can establish the views of participant(s) about the coaching sessions</p> <p>2.15 Identify situations when a coach may need to change or adapt a session</p> <p>2.16 Describe how to give constructive feedback to participant(s)</p> <p>2.17 Identify how to cater for an individual's needs within group coaching</p> <p>2.18 Describe how to organise group coaching sessions</p>
<p>3. Understand participant(s)' learning styles</p>	<p>3.1 Outline different learning styles and needs</p> <p>3.2 Explain how to consider participant(s)' learning styles and needs when planning coaching sessions</p> <p>3.3 Describe the difference between the ways that adults and children learn</p> <p>3.4 Define the principles of monitoring and evaluating learning</p> <p>3.5 Describe how the coach can support participant(s) in taking responsibility for their own learning</p> <p>3.6 Describe how to manage different learning styles and learning needs, in group coaching</p>
<p>4. Understand behaviour management</p>	<p>4.1 Identify the principles of positive behaviour management</p> <p>4.2 Describe how to develop a behaviour management strategy for coaching sessions</p> <p>4.3 Outline ground rules for positive behaviour during coaching sessions</p> <p>4.4 Outline the methods of communicating and implementing ground rules</p> <p>4.5 Explain the importance of fair and consistent behaviour management</p> <p>4.6 Explain how to encourage and reward positive behaviour</p> <p>4.7 identify the types of behaviour by participant(s) and others that may cause emotional distress</p> <p>4.8 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress</p> <p>4.9 Describe how to respond to discriminatory behaviour</p> <p>4.10 Describe the procedures to be followed if a participant wants to complain about discrimination</p>

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<p>5. Understand how to reflect on a coaching session</p>	<p>5.1 Identify valid sources of feedback from participant(s) and support staff</p> <p>5.2 Explain how to do each of the following as part of self-reflection:</p> <ul style="list-style-type: none"> • make self-assessment of skill level • identify action to be taken • use different methods of self-reflection <p>5.3 Outline how to use evidence of own performance</p> <p>5.4 List factors that impact on the ability to identify own development needs</p> <p>5.5 Identify methods for personal action planning and the prioritisation of such planning</p> <p>5.6 Describe how to measure each of the following:</p> <ul style="list-style-type: none"> • the quality of the coaching experience • participant development • the quality assurance mechanisms used <p>5.7 Describe how to use information taken from evaluations to improve the programme/session</p>
<p>Additional information about the unit</p>	
<p>Unit purpose and aim(s)</p>	<p>This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They also will identify a range of methods of developing learning, performance and the effective management of participant behaviour.</p>
<p>Unit guided learning hours</p>	<p>22</p>

Title:	Understanding how to develop participant(s) through coaching sport
Level:	2
Credit value:	2
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand the principles of planning coaching sessions	<p>1.1 Identify the information required to plan coaching sessions</p> <p>1.2 Identify health and safety requirements that may impact on coaching sessions</p> <p>1.3 Describe how to establish goals for coaching sessions based on participant(s)' needs</p> <p>1.4 Identify sport-specific technical content to be included in coaching session plans</p> <p>1.5 List a range of coaching styles</p> <p>1.6 Explain the use of different coaching styles</p> <p>1.7 Describe how fun and enjoyment in coaching sessions can impact on learning</p> <p>1.8 Describe the components of planning a progressive coaching sessions</p> <p>1.9 Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions</p> <p>1.10 Describe how coaching sessions might be adapted as a result of Unforeseen changes to the coaching environment or participant(s)' needs</p>
2. Understand the principles of skill development through coaching sessions	<p>2.1 Define:</p> <ul style="list-style-type: none"> • skill coordination • motor skill learning • skill acquisition • skill retention • skill transfer <p>2.2 Describe the basic methods of analysing participant(s)' performance</p> <p>2.3 Identify factors that affect the development of participant(s)' skills in sport</p> <p>2.4 Describe the organisational requirements for the delivery of coaching sessions</p> <p>2.5 Describe the different techniques available for developing participant(s)' skill through coaching</p> <p>2.6 Identify methods to support participant development</p> <p>2.7 Identify sources of feedback which will support participant(s)' development</p> <p>2.8 Explain the importance of gaining feedback from participant(s)</p>

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3. Understand the how the stages of participant(s)' development impact on their coaching	<p>3.1 Describe the progressive stages of development through maturity</p> <p>3.2 Identify how the participant(s)' stage of development affects the content of coaching sessions</p> <p>3.3 Identify how participant(s)' stage of development impacts on the coaching environment</p> <p>3.4 Identify what influence training and competition have throughout the different stages of development</p>
4. Understand the principles of evaluation in coaching	<p>4.1 Explain the principles of evaluating coaching sessions</p> <p>4.2 Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning</p> <p>4.3 Identify types of information that can be gathered to monitor participant(s)' development and learning</p> <p>4.4 Identify appropriate other people who can contribute to the evaluation of coaching sessions</p> <p>4.5 Describe how and when to gather information on current coaching practice from participant(s) and others</p> <p>4.6 Explain how the feedback from participant(s) and others should impact on future coaching practice</p> <p>4.7 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development</p>
Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant(s)' performance in sport.
Unit guided learning hours	12

Title:	Supporting participant(s)' lifestyle through coaching sport
Level:	2
Credit value:	2
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand basic nutrition and hydration principles for sports performance	<p>1.1 Identify the five different food/nutritional groups</p> <p>1.2 Describe the principles of good nutrition as it relates to sports performance</p> <p>1.3 Describe the principles of hydration</p> <p>1.4 Identify the signs and symptoms of dehydration</p> <p>1.5 Describe the principles of weight management as appropriate to specific sports</p> <p>1.6 Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition</p>
2. Understand physical conditioning for sport	<p>2.1 Identify the components of physical and skill-related fitness</p> <p>2.2 Describe the physical capabilities required for a sport</p> <p>2.3 Describe the principles of injury prevention in training</p> <p>2.4 Describe how to support participant(s) in the management of injury</p> <p>2.5 Identify methods of training different physical components in participant(s)</p> <p>2.6 Identify the basic anatomy and biomechanical demands of a sport related activity</p> <p>2.7 Identify specific physical testing protocols for a sport related activity</p> <p>2.8 Identify methods to enhance participant recovery time from session to session</p>
3. Understand principles of mental preparation in sport	<p>3.1 Identify the mental capabilities required for a sport related activity</p> <p>3.2 Identify key methods for improving participant(s)':</p> <ul style="list-style-type: none"> • confidence • concentration • motivation • emotional control • cohesion <p>3.3 Describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development</p> <p>3.4 Outline how a coach can profile participant(s)' mental skills</p> <p>3.5 Describe the basic coach intervention techniques for developing mental skills for training and competition</p>

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4. Understand how to support participant awareness of drugs in sport	4.1 Outline the ethical issues surrounding drug taking in sport 4.2 Identify sources of information on drugs in sport 4.3 Outline the consequences for participant(s) in taking supplementation or prescription medicines
Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.
Unit guided learning hours	16

Title:	Understanding the principles of safe and equitable coaching practice
Level:	2
Credit value:	2
Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>
1. Understand how to ensure participant(s)' safety during sport-specific coaching sessions	<p>1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition</p> <p>1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s)</p> <p>1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences</p> <p>1.4 Explain how to implement contingencies to coaching sessions as a result of external influences</p> <p>1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition</p> <p>1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)</p> <p>1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)</p> <p>1.8 Describe the coach's duty of care responsibilities for participant(s), including children</p> <p>1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately</p> <p>1.10 Describe the following requirements for ensuring the protection of children from abuse:</p> <ul style="list-style-type: none"> • legal requirements • sport-specific requirements <p>1.11 Describe the insurance requirements on a coach operating in a coaching environment</p>
2. Understand how to ensure equitable coaching of sport-specific activities	<p>2.1 Describe the following requirements impacting on equitable coaching:</p> <ul style="list-style-type: none"> • legal requirements • sport-specific requirements <p>2.2 Explain the purpose of sport-specific Codes of Practice for coaching</p> <p>2.3 Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour</p> <p>2.4 Describe methods to minimise barriers to participant development</p> <p>2.5 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations</p> <p>2.6 Describe the nature of impairments and how their implications may affect aspects of the coaching process</p>

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	<p>2.7 Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment</p> <p>2.8 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity</p> <p>2.9 Describe how to adapt and progress activities and sessions</p> <p>2.10 Describe how to prepare athletes for competition</p> <p>2.11 Identify types of performance enhancing drugs and illegal substances</p> <p>2.12 Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances</p>
Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.
Unit guided learning hours	13

Title:	Plan a series of equestrian riding coaching sessions
Level:	2
Credit value:	1
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to review participant(s)' needs for a series of coaching sessions	<p>1.1 Collect accurate and up-to-date information relevant to the participant(s) and the series of sessions</p> <p>1.2 Maintain confidential information appropriately</p> <p>1.3 Use the collected information to identify participant(s)' needs</p> <p>1.4 Identify how participant(s)' needs may impact on the sessions</p> <p>1.5 Identify the overall aims for the series of coaching sessions</p> <p>1.6 Refer participant(s) whose needs cannot be met to a competent person or agency</p>
2. Be able to produce a series of coaching session plans	<p>2.1 Identify the goals for each session in the series, that meet the needs of the participant(s) and the group</p> <p>2.2 Develop coaching session plans which are consistent with own level of technical knowledge and competence</p> <p>2.3 Identify coaching activities and styles that will motivate the participant(s) and achieve planned goals, for each session in the series</p> <p>2.4 Ensure plans include realistic timings, sequences, intensity and duration of activities</p> <p>2.5 Ensure plans allow for a balance of instruction, activity and discussion</p> <p>2.6 Identify resources required for each session</p> <p>2.7 Ensure plans are consistent with accepted good practice for the sport or activity</p>
3. Be able to plan the evaluation of a series of coaching sessions	<p>3.1 Identify the information required to evaluate the series of coaching sessions</p> <p>3.2 Identify how and when the information will be collected</p> <p>3.3 Identify others who may be able to contribute to the evaluation</p>
Additional information about this unit	
Unit purpose and aim(s)	This unit covers the planning of a short series of linked equestrian riding coaching sessions, which includes reviewing participant(s)' needs and establishing goals for equestrian riding coaching sessions, producing plans for individual equestrian riding coaching sessions within the series that support participant(s)' needs and identified goals, and planning for the evaluation of the series of equestrian riding coaching sessions.

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<p>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</p>	<p>The sector requires that this unit be assessed in the context of equestrian riding.</p> <p>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.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> • The production of a minimum of six coaching session plans for equestrian riding, four of which must be linked and progressive. The planned sessions must be of a minimum of 30 minutes in duration. <p>All sessions must be drawn from the Level 2 technical syllabus developed for equestrian riding.</p> <p>Within this unit the following breadth of knowledge is expected to be assessed:</p> <ul style="list-style-type: none"> • Information – expected participant(s), participant(s)' stage of development, medical conditions, aims of the series of coaching sessions, appropriate learning styles, evaluations and action plans of other relevant sessions, planned environments for the sessions • Participant(s) – individuals, groups, people with particular needs • Goals – improve physical ability, improve mental ability, improve skills and techniques, improve tactical ability, provide fun and enjoyment • Resources – environment for the sessions, equipment for the sessions, personal clothing and equipment, support from other staff
<p>Unit Guided learning hours</p>	<p>5</p>

Title:	Prepare the equestrian riding coaching environment
Level:	2
Credit value:	2
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to prepare resources for the coaching session	<p>1.1 Ensure that the identified resources meet the requirements of the sport or activity</p> <p>1.2 Handle equipment safely</p> <p>1.3 Set up equipment according to the session plan</p> <p>1.4 Ensure the coaching environment is safe, appropriate and conducive to learning for all participant(s)</p> <p>1.5 Ensure everyone involved in the session has the information they need to participate</p>
2. Be able to assess and minimise risks before the session	<p>2.1 Identify existing risk assessments for:</p> <ul style="list-style-type: none"> • the activities • the resources • the participant(s) <p>2.2 Identify possible hazards</p> <p>2.3 Assess the risk that identified hazards present, including likelihood of occurrence and severity</p> <p>2.4 Assess how to minimise the identified risks</p> <p>2.5 Identify a competent person who can advise if there are hazards or risks outside of own level of competence to assess</p> <p>2.6 Comply with information in the normal operating procedures for the environment where the session will take place</p>
3. Be able to establish and maintain working relationships	<p>3.1 Establish effective rapport with participant(s) and other people involved in the session</p> <p>3.2 Communicate effectively with participant(s) and other people</p> <p>3.3 Give participant(s) and other people time, attention and support relevant to their needs</p> <p>3.4 Manage participant behaviour and any conflict</p> <p>3.5 Ensure working relationships take account of equality and diversity and are in line with relevant codes of practice</p>
4. Be able to safeguard and protect children and vulnerable adults	<p>4.1 Follow the relevant procedures for safeguarding children and vulnerable adults</p> <p>4.2 Follow the relevant procedures for protecting self from accusations</p> <p>4.3 Identify possible signs of abuse</p> <p>4.4 Follow procedures for recording and reporting concerns about the welfare of children and vulnerable adults</p> <p>4.5 Maintain confidentiality as appropriate</p>

Coaching Level 2

Additional information about this unit	
Unit purpose and aim(s)	This unit covers the provision of resources for a equestrian riding coaching session, assessing and minimising risk, establishing and maintaining working relationships with participant(s) and other people and the safeguarding and protecting of children and vulnerable adults during a equestrian riding coaching session.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>The sector requires that this unit be assessed in the context of equestrian riding.</p> <p>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.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> • the preparation for all coaching environments used to deliver each of the six coaching sessions for equestrian riding. <p>All sessions must be drawn from the Level 2 technical syllabus developed for equestrian riding.</p> <p>Within this unit the following breadth of knowledge is expected to be assessed:</p> <ul style="list-style-type: none"> • Resources – physical environment for the sessions, equipment for the sessions, personal clothing and equipment, support from other staff • Participant(s) – individuals, groups, people with particular needs • Hazards relating to – activities in the sessions, other activities occurring at the same time, equipment, the physical environment in which the session will take place, competence of staff involved, participant behaviour, participant special needs and medical conditions • Other people – coaching staff, support staff, facility staff, parents/carers, representatives of other organisations • Abuse – physical, emotional, neglect, sexual, bullying
Unit Guided learning hours	10

Title:	Deliver a series of equestrian riding coaching sessions
Level:	2
Credit value:	5
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to prepare participant(s) for coaching sessions	<p>1.1 Meet the participant(s) punctually</p> <p>1.2 Ensure participant(s) are made to feel welcome and at ease</p> <p>1.3 Record attendance in line with relevant procedures</p> <p>1.4 Ensure participant(s) are at a level of experience, ability and physical readiness to participate safely</p> <p>1.5 Ensure participant(s) have the correct clothing and equipment</p> <p>1.6 Establish behaviour rules for the session</p> <p>1.7 Deliver warm up activities appropriate to the participant(s) and session</p> <p>1.8 Ensure participant(s) are aware of the goals of the session</p>
2. Be able to deliver coaching sessions	<p>2.1 Provide clear information to participant(s) about the planned activities</p> <p>2.2 Ensure activities maximise participant(s)' learning in line with the participant(s)' goals</p> <p>2.3 Provide technically correct explanations and demonstrations appropriate to participant(s)' needs and level of experience</p> <p>2.4 Use methods for motivating participant(s) appropriate to their needs and in line with accepted good practice</p> <p>2.5 Ensure all participant(s) have the opportunity to take part in activities</p> <p>2.6 Deliver sessions at a pace appropriate to the participant(s)' needs</p> <p>2.7 Carry out emergency procedures when appropriate</p>
3. Be able to develop participant(s)' performance	<p>3.1 Review participant(s)' performance with regards to:</p> <ul style="list-style-type: none"> • strengths • weaknesses • areas for improvement <p>3.2 Use appropriate coaching methods and practices</p> <p>3.3 Provide feedback to participant(s) during the session to help participant(s) achieve their goals</p> <p>3.4 Adapt sessions to respond to the participant(s)' changing needs</p> <p>3.5 Provide opportunities for participant(s) to reflect on their learning and apply their reflections to their performance</p> <p>3.6 Encourage participant(s) to take responsibility for their own learning</p>

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4. Be able to conclude coaching sessions	<p>4.1 Ensure there is sufficient time to conclude the session</p> <p>4.2 Encourage participant(s) to give feedback</p> <p>4.3 Provide feedback to participant(s) on their performance relating to their goals</p> <p>4.4 Deliver cool down activities appropriate to the participant(s) and session</p> <p>4.5 Provide information to participant(s) about future sessions</p> <p>4.6 Ensure participant(s) depart from the session safely</p> <p>4.7 Follow procedures for checking and dealing with equipment used</p> <p>4.8 Ensure the coaching environment is left in a condition fit for future use</p>
Additional information about this unit	
Unit purpose and aim(s)	This unit covers the delivery of equestrian riding coaching sessions, including preparing the participant(s) to take part, delivering the session, developing participant performance and concluding the session.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>The sector requires that this unit be assessed in the context of equestrian riding.</p> <p>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.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> • the delivery of six coaching session plans for equestrian riding, four of which must be linked and progressive. The planned sessions must be of a minimum of insert time minutes in duration. • the delivery of a minimum of two equestrian riding coaching sessions, which must be observed by an appropriately qualified assessor <p>All sessions must be drawn from the Level 2 technical syllabus developed for equestrian riding.</p> <p>Within this unit the following breadth of knowledge is expected to be assessed:</p> <ul style="list-style-type: none"> • Participant(s) – individuals, groups, people with particular needs • Coaching methods – demonstration, explanation, questioning, peer tutoring, feedback and refinement, setting appropriate activities, command and response
Unit Guided learning hours	10

Title:	Monitor and evaluate equestrian riding coaching sessions
Level:	2
Credit value:	1
Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Be able to evaluate participant performance	1.1 Carry out participant evaluations according to the session evaluation plan 1.2 Involve all participant(s) in evaluating their performance 1.3 Review participant(s)' performance 1.4 Measure participant(s)' progress against planned goals 1.5 Provide feedback to participant(s) 1.6 Produce an action plan to progress or adapt participant(s)' goals 1.7 Record evaluations for future reference
2. Be able to evaluate coaching sessions	2.1 Carry out session evaluations according to the session evaluation plan 2.2 Use feedback from participant(s) and other people involved in the session to evaluate the session 2.3 Compare outcomes and feedback to the session goals 2.4 Identify the effectiveness of the activities, and session overall 2.5 Identify the effectiveness of own management of the session, including Health and Safety and welfare issues 2.6 Discuss evaluations with an appropriate colleague for additional feedback 2.7 Record evaluations for future reference
3. Be able to evaluate and develop own coaching practice	3.1 Review evaluations of previous sessions and feedback from relevant colleagues 3.2 Ensure own knowledge is up-to-date with current developments in chosen sport or activity 3.3 Ensure own knowledge is up-to-date with current developments in coaching practice 3.4 Identify areas for development of own coaching practice 3.5 Produce a personal action plan to develop own coaching practice 3.6 Take part in development activities identified in personal action plan 3.7 Review progress against personal action plan regularly and update accordingly

Coaching Level 2

Additional information about this unit	
Unit purpose and aim(s)	This unit covers the monitoring and evaluation of equestrian riding coaching sessions, including evaluating participant performance, coaching sessions and own coaching practice.
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	<p>The sector requires that this unit be assessed in the context of equestrian riding.</p> <p>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.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> • the evaluation of six coaching session plans for equestrian riding, including the effectiveness of the four linked and progressive sessions. <p>All sessions must be drawn from the Level 2 technical syllabus developed for equestrian riding.</p> <p>Within this unit the following breadth of knowledge is expected to be assessed:</p> <ul style="list-style-type: none"> • Participant(s) – individuals, groups, people with particular needs • Goals – improve physical ability, improve mental ability, improve skills and techniques, improve tactical ability, provide fun and enjoyment
Unit Guided learning hours	5

Equestrian Technical Definition - Level 2 Generic

Topic	Areas to be covered
Prepare to ride	Leading and turning. Check and adjust tack, stirrups, reins correctly
Mounting/ dismount	Preparation for mounting. Mounting from a mounting block, the ground. Preparation for dismount. Dismount.
Riding position	Correct position in the saddle. Basic suppleness as required in the riding position. .Rhythm and balance through turns and circles. Hand/ rein position Balance, security and straightness with and without stirrups in all three gaits. Co-ordinated aids when riding with the reins in one hand.
Warm-up for horse	Free walk. Trot. Canter. Changes of direction, Turns, circles, transitions.
Natural aids	Leg, hand, seat, voice. Co-ordinated aid application. Preparation for transitions. Forward riding. Non restricting controlling rein contact.
Artificial aids	Use of jumping and schooling whips. When and when not to use the whip.
Effective riding	Fluent unconstrained work of the horse. Free forward movement. Diagonals in trot. Leading leg in canter. Correctly sized and shaped school figures. Simple moving the horse/pony way from the leg exercises.
Riding in the open and over undulating terrain.	Appropriate length of stirrup. Balance, security. Effective use of legs. Application of rein aids.
Jumping position	Secure balanced jumping position that does not hinder the horse. Correct use of the reins
Riding over poles, jumps and a course of fences	Appropriate length of stirrup. Effective use of leg. Correct application of rein aids. Position during all phases of the jump (approach, take off, flight, landing and departure). Spacing, poles/ fences. Fence types. Distances. Quantity. Frequency. Faults. Problems.
Balance and rhythm when riding a course of jumps	Effective control of pace. Fluent and Forward. Correct canter leads. Appropriate pace when approaching fences.
Cool/Warm-down horse	Free walk. Cool, dry. Respiration rate
Lungeing horse and rider	Handling of the equipment. Control of the horse. Procedures. Method. Appropriate exercises with stirrups, without stirrups.
Tack and saddlery	Tack up and untack. Stitching, worn tack. Fitting variety of nosebands, martingales, breastplates. Fit lunge tack. Side-reins. Protective boots/bandages.
Health and Safety	Rules for riding in enclosed areas with others. Rules for riding in the open alone, with others. Safe riding in company. Rules for riding on the highway alone, with others. Safe tack and saddlery First aid procedures, reporting. Appropriate dress, working with horses, riding, jumping.

Theoretical	
First aid procedure	Awareness and basic knowledge of what to do in the case of a fall; basic life support, recovery position, wounds, bleeding, sprains, strains. shock, fractures, head injuries, internal injuries, asthma, anaphylactic shock, burns, poisons.
Basic knowledge of equine behaviour/ psychology	Natural lifestyle. Indications of nervousness, excitement. Safe methods of handling. Anti social behaviour when ridden in company.
Equine anatomy/ physiology	Points of the horse. Digestive system. External structure and function of the horse's foot. Signs of distress, lameness, ill health.
Suitability of horses	Job, type, fitness and condition, behaviour.
General Knowledge	Member bodies of the BEF their function and purpose