

**Equestrian  
Qualifications GB  
Limited**

The awarding body for equestrian activity



**EQL Level 3  
Certificate in Coaching  
Equestrian  
Riding, Driving and Vaulting**

**Qualification and unit  
information**

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# **EQL LEVEL 3 CERTIFICATE IN COACHING EQUESTRIAN RIDING DRIVING and VAULTING**

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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](http://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/Vaulting

Level 2 Certificate in Coaching – Equestrian Riding/Driving/Vaulting

Level 3 Certificate in Coaching – Equestrian Riding/Driving/Vaulting

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 pathway.

The routes to qualification allow coaches to be assessed working within their own environment. This 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 British Equestrian Vaulting. 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.

## Recommended Guided Learning Hours

The Level 3 Certificate in Equestrian Coaching comprises 11 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 30 (1 credit = 10 learning hours), of which there are 126 recommended guided learning hours (GLHs).

These hours should 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 11 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 3 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 3 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.

Candidates must show that they have the required qualities and are well skilled in their knowledge of the principles of coaching and in equestrian skills and knowledge. The Level 3 Coach is a fully autonomous coach. They must be able to plan, implement, analyse and revise annual and seasonal coaching programmes.

## **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 at Level 3 or other similar award (i.e. BHS Stage 3, S/NVQ Level 3, BHS AI, etc.). 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.
- Due to the level of responsibility attached to, and the experience required to carry out this role, candidates have to be at least 19 years of age before embarking on the learning programme of this course and at least 19 years of age before being registered 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 3 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. 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 3 and details the role of an equestrian coach. Progression to a Level 4 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 3 Certificate in Coaching is supported by an 8 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 interaction 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 3 Qualifications

<b>Title:</b>	<b>Understanding the fundamentals of coaching programmes</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand the role of the coach when planning, implementing, analysing and revising sport-specific annual coaching programmes	<p>1.1 Explain the role of the coach in ensuring that participant(s) are at the centre of the coaching process</p> <p>1.2 Describe equitable coaching</p> <p>1.3 Describe what are considered to be appropriate relationships with participant(s)</p> <p>1.4 Describe how the coach should support, co-ordinate and manage the coaching process</p> <p>1.5 Explain the principles of empowering participant(s) through coaching</p> <p>1.6 Explain the means by which coaching can provide opportunities and an environment that:</p> <ul style="list-style-type: none"> <li>• Motivates</li> <li>• Recognises and values diversity</li> <li>• Controls risk</li> <li>• Engenders challenge, enjoyment and achievement</li> </ul> <p>1.7 Describe methods of developing participant(s)' confidence and self esteem through coaching</p> <p>1.8 Analyse the contribution made through the integration of supporting personnel (e.g. nutritionist, psychologist, physician, physiotherapist, physiologist) and sport-specific specialists</p> <p>1.9 Explain the impact of officials on coaching to ensure fair competition/performance</p> <p>1.10 Explain the role of the coach in actively discouraging the use of performance enhancing drugs and other illegal substances</p> <p>1.11 Describe how the coach can be a role model and project a favourable image of sport</p>
2. Understand the coaching process	<p>2.1 Describe the process of identifying a range of participant(s)' needs</p> <p>2.2 Explain the process of setting and monitoring the achievement of goals</p> <p>2.3 Describe the components of the coaching process as they apply to the development of coaching programmes</p> <p>2.4 Analyse the purpose of using different methods of demonstration, which encourage learning</p> <p>2.5 Describe a range of instruction methods</p> <p>2.6 Explain how to structure language during instruction that is appropriate to participant(s)</p> <p>2.7 Analyse the impact of effective questioning and listening skills on communication with participant(s)</p> <p>2.8 Evaluate techniques for coaching groups, including meeting individual's needs in group coaching scenarios</p> <p>2.9 Describe how participant(s) can be empowered to make decisions about their performance</p>

<p>3. Understand how to utilise a range of learning and behaviour management techniques</p>	<p>3.1 Analyse the differences in the way that individuals learn            3.2 Explain the differences between the learning styles of adults and children            3.3 Explain how to identify participants' different learning styles            3.4 Describe how to plan to coach participants with different learning styles            3.5 Describe how different coaching methods can support participant(s)' development            3.6 Describe how to develop behaviour management strategies and skills            3.7 Explain how to develop, communicate and maintain ground rules for behaviour during the coaching programme            3.8 Explain how to respond to discriminatory behaviour in the programme            3.9 Explain the procedures to follow if a participant wants to complain about discrimination</p>
<p>4. Understand the principles and application of self reflection and reflecting on feedback</p>	<p>4.1 Summarise the advantages of self-reflection on own coaching practice and its potential to improve own coaching ability            4.2 Explain the principles and practice of giving feedback            4.3 Explain when and how to seek feedback from participant(s) and support staff            4.4 Describe the factors that impact on how to identify own development needs            4.5 Describe methods and process of personal action planning            4.6 Describe how to use information from evaluations to improve the programme/session</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit purpose and aim(s)</p>	<p>This unit assesses the coach's understand of their role in the planning, implementing, analysing and revising annual coaching programmes. 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>18</p>

<b>Title:</b>	<b>Understanding the principles of planning coaching programmes</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b><i>The learner will:</i></b>	<b><i>The learner can:</i></b>
1. Understand the principles and processes involved in planning and periodisation within annual coaching programmes	1.1 Explain the terms planning and periodisation 1.2 Explain how planning and periodisation are used in relation to participant(s)' stage of development 1.3 Analyse the different types of periodisation and situations when these are best used 1.4 Explain the use of modelling of training and competition activities 1.5 Describe the principles of planning an annual coaching programme 1.6 Evaluate the impact of optimal fitness and mental development
2. Understand the stages of participant development	2.1 Describe the stages of participant development 2.2 Explain the application of developmental stages to the coaching environment 2.3 Analyse how the stages of participant development affect the programme 2.4 Analyse the differences between child and adult development and the effects on a coaching programme
3. Understand the development of skill through sport-specific annual coaching programmes	3.1 Define: <ul style="list-style-type: none"> <li>• Skill coordination</li> <li>• Motor skill learning</li> <li>• Skill acquisition</li> <li>• Skill retention</li> <li>• Skill transfer</li> </ul> 3.2 Describe the factors affecting skill development 3.3 Evaluate the role, purpose and benefits of performance analysis to inform coaching practice 3.4 Describe methods of identifying body movement patterns 3.5 Describe a range of skill development techniques 3.6 Explain the principles of giving feedback to participant(s) during coaching programmes 3.7 Explain how to develop participant(s)' skills in assessing and responding to situations 3.8 Analyse how participant(s)' information processing and execution combined with control of movement, impact on skill development
4. Understand how to conduct performance evaluation	4.1 Evaluate objective performance evaluation methods available in sport 4.2 Describe how and when to evaluate performance within a sport-specific coaching programme 4.3 Explain methods of recording the evaluation of performance and the creation of a resultant action plan 4.4 Explain how participant(s) can use self-evaluation to improve performance
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit assesses the coach's understanding of how to plan a sport-specific annual coaching programme and the principles which impact on the development of skill through the implementation of the programme.
Unit guided learning hours	18

<b>Title:</b>	<b>Understanding how to support participant(s)' lifestyle through coaching programmes</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to support participant(s)' physical conditioning within sport-specific annual coaching programmes	1.1 Describe the components of fitness and physical capabilities required for specific sports 1.2 Describe the principles of participant development 1.3 Explain the principles of training and injury prevention 1.4 Evaluate the range of methods of training different physical components 1.5 Describe each of the following in relation to specific sports: <ul style="list-style-type: none"> <li>• Basic anatomy</li> <li>• Biomechanical principles</li> <li>• Physiology</li> </ul> 1.6 Analyse a range of basic sport-specific physical testing protocols 1.7 Analyse the principles and different methods of enhancing recovery between sessions
2. Understand how to provide participant(s) with nutritional advice within sport-specific annual coaching programmes	2.1 Describe the different food groups 2.2 Explain the principles of sports nutrition 2.3 Explain how energy intake and expenditure affect sports performance 2.4 Describe the principles of hydration and its effects on sports performance 2.5 Explain the impacts of participant(s)' weight management and how sharing of responsibilities can be facilitated 2.6 Describe nutrition and hydration strategies for before, during and after training and competition
3. Understand how to develop participant(s)' mental skills within sport-specific annual coaching programmes	3.1 Describe the key mental skills that impact on participant performance and skill development 3.2 Identify sport-specific mental capabilities and how to profile participant(s)' mental skills 3.3 Explain the principles of developing participant(s)' mental skills 3.4 Describe how to plan interventions to develop participant(s)' mental skills in relating to both training and competition
4. Understand how to provide participant(s) with lifestyle support within sport-specific annual coaching programmes	4.1 Describe sport-specific procedures for drug testing 4.2 Explain how participant(s) comply with procedures for drug testing 4.3 Explain the coach's and participant(s)' responsibilities in making checks when taking supplementation or medicines 4.4 Explain the impacts of participant(s)' injury management on training and competition
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit assesses the coach's understanding of how to support participant(s)' lifestyle and physical and mental wellbeing during participation in sport-specific annual coaching programmes.
Unit guided learning hours	18

<b>Title:</b>	<b>Understanding the principles of safe and equitable coaching practice</b>
<b>Level:</b>	2
<b>Credit value:</b>	2
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to ensure participant(s)' safety during sport-specific coaching sessions	1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition 1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s) 1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences 1.4 Explain how to implement contingencies to coaching sessions as a result of external influences 1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition 1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s) 1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s) 1.8 Describe the coach's duty of care responsibilities for participant(s), including children 1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately 1.10 Describe the following requirements for ensuring the protection of children from abuse: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• sport-specific requirements</li> </ul> 1.11 Describe the insurance requirements on a coach operating in a coaching environment
2. Understand how to ensure equitable coaching of sport-specific activities	2.1 Describe the following requirements impacting on equitable coaching: <ul style="list-style-type: none"> <li>• legal requirements</li> <li>• sport-specific requirements</li> </ul> 2.2 Explain the purpose of sport-specific Codes of Practice for coaching 2.3 Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour 2.4 Describe methods to minimise barriers to participant development 2.5 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations 2.6 Describe the nature of impairments and how their implications may affect aspects of the coaching process 2.7 Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment 2.8 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity 2.9 Describe how to adapt and progress activities and sessions 2.10 Describe how to prepare athletes for competition 2.11 Identify types of performance enhancing drugs and illegal substances 2.12 Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances
<b>Additional information about the unit</b>	
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

<b>Title:</b>	<b>Analyse participant(s)' performance and set programme goals in equestrian riding</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Establish the key sport-specific performance factors and participant(s)' needs	<p>1.1 Identify methods to collect information relevant to participant(s)</p> <p>1.2 Use identified methods to collect relevant sport-specific and lifestyle information on participant(s)</p> <p>1.3 Record collected information in ways that support its analysis</p> <p>1.4 Analyse the collected information, identifying the key sport-specific performance factors and participant(s)' needs</p> <p>1.5 Refer participant(s) whose needs and potential cannot be met to a competent person or agency</p>
2. Involve participant(s) in the analysis of the collected information	<p>2.1 Share the analysis of the information with participant(s) in a manner that supports their understanding</p> <p>2.2 Take account of participant(s)' feedback on the analysis of information</p> <p>2.3 Identify from feedback any barriers to participant(s) achieving their potential</p>
3. Plan programme goals for participant(s) based on collected information	<p>3.1 Prioritise participant(s)' performance factors in a way that will enable them to achieve their potential</p> <p>3.2 Establish performance goals in line with gathered information which reflect the analysis of participant(s)':</p> <ul style="list-style-type: none"> <li>• Level of development</li> <li>• Actual performance</li> <li>• Potential performance</li> </ul> <p>3.3 Ensure that performance goals are consistent with recognised good practice in the sport</p> <p>3.4 Ensure that the planned programme goals are consistent with coach's level of competence and responsibility</p> <p>3.5 Record the goals in a format that is clear and accessible to those involved</p> <p>3.6 Share, negotiate and agree performance goals with participant(s)</p> <p>3.7 Communicate implications of goals to others who may be affected in delivering the programme</p>
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit assesses the coach's ability to gather sport-specific information on participant(s)' past and current performance and lifestyle factors that may affect their aspirations. They are expected to analyse this information, share it with the participants and set shared goals based on the gathered information.

<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 <b>equestrian riding</b>.</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 <b>equestrian riding</b>.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> <li>• The production of a performance profile for a minimum of two participants or a team in <b>equestrian riding</b>. These should be matched against established performance factors for <b>equestrian riding</b> and identify the current and potential level of participant performance and/ or development. This should cover at least one of the following areas:             <ul style="list-style-type: none"> <li>• Skill levels</li> <li>• Technical ability</li> <li>• Tactical awareness</li> <li>• Physiological needs</li> <li>• Psychological needs</li> </ul> </li> </ul> <p>All performance factors must be drawn from the Level 3 technical syllabus developed for <b>equestrian riding</b>.</p>
<p>Unit Guided learning hours</p>	<p>8</p>

<b>Title:</b>	<b>Plan coaching programmes in equestrian riding</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Design and plan coaching programmes to achieve participant(s)' goals	<p>1.1 Identify sources of information and materials to support the planning process</p> <p>1.2 Research and identify activities for the programme, consistent with the evaluation of the:</p> <ul style="list-style-type: none"> <li>• Performance factors</li> <li>• Participant(s)' level(s) of development</li> <li>• Agreed goals</li> </ul> <p>1.3 Plan for a mix of delivery and coaching styles to suit:</p> <ul style="list-style-type: none"> <li>• Participant(s)' needs</li> <li>• Activities</li> <li>• Environment</li> </ul> <p>1.4 Identify the focus and priority of each activity within the programme based on participant(s)' needs</p> <p>1.5 Ensure that planned activities are consistent with agreed good practice in the sport</p> <p>1.6 Plan a variety of sessions for delivery within the programme that are progressively linked and help participant(s) achieve the agreed goals</p> <p>1.7 For each session, plan realistic:</p> <ul style="list-style-type: none"> <li>• Timings</li> <li>• Sequences</li> <li>• Intensity</li> <li>• Duration</li> </ul> <p>1.8 Develop contingencies to address a variety of scenarios</p> <p>1.9 Record the programme, and sessions within it, in a format that will help implement the programme</p> <p>1.10 Share planned activities with participant(s) and others</p> <p>1.11 Respond to feedback on planned activities from participant(s) and others</p>
2. Identify and access resources to support the delivery of programmes	<p>2.1 Identify the resources necessary to deliver the planned programme</p> <p>2.2 Negotiate and agree access to the sufficient necessary resources</p> <p>2.3 Ensure the resources are in line with accepted good practice in the sport</p> <p>2.4 Document the resources needed for the coaching programme and individual planned session</p>

<p>3. Plan for the evaluation of programmes</p>	<p>3.1 Establish and agree viable methods of evaluating the programme that are safe, valid and reliable</p> <p>3.2 Plan an evaluation schedule for the programme</p> <p>3.3 Identify who will support the planned evaluation</p> <p>3.4 Identify information from the evaluation that should be treated confidentially</p> <p>3.5 Communicate the evaluation plans to participant(s) and others</p> <p>3.6 Respond to feedback on evaluation plans from participant(s) and others</p>
<p><b>Additional information about the unit</b></p>	
<p>Unit purpose and aim(s)</p>	<p>This unit assesses the coach's ability to use information gathered about participant(s)' performance and goals to design a programme of activities and coaching sessions in a specified sport. A plan for the evaluation of the aspirations of the programme is also required.</p>
<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 <b>equestrian riding</b>.</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 <b>equestrian riding</b>.</p> <p>To complete this unit learners are required to evidence the:</p> <ul style="list-style-type: none"> <li>• Design and plan a <b>equestrian riding</b> Coaching Programme for a minimum of two participants or a team, which should be based upon the outcome of the performance profile(s) developed in Unit 304.</li> <li>• Production of a detailed plan of a discrete cycle or phase (minimum of eight weeks) associated with an aspect of the <b>equestrian riding</b> Coaching Programme.</li> <li>• Production of a minimum of <b>8</b> of coaching session plans within the discrete cycle or phase (minimum of eight weeks) associated with an aspect of the <b>equestrian riding</b> Coaching Programme.</li> <li>• Production of a recorded plan for the ongoing evaluation of the <b>equestrian riding</b> Coaching Programme.</li> <li>• Production of a recorded plan for the ongoing performance and/or development review for either two participants or a team. The plan should identify the methodology and timings for the ongoing review.</li> </ul> <p>All sessions must be drawn from the Level 3 technical syllabus developed for <b>equestrian riding</b>.</p>
<p>Unit Guided learning hours</p>	<p>8</p>

<b>Title:</b>	<b>Manage safe and effective equestrian riding coaching programmes</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Establish and maintain the safety of the coaching environment during the delivery of coaching programmes	<p>1.1 Ensure that participant(s) and others have the necessary information about health and safety requirements of the programme and relevant venue-specific emergency procedures</p> <p>1.2 Ensure all equipment and facilities meet health and safety requirements</p> <p>1.3 Identify and take account of existing venue-specific risk assessments</p> <p>1.4 Implement procedures for managing risk during the programme</p> <p>1.5 Identify and assess the impact of new risks during the delivery of the programme, taking action to manage these in line with guidelines</p> <p>1.6 Monitor the work of others, eg other coaches, sport science support, or facility management, identifying and dealing correctly with any breaches of health and safety requirements</p> <p>1.7 Communicate suggestions for improving health and safety to the relevant authority</p> <p>1.8 Maintain required health and safety records</p> <p>1.9 Follow emergency procedures correctly</p>
2. Establish and maintain relationships with participant(s) and others involved in the delivery of programmes	<p>2.1 Establish positive and goal-oriented relationships with participant(s) and others eg other coaches, sport science support, or facility management</p> <p>2.2 Promote an enthusiasm for the sport and for participant(s)' continuous improvement</p> <p>2.3 Use communication methods that are appropriate to participant(s)' and others' needs</p> <p>2.4 Listen to, and negotiate successfully with, participant(s) and others in the delivery of the programme</p> <p>2.5 Adapt coaching, motivational and leadership styles which reflect the needs of the programme, participant(s), and others</p> <p>2.6 Provide opportunities for participant(s) to enjoy the coaching experience</p> <p>2.7 Ensure that participant(s)' and others' equality and diversity are recognised</p>
3. Manage participant behaviour and interactions	<p>3.1 Provide participant(s) and others involved in the programme, eg other coaches, sport science support, or facility management, with clear information on the ground rules for behaviour and the reasons for these rules</p> <p>3.2 Encourage and reward behaviour that helps participant(s) work well together and achieve the goals of the programme</p> <p>3.3 Identify and respond, in line with accepted good practice, to any behaviour likely to cause distress or disruption to the programme</p> <p>3.4 Apply sanctions in response to unacceptable behaviour, using the procedures of the organisation or sport</p> <p>3.5 Manage participant(s)' engagement with each other effectively and fairly, in a way appropriate to their needs</p>

Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the coach's ability to manage the safety of all those engaged in the coaching programme, including the management of effective relationships and behaviour.
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 <b>equestrian riding</b>.</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 <b>equestrian riding</b>.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> <li>• That they are competent in managing a safe coaching environment for participants and others. This is must be observed by an appropriately qualified assessor on a minimum of two occasions.</li> <li>• The production of a record of the management of a safe coaching environment over a minimum period of eight weeks. This should be within the planned discrete cycle or phase associated with an aspect of their coaching programme.</li> </ul> <p>All sessions must be drawn from the Level 3 technical syllabus developed for <b>equestrian riding</b>.</p>
Unit Guided learning hours	10

<b>Title:</b>	<b>Deliver equestrian riding coaching programmes</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Initiate coaching programmes	<p>1.1 Provide participant(s) and others, eg other coaches, sport science support, or facility management, with information about the programme in a timely and effective manner</p> <p>1.2 Support participant(s) in accessing the resources they need to participate in the programme</p> <p>1.3 Co-ordinate the allocation of resources</p> <p>1.4 Brief others on their responsibilities and contributions to the programme</p> <p>1.5 Ensure others understand and apply the appropriate sport-specific codes of practice when working with participant(s)</p> <p>1.6 Select and apply a style of leadership appropriate to:</p> <ul style="list-style-type: none"> <li>• Participant(s)</li> <li>• Others</li> <li>• The programme</li> </ul> <p>1.7 Ensure that the programme can be modified to suit the changing environment and participant(s)' needs</p>
2. Review participant(s)' progress during the implementation of the programme	<p>2.1 Brief participant(s) on the evaluation plans for the coaching programme</p> <p>2.2 Evaluate participant(s)' performance using methods identified in the evaluation plan</p> <p>2.3 Compile information on the evaluation of participant(s)' progress</p> <p>2.4 Encourage participant(s) to give feedback on their perceptions of their progress</p> <p>2.5 Give positive and timely feedback during the review</p> <p>2.6 Evaluate participant(s)' progress in a fair and equitable manner</p> <p>2.7 Identify and agree any changes to the programme as a result of the review</p> <p>2.8 Record evaluations in a format that will allow them to be shared with others</p>
3. Modify coaching programmes in response to feedback and changes in needs	<p>3.1 Identify goals and components of the coaching programme that may need to be adapted</p> <p>3.2 Identify where existing contingency plans may be applicable</p> <p>3.3 Identify and agree modifications to goals and programmes with participant(s) and relevant others</p> <p>3.4 Identify resource implications of modifications</p> <p>3.5 Introduce the modifications to participant(s) and relevant others, appropriate to their needs</p> <p>3.6 Monitor the effectiveness of changes and amend these as necessary</p>

Additional information about the unit	
Unit purpose and aim(s)	This unit assesses the coach's ability to begin the implementation of a coaching programme, review its progress at identified times, and respond to participant(s)' progress and the effectiveness of the programme, through the implementation of contingencies and change management.
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 <b>equestrian riding</b> .</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 <b>equestrian riding</b> .</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> <li>• the delivery of a minimum of <b>8 equestrian riding</b> coaching sessions within the discrete cycle or phase (minimum of eight weeks) associated with an aspect of the <b>equestrian riding</b> coaching programme</li> <li>• the delivery of a minimum of two <b>equestrian riding</b> coaching sessions, which must be observed by an appropriately qualified assessor on separate occasions</li> <li>• the production of recorded participant performance and/ or development reviews and associated action plan(s) for a minimum of two participants or a team during the <b>equestrian riding</b> coaching programme. This may include at least one or more of the following areas:               <ul style="list-style-type: none"> <li>• skill</li> <li>• technical ability</li> <li>• tactical awareness</li> <li>• physiological</li> <li>• psychological</li> </ul> </li> </ul> <p>All sessions must be drawn from the Level 3 technical syllabus developed for <b>equestrian riding</b> .</p>
Unit Guided learning hours	10

<b>Title:</b>	<b>Develop participant(s)' performance in equestrian riding</b>
<b>Level:</b>	3
<b>Credit value:</b>	7
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Make preparations for coaching	<ul style="list-style-type: none"> <li>1.1 Meet participant(s) punctually and help them feel welcome and at ease</li> <li>1.2 Record attendance at the session</li> <li>1.3 Explain and agree session goals and how these contribute to the overall programme</li> <li>1.4 Check participant(s)' physical and mental readiness to participate</li> <li>1.5 Ensure participant(s) have the correct equipment and clothing</li> <li>1.6 Deliver warm-up activities appropriate to participant(s) and the session</li> <li>1.7 Ensure participant(s) understand the value and purpose of the warm up</li> <li>1.8 Review session plans in light of participant(s)' readiness to participate and environmental factors</li> <li>1.9 Adapt session plans if participant(s)' readiness and environmental factors dictate</li> </ul>
2. Implement coaching activities	<ul style="list-style-type: none"> <li>2.1 Provide participant(s) with information about the planned activities</li> <li>2.2 Allocate activities to participant(s) in a way that is appropriate to them and is likely to maximise learning</li> <li>2.3 Ensure that explanations and demonstrations are technically correct and appropriate to the participant(s)' level of understanding</li> <li>2.4 Select and use methods of motivating the participant(s) that are appropriate to them and in line with accepted good practice in the sport</li> <li>2.5 Check participant(s)' understanding of instructions</li> <li>2.6 Give participant(s) the opportunity to ask questions</li> <li>2.7 Ensure participant(s) have the opportunity to take part in the planned activities</li> </ul>
3. Support participant(s) in improving performance	<ul style="list-style-type: none"> <li>3.1 Observe and analyse participant(s)' performance throughout activities</li> <li>3.2 Identify, prioritise and agree specific areas for improvement with participant(s)</li> <li>3.3 Intervene at appropriate points with coaching techniques that encourage participant(s) to improve</li> <li>3.4 Use a mix of delivery styles appropriate to participant(s) and the programme/session goals</li> <li>3.5 Identify participant(s) in need of specialist support and signpost them to likely sources</li> <li>3.6 Provide feedback which is timely, clear and helps participant(s) achieve their goals</li> <li>3.7 Adapt plans to respond to changing needs of the session</li> <li>3.8 Encourage and enable participant(s) to reflect on what they have learned and apply this to their performance</li> <li>3.9 Encourage and support participant(s) to take responsibility for their own development</li> </ul>

4. Conclude coaching activities	<p>4.1 Allow time to end the session according to participant(s)' needs</p> <p>4.2 Deliver cool down activities appropriate to the session and participant(s)</p> <p>4.3 Encourage participant(s) to give feedback and identify further goals</p> <p>4.4 Give participant(s) summary feedback on the session</p> <p>4.5 Ensure participant(s) have the information they need about future opportunities to take part in sport/activity</p> <p>4.6 Supervise participant(s)' departure in a manner appropriate to the situation and with due regard to their safety and own duty of care</p> <p>4.7 Follow the correct procedures for checking and dealing with any equipment used</p> <p>4.8 Leave the environment in a condition acceptable for future use</p>
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit assesses the coach's ability to deliver <b>equestrian riding</b> coaching activities within a <b>equestrian riding</b> coaching programme. They will show that they can monitor and develop participant(s)' performance in <b>equestrian riding</b> and effectively conclude the activities in a safe manner.
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 <b>equestrian riding</b>.</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 <b>equestrian riding</b>.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> <li>• the delivery of a minimum of <b>8 equestrian riding</b> coaching sessions within the discrete cycle or phase (minimum of eight weeks) associated with an aspect of the <b>equestrian riding</b> Coaching Programme</li> <li>• the delivery of a minimum of two <b>equestrian riding</b> coaching sessions, which must be observed by an appropriately qualified assessor on separate occasions</li> <li>• the production of recorded participant performance and/ or development reviews and associated action plan(s) for a minimum of two participants or a team during the <b>equestrian riding</b> coaching programme. This may include at least one or more of the following areas:             <ul style="list-style-type: none"> <li>• skill</li> <li>• technical ability</li> <li>• tactical awareness</li> <li>• physiological</li> <li>• psychological</li> </ul> </li> </ul> <p>All sessions must be drawn from the Level 3 technical syllabus developed for <b>equestrian riding</b>.</p>
Unit Guided learning hours	10

<b>Title:</b>	<b>Monitor and evaluate equestrian riding coaching programmes</b>
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Monitor the implementation of coaching programmes	<p>1.1 Demonstrate the most appropriate way of evaluating the programme based on the evaluation plan</p> <p>1.2 Inform participant(s) and others, eg other coaches, sport science support, or facility management, of the evaluation and encourage them to give their views</p> <p>1.3 Collect and record monitoring information at planned points throughout the programme</p> <p>1.4 Check that information collected is valid and reliable</p> <p>1.5 Collate the information in a way that will help it be analysed</p> <p>1.6 Analyse the information and feedback, evaluating:</p> <ul style="list-style-type: none"> <li>• Whether the programme met its goals</li> <li>• The content, structure, balance and processes of the programme</li> <li>• The availability and content of resources</li> <li>• Own performance and behaviour</li> <li>• Performance and behaviour of participant(s) and others</li> </ul> <p>1.7 Treat confidential information appropriately</p> <p>1.8 Make a record of recommendations for improvement to future programmes</p>
2. Monitor own contributions to the coaching programme	<p>2.8 Monitor own contributions to the programme with the aim of developing own coaching practice</p> <p>2.9 Interpret feedback as an opportunity to improve personal coaching performance</p>
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit assesses the coach's ability to review the implementation of coaching programmes against an evaluation plan and take opportunities to improve programmes and personal contributions to them.
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 <b>equestrian riding</b>.</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 <b>equestrian riding</b>.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> <li>• the production of a recorded review and evaluation for a detailed training cycle or phase (minimum of eight weeks) associated with an aspect of the <b>equestrian riding</b> coaching programme</li> </ul> <p>All sessions must be drawn from the Level 3 technical syllabus developed for <b>equestrian riding</b>.</p>
Unit Guided learning hours	5

<b>Title:</b>	<b>Develop coaching practice in equestrian riding</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes</b>	<b>Assessment criteria</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to review own coaching practice	<p>1.1 Summarise the most important outcomes of evaluations of previous coaching programmes and feedback from participant(s) and others, eg other coaches, sport science support, or facility management</p> <p>1.2 Demonstrate own knowledge is up-to-date with developments in the sport and in current coaching practice</p> <p>1.3 Reflect on all aspects of own current coaching practice and identify areas to develop further</p> <p>1.4 Develop and record a personal action plan that will help develop coaching practice for identified areas</p> <p>1.5 Identify development activities that can contribute to a personal action plan</p>
2. Provide assistance in the development of other coaches	<p>2.1 Describe the typical skills and knowledge that other coaches need to be able to contribute to coaching programmes</p> <p>2.2 Evaluate learning resources which could support the development of other coaches</p> <p>2.3 Demonstrate the provision of development guidance and support to other coaches within own level of expertise</p> <p>2.4 Provide development and support in a manner, level and pace appropriate to other coaches' needs</p> <p>2.5 Evaluate the outcomes of the development and support provided</p> <p>2.6 Provide feedback to other coaches on their performance</p> <p>2.7 Promote the values, ethics and codes of practice of the organisation/sport to other coaches</p> <p>2.8 Identify relevant people who may be able to provide advice on coaching issues outside own area of competence or authority</p>
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	This unit assesses the coach's ability to review their own contributions to coaching programmes, their personal development needs, and how they can support others in developing their coaching skills and knowledge.
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 <b>equestrian riding</b>.</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 <b>equestrian riding</b>.</p> <p>To complete this unit learners are required to evidence:</p> <ul style="list-style-type: none"> <li>• the production of a personal action plan to develop own coaching practice based upon the delivery of a detailed training cycle or phase (minimum of eight weeks) associated with an aspect of the <b>equestrian riding</b> coaching programme</li> <li>• an action plan to develop coaching practice for others involved in supporting the <b>equestrian riding</b> coaching programme</li> </ul> <p>All sessions must be drawn from the Level 3 technical syllabus developed for <b>equestrian riding</b>.</p>
Unit Guided learning hours	8

**Equestrian Technical Definition - Level 3 Generic**

<b>Topic</b>	<b>Areas to be covered</b>
Prepare to ride	Leading and turning. Check and adjust tack, stirrups, reins, girth.
Mounting/dismount	Preparation for mounting. Mounting from a mounting block, the ground. Preparation for dismount. Dismount. Give leg-up, receive a leg-up.
Riding position	Correct position in the saddle. Suppleness as required in the riding position, poise, balance. Absorb and follow the horses movement in all three gaits. Rhythm, balance and forward. Position/use, single, double reins. Balance, security and straightness with and without stirrups in all three gaits.
Warm-up for horse	Free walk, trot, canter. Changes of direction, turns, circles, transitions. Simple lateral exercises.
Natural aids	Leg, hand, seat, voice, weight. Fluent co-ordinated aid application. Preparation for transitions and changes of direction. Forward riding. Non restricting controlling rein contact. Lateral work up to and including, shoulder-in and walk pirouettes. Variations of pace within the pace.
Artificial aids	Use of jumping and schooling whips. When and when not to use the whip. Use of spurs.
Effective riding	Harmonious, effective rein and leg aids. Rhythm, suppleness, laterally, longitudinally. Horses worked forward to contact. Exercises to increase the horse's obedience and suppleness.
Riding in the open and over undulating terrain	Appropriate length of stirrup. Balance, security. Effective use of legs. Application of rein aids. Balanced, secure position suitable for riding over undulating ground. Appreciation of terrain and ground conditions.
Jumping position	Independent secure, supple, balanced jumping position with a secure lower leg. Effective aids in jumping position. Correct use of the reins.
Riding over poles, jumps and a course of fences	Appropriate length of stirrup. Effective use of leg. Correct use of rein aids. Fluency through the phases of the jump allowing the horse freedom over poles, fences, grids and courses. Suitable corrections when dealing with refusals or run-outs. Spacing, poles/fences, fence types. Distances and related distances. Quantity, frequency, faults, problems.

Balance and rhythm when riding a course of show jumps and or cross country fences	Effective control of pace. Fluent and forward. Correct canter leads. Appropriate rhythm and pace for approaching variety of fences. Suitable speed and balance. Regard for terrain, ground conditions and fence type.
Cool/Warm-down horse	Free walk. Cool, dry. Relaxation, recuperation, respiration rate. Washing. Weather, rugs, boots/bandages.
Lungeing horse and rider	Handling of the equipment. Control of the horse. Procedures. Method. Suitable exercises with stirrups, without stirrups. Riders security and balance, feel and harmony.
Tack and saddlery	Tack up and untack. Stitching, worn tack. Fitting variety of nosebands, martingales, breastplates, overgirth, bits, saddles and double bridle. Fit lunge tack. Positioning of side-reins. Protective boots/bandages for lungeing, dressage and cross country.
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 and appropriate saddlery. First aid procedures, reporting. Appropriate dress, working with horses, riding, jumping.
<b>Theoretical</b>	
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. Ex-racehorses, stallions, rigs, mares. 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. Structure of the leg below the knee/hock. Respiratory and circulatory systems. Signs of distress, lameness, ill health.
Suitability of horses	Job, type, fitness and condition, equine behaviour, temperament, conformation.
General Knowledge	Member Bodies of the BEF their function and purpose.