

Syllabus and Guidelines

The
British
Horse
Society

For candidates preparing for

THE BRITISH HORSE SOCIETY

INTERMEDIATE TEACHING TEST

Registered Charity Nos. 210504 and SC038516

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INTRODUCTION

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

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

To achieve this BHSQ has in place:

1. A certification system

- This processes candidate enrolment data, issues certificates and keeps long term records of candidates and certificates.

2. A quality assurance system

- This provides criteria and procedures for centre approval and monitoring the ongoing approval of centres to ensure they continue to meet the criteria for approval.
- This ensures that assessment of candidates against qualification standards is carried out appropriately and in accordance with the terms of accreditation and that assessment is effective, objective and consistent wherever and whenever it takes place.

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

The centre will have documentation in place to support the following:

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

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

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

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

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

How BHSQ uses personal information:

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

<https://www.bhsq.co.uk/privacy-and-cookies>

or email dataprotection@bhs.org.uk

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

Total qualification time (TQT)

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

Total qualification time is comprised of the following two elements:

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

Credit

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

Guided learning hours (GLH)

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

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

BHSQ LEVEL 5

Diploma in BHS Intermediate Teaching of Horse Riding

Purpose

By successfully completing this qualification learners will be able to show genuine improvement of horse and rider in both training and competition environments. In addition they will demonstrate sound practical business knowledge and be conversant with the running and management of a commercial yard. By completing this qualification learners could coach horse riding at a senior level in a broad range of contexts, mainly for competition and commercially. On achieving this qualification learners will be able to progress to higher level qualifications, qualifications of a similar level in another sector, employment and/or freelance work.

To successfully complete this qualification it is expected to take 1073 hours of learning, training and development. This is known as total qualification time (TQT). The assessment is usually about 4½ hours in duration.

Entry Requirements

- Learners must be a minimum 18 years of age.
- Learners must also be a Gold member of The British Horse Society (BHS).
- Learners must have achieved the BHSQ Level 3 Certificate in BHS Preliminary Teaching of Horse Riding.
- Learners must have completed the BHSQ Learners' Coaching Portfolio **or** have logged 500 hours of teaching (pre 2007).
- Learners must also hold a current Health and Safety Executive First Aid at Work Certificate **or** the BHS Equine Specific First Aid certificate.
- Learners must have sufficient practical experience to enable them to give safe, enjoyable and competent lessons to British Dressage Elementary standards, British Eventing BE100 and British Showjumping Discovery and jumping to 3ft 3in (1m) without supervision.
- As the qualification is practical in nature, learners will benefit from being physically fit.

If a learner is at the appropriate level for entry to this qualification but does not have one or more of the specified qualifications listed above, please contact pathways@bhs.org.uk to explore RPL.

If a learner requires any reasonable adjustments or special considerations they should refer to The British Horse Society Reasonable Adjustments and Special Considerations policies and apply as appropriate.

Assessment

Learners will attend an assessment day, where assessment of knowledge and skills required to achieve the qualification will take place.

During this assessment day, learners will be assessed coaching four lessons, delivering a presentation, as well as having professional discussions with assessors. Assessment may be carried out in small groups or on a one-to-one basis with an assessor.

Learners must understand the relevant standard and level of the riders and horses they are coaching. They must be able to advise the assessors of this. They should be able to assess their riders' and horses' abilities, strengths and weaknesses and discuss the problems observed with the assessor. The learners must coach professionally and confidently develop the partnership between horse and rider. They will utilise suitable exercises to improve horse and rider, so that progress can be demonstrated.

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Learners will ensure they work to an effective plan. The reasons for this plan and what it aims to achieve must be clear and accurate. The learners must understand how to further improve the performance of horse and/or rider. Health and safety is important in all sessions. The area, equipment, tack and exercises used must be considered in this context.

The appearance, manner, enthusiasm and maturity of approach of learners and their rapport with riders, horses, helpers and other learners is essential. The quality of coaching in each session and the ability to get the best from each horse and rider is critical to achieving the qualification.

Learners must understand the horse's behaviour and character, and handling must be safe and efficient at this level.

This qualification is assessed as pass or fail only.

At all times learners should show courtesy and respect during assessment. Specific details about the assessment day will be sent to learners by the BHS. Learners should carefully note the details of the day.

BHSQ Level 5 Diploma in BHS Intermediate Teaching of Horse Riding is broken down into two smaller qualifications, and a total of seven units.

BHSQ Level 5 Diploma In Coaching Horse Riders for the Commercial Environment
(TQT – 520)

UNIT 1 – Coach a group of riders for improvement and development

UNIT 4 – Coach a rider on the lunge for development

UNIT 6 – The principles of equestrian business management

UNIT 7 – Deliver an equestrian coaching presentation

BHSQ Level 5 Diploma In Coaching Horse Riders for Competition (TQT – 553)

UNIT 2 – Coach a rider on the flat for competition

UNIT 3 – Coach a rider over fences for competition

UNIT 5 – The principles of equitation for equestrian coaches

UNIT 1

Coach a group of riders for improvement and development (level 5)

24 credits/120 guided learning hours

Unit purpose and aims

This unit builds upon the knowledge and skills required for BHSQ Level 3 Certificate in BHS Preliminary Teaching of Horse Riding. The coach will be able to demonstrate an increase in practical skills, experience and knowledge required for this Level 5 unit.

The learner will be able to coach a group of riders, without supervision, on the flat or over a grid of jumps. They will be able to assess the riders and horses individually in order to make improvements relevant to the combinations. They will demonstrate an appropriate level of technical competence in order to address the problems identified, choose and adapt relevant exercises and work for development of the horses and riders. They will build a rapport and utilise feedback throughout the lesson to improve knowledge and motivation.

The coach will also understand how to evaluate the lesson and self-reflect on their own performance. They will be able to use relevant concepts and ideas to develop a course of action and provide, for the riders and themselves, a plan for future development and improvement.

The coach will be able to work safely and efficiently and exhibit the autonomy required by the industry for a senior post.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to prepare and maintain a safe and efficient coaching environment	1.1 Carry out risk assessments before, and throughout the coaching session
	1.2 Manage procedures to maintain health, safety and welfare of self, others and horses at all times
	1.3 Use time effectively
2. Be able to coach with relevance and motivation	2.1 Utilise effective communication skills
	2.2 Demonstrate an appreciation of the range of learning styles
	2.3 Produce, review and adapt a session plan ensuring suitability for the riders and horses presented
3. Be able to assess a group of riders	3.1 Assess each rider's strengths and weaknesses
	3.2 Assess each horse's strengths and weaknesses
	3.3 Evaluate the quality of work in relation to rhythm, suppleness, contact, impulsion and straightness

Intermediate Teaching Test

4. Be able to coach a group of riders for improvement and development	4.1	Establish and maintain a rapport with the riders
	4.2	Coach to improve each rider's and/or horse's ability and confidence
	4.3	Employ techniques and use suitable exercises to improve the rider's positions and effectiveness
	4.4	Utilise technically correct information
	4.5	Provide feedback to the riders
	4.6	Obtain feedback from the riders
	4.7	Recognise indications of horse and/or rider fatigue or discomfort and adapt the session accordingly
5. Be able to evaluate the session	5.1	Justify the content of the session
	5.2	Evaluate the session
	5.3	Provide a plan for future development for the riders
	5.4	Self evaluate and reflect on own performance
	5.5	Formulate a plan to develop personal performance

PROCEDURE FOR ASSESSMENT

This section of the exam will take approximately 20-25 minutes.

Learners will give a class session showing their ability to give interesting, stimulating and technically correct content on the flat or over jumps.

Learners should prepare open ended session plans based on how they intend to utilise their time and how the lesson structure is to be broken down into sections. The initial assessment should detail how the horses and riders are assessed. After this the assessor may discuss the learner's observations.

CANDIDATE GUIDANCE – skills and knowledge

At all times the learner will be aware of health and safety issues. They must ensure they have carried out a risk assessment prior to the coaching session. Throughout the session the learner's observational skills should show an awareness of all aspects of health and safety. This must, however, not be used as a reason for lack of progression.

The initial assessment will set the tone for the session. The learner must be efficient in their initial assessment of horse and rider combinations. A brief verbal discussion must be undertaken with each rider to assist with the assessment.

This session must motivate and enthuse the riders. The learner's body language and effective use of their voice is important. Exercises and school figures must be utilised that will lead to improvement in the riders positions and softness in the horses way of going. The riders will be up to Level/Stage 3 standard. Consideration should be given to the fitness of horse/rider combinations and environmental conditions.

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The learner is assessed on their ability to communicate and establish a rapport with each individual rider. The learner must use appropriate coaching styles relevant to the riders and the session topic.

The duration of the lesson is short, so learners should utilise the time available efficiently. The learner must be prepared to move around the school to see any crookedness in horses or riders. Each rider should clearly understand the aim of the session as it applies to them. The learner should show a depth of knowledge as is required by the syllabus that is technically correct.

Safety in building up the grid must be observed. Learners must be efficient in ride control both on the flat and when using a grid and may be expected to act as assistants to move fences when not teaching. Distances and fence heights must be suitable for the horses provided, showing a good knowledge of the use of a line of fences to improve horse and riders balance, rhythm and suppleness. Learners are not required to ride in the class lesson.

Intermediate Teaching Test

UNIT 2

Coach a rider on the flat for competition (level 5)

20 credits/100 guided learning hours

Unit purpose and aims

This unit builds upon the knowledge and skills required for BHSQ Level 3 Certificate in BHS Preliminary Teaching of Horse Riding. The coach will be able to demonstrate an increase in practical skills, experience and knowledge required for this Level 5 unit.

The learner will be able to coach a rider, without supervision, on the flat up to British Dressage Elementary level. They will be able to assess the horse and rider in order to make a plan of improvement relevant to the combination. They will demonstrate an appropriate level of technical competence in order to address the problems identified, choose and adapt relevant exercises and work for development of the horse and rider. They will build a rapport and utilise feedback throughout the lesson to improve knowledge and maintain motivation.

The coach will also understand how to evaluate the lesson and self-reflect on their own performance. They will be able to use relevant concepts and ideas to develop a course of action and provide, for the rider and themselves, a plan for future development and improvement.

The coach will be able to work safely and efficiently and exhibit the autonomy required by the industry for a senior post.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to prepare and maintain a safe and efficient coaching environment	1.1 Carry out risk assessments before, and throughout the coaching session
	1.2 Manage procedures to maintain health, safety and welfare of self, others and horses at all times
	1.3 Use time effectively
2. Be able to coach showing relevance and motivation	2.1 Utilise effective communication skills
	2.2 Demonstrate an appreciation of the range of learning styles
	2.3 Produce, review and adapt a session plan ensuring suitability for the rider and horse presented
3. Be able to assess the horse and rider combination	3.1 Assess the rider's balance, security and influence on the horse
	3.2 Assess the horse's strengths and weaknesses
	3.3 Evaluate the quality of work in relation to the Scales of Training

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4. Be able to coach a rider on the flat for improvement	4.1	Establish and maintain a rapport with the rider
	4.2	Select and utilise work to facilitate developing the rider's position, effect, feel and harmony with the horse
	4.3	Select and utilise exercises to develop the horse's rhythm, suppleness, contact, impulsion and straightness
	4.4	Integrate and adapt exercises, transitions and lateral work appropriately
	4.5	Utilise technically correct information
	4.6	Provide feedback to the rider
	4.7	Obtain feedback from the rider
	4.8	Recognise indications of horse and/or rider fatigue or discomfort and adapt the session accordingly
5. Be able to evaluate the session	5.1	Justify the content of the session
	5.2	Evaluate the session
	5.3	Provide a plan for future development for the rider
	5.4	Self evaluate and reflect on own performance
	5.5	Formulate a plan to develop personal performance

PROCEDURE FOR ASSESSMENT

This section of the exam will take approximately 35 minutes, including de-briefing.

The learner will assess the horse and rider looking at paces and way of going. The session should genuinely relate to the rider and horse provided, improving the combination. Work should be undertaken as per a competition environment at the relevant level for the partnership, up to and including shoulder in, counter canter, rein back and simple change.

Learners should prepare an open ended session plan based on how they intend to utilise their time and how the lesson structure is to be broken down into sections. The initial assessment should detail how the horse and rider are assessed. After this the assessor may discuss the learner's observations.

CANDIDATE GUIDANCE – skills and knowledge

At all times the learner will be aware of health and safety issues. They must ensure they have carried out a risk assessment prior to the coaching session. Throughout the session the learner's observational skills should show an awareness of all aspects of health and safety. This must, however, not be used as a reason for lack of progression.

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The learner should assess the horse and rider, ensuring that the rider understands the strengths and weaknesses in the gaits and way of going of the horse. Comment should be made on the correctness of the three gaits and any issues observed. Any rider problems should be addressed in relation to how they affect the horse's performance. It may therefore be beneficial to ride the horse to feel its' way of going and how improvement can be made, but this is not essential.

The work chosen should be conducive to improvement of the basic paces and way of going for that horse. The learner should ensure that the rider understands when an improvement is achieved and that praise is given when warranted. Encouragement is a means to improvement but praise freely given when not earned leads to confusion on the standard of performance. The learner must demonstrate a depth of knowledge and experience that shows they have the understanding, ability and techniques to improve a partnership at this level.

Where the horse and rider are of British Dressage Elementary level the work should be at that level. However, if the horse or rider is not capable of working at that level, relevant work must be used for improvement. The coaching must be effective for the horse and rider being taught. It should not appear that a pre-planned lesson is being given which does not relate to the problems in front of the coach. The learner must show they have positive body language and tone of voice, and work towards building up a rapport with the rider. Open questions should be used where suitable. The learner should be prepared to move around to watch the combination from a variety of angles. Having assessed the combination, outlined the session plan and discussed it with the rider, the lesson can then progress.

UNIT 3

Coach a rider over fences for competition (level 5)

20 credits/100 guided learning hours

Unit purpose and aims

This unit builds upon the knowledge and skills required for BHSQ Level 3 Certificate in BHS Preliminary Teaching of Horse Riding. The coach will be able to demonstrate an increase in practical skills, experience and knowledge required for this Level 5 unit.

The learner will be able to coach a rider, without supervision, over show jumps, cross-country or simulated cross-country fences. They will be able to assess the horse and rider in order to make a plan for improvement relevant to the combination. They will demonstrate an appropriate level of technical competence in order to address the problems identified, choose and adapt relevant exercises and work for development of the horse and rider. They will build a rapport and utilise feedback throughout the lesson to improve knowledge and maintain motivation.

The coach will also understand how to evaluate the lesson and self-reflect on their own performance. They will be able to use relevant concepts and ideas to develop a course of action and provide, for the rider and themselves, a plan for future development and improvement.

The coach will be able to work safely and efficiently and exhibit the autonomy required by the industry for a senior post.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to prepare and maintain a safe and efficient coaching environment	1.1 Carry out risk assessments before, and throughout the coaching session
	1.2 Manage procedures to maintain health, safety and welfare of self, others and horses at all times
	1.3 Use time effectively
2. Be able to coach showing relevance and motivation	2.1 Utilise effective communication skills
	2.2 Demonstrate an appreciation of the range of learning styles
	2.3 Produce, review and adapt a session plan ensuring suitability for the rider and horse presented
3. Be able to assess the horse and rider combination	3.1 Assess the rider's balance, security and influence on the horse
	3.2 Assess the horse's strengths and weaknesses when jumping
	3.3 Evaluate the quality of work in relation to rhythm, suppleness, contact, impulsion and straightness

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4. Be able to coach a rider over fences for improvement	4.1	Establish and maintain a rapport with the rider
	4.2	Select and utilise work to facilitate developing the rider's position, security, effectiveness, feel and harmony with the horse
	4.3	Ensure distances between poles and/or fences are suitable for the horse and rider combination
	4.4	Evaluate and modify distances, fences and poles as necessary
	4.5	Integrate exercises to ensure the quality of the horse's jump
	4.6	Utilise technically correct information
	4.7	Provide feedback to the rider
	4.8	Obtain feedback from the rider
	4.9	Recognise indications of horse and/or rider fatigue or discomfort and adapt the session accordingly
5. Be able to evaluate the session	5.1	Justify the content of the session
	5.2	Evaluate the session
	5.3	Provide a plan for future development for the rider
	5.4	Self evaluate and reflect on own performance
	5.5	Formulate a plan to develop personal performance

PROCEDURE FOR ASSESSMENT

This section of the exam will take approximately 35 minutes, including de-briefing.

The learner will be able to develop improvement in a horse's jumping technique and the rider's influence. Fences should be used in a constructive manner, showing a sound knowledge of the rules of safety, of fence construction and of related distances. They must be able to give the rider practical help towards riding in competition up to BS Discovery/BE100.

Learners should prepare an open ended lesson plan based on how they intend to utilise their time and how the lesson structure is to be broken down into sections. The initial assessment should detail how the horse and rider are assessed. After this the assessor may discuss the learner's observations.

CANDIDATE GUIDANCE – skills and knowledge

At all times the learner will be aware of health and safety issues. They must ensure they have carried out a risk assessment prior to the coaching session. Throughout the session the learner's observational skills should show an awareness of all aspects of health and safety. This must, however, not be used as a reason for lack of progression.

The learner will coach a horse and rider over show jumps, or cross-country fences and should be prepared to use show jump equipment to teach a cross-country brief. This will involve improvising and building suitable fences such as an offset combination, arrowhead and corner. The assessor may give a relevant brief which will guide the learner as to the standard required. The lesson time is up to 35 minutes, which allows time for corrective exercises as well as linking fences together.

It is essential that the rider be allowed to jump a small variety of fences which can be assessed. From this the learner can determine the work that should be used. Often the learner makes the mistake of starting to teach over a small cross pole and fails to progress to more suitable fences. The warming up and assessment period should be used to identify horse and rider issues, to investigate their history, current level and ambitions. The learner must show they have positive body language and tone of voice, and work towards building up a rapport with the rider. Open questions should be used where suitable. The learner should be prepared to move around to watch the combination from a variety of angles. Having assessed the combination, outlined the session plan and discussed it with the rider, the lesson can then progress.

There is time for remedial work by using pole(s), moving fence(s) where necessary, as well as linking fences towards riding a course. The learner may achieve the result that they are working for before the lesson time runs out. This should be recognised and the lesson concluded. The moving of jumps or the alteration of them should be efficient and any helpers clearly briefed and thanked. This is an area where learners are often weak. The practical expertise of using correct schooling distances and knowing the distances that will be met in competition is required.

Overall, the learner must have a depth of experience and knowledge to be able to recognise the ability, courage and technique of horse and rider over fences. The knowledge and confidence to select and use exercises to produce improvements is important. The heights and degree of difficulty of the fences must be suitable for the horse and relevant to the current ground conditions.

Intermediate Teaching Test

UNIT 4

Coach a rider on the lunge for development (level 5)

10 credits/50 guided learning hours

Unit purpose and aims

This unit builds upon the knowledge and skills required for BHSQ Level 3 Certificate in BHS Preliminary Teaching of Horse Riding. The coach will be able to demonstrate an increase in practical skills, experience and knowledge required for this Level 5 unit.

The learner will be able to coach a rider, without supervision, on the lunge. They will be able to assess the horse and rider in order to make improvements relevant for the combination. They will demonstrate an appropriate level of technical competence in order to address the problems identified, choose and adapt relevant exercises and work for development of the rider. They will build a rapport and utilise feedback throughout the lesson to improve knowledge and maintain motivation.

The coach will also understand how to evaluate the lesson and self-reflect on their own performance. They will be able to use relevant concepts and ideas to develop a course of action and provide, for the rider and themselves, a plan for future development and improvement.

The coach will be able to work safely and efficiently and exhibit the autonomy required by the industry for a senior post.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to prepare and maintain a safe and efficient coaching environment	1.1 Carry out risk assessments before, and throughout the coaching session
	1.2 Manage procedures to maintain health, safety and welfare of self, others and horses at all times
	1.3 Use time effectively
2. Be able to coach safely showing relevance and motivation	2.1 Utilise effective communication skills
	2.2 Demonstrate an appreciation of the range of learning styles
	2.3 Produce, review and adapt a session plan ensuring relevance for rider and horse
3. Be able to lunge the horse	3.1 Demonstrate a suitable lunge technique
	3.2 Assess and evaluate the lunge horse
4. Be able to assess the rider	4.1 Assess and evaluate the rider's strengths and weaknesses
	4.2 Negotiate a plan of work with the rider

5. Be able to coach a rider on the lunge for development	5.1 Establish and maintain a rapport with the rider
	5.2 Implement exercises to correct identified positional faults
	5.3 Select and utilise work to improve the rider's feel, security and balance
	5.4 Utilise technically correct information
	5.5 Provide feedback to the rider
	5.6 Obtain feedback from the rider
	5.7 Recognise indications of horse and/or rider fatigue or discomfort and adapt the session accordingly
6. Be able to evaluate the session	6.1 Evaluate the benefits of working the rider on the lunge
	6.2 Justify the content of the session
	6.3 Evaluate the session
	6.4 Provide a plan for future development for the rider
	6.5 Self evaluate and reflect on own performance
	6.6 Formulate a plan to develop personal performance

PROCEDURE FOR ASSESSMENT

This section of the exam will take approximately 25 minutes, including de-briefing.

The learner will give a lunge lesson to a rider of up to Level/Stage 3 standard working to improve position and feel.

Learners should prepare an open ended session plan based on how they intend to utilise their time and how the lesson structure is to be broken down into sections. The initial assessment should detail how the horse and rider are assessed. After this the assessor may discuss the learner's observations.

CANDIDATE GUIDANCE – skills and knowledge

At all times the learner will be aware of health and safety issues. They must ensure they have carried out a risk assessment prior to the coaching session. Throughout the session the learner's observational skills should show an awareness of all aspects of health and safety. This must, however, not be used as a reason for lack of progression.

Learners should be competent in lungeing a rider up to Level/Stage 3 standard for improvement. The horse must be worked in competently and efficiently assessed. Learners who are ineffective in their lungeing technique are unlikely to give a lesson of the required standard. The rider should be involved throughout the session including while the horse is worked in. The rider's strengths and weaknesses should be assessed and work selected to produce improvement. The reins should be available to the rider if required.

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Work, through relevant exercises, should lead to an improvement in position, suppleness, feel for how the horse is going and the rider's knowledge and understanding of this. The exercises used must be relevant to the rider's problems and physical needs. The learner must ensure they build up a rapport with the rider. The body language and tone of voice are an important way of doing this. The rider must be fully involved in the session.

The learner must demonstrate a depth of knowledge and experience that shows they have the ability to help a rider of this level to improve.

UNIT 5

The principles of equitation for equestrian coaches (level 4)

15 credits/90 guided learning hours

Unit purpose and aims

This unit builds upon the knowledge and understanding required for BHSQ Level 3 Certificate in BHS Preliminary Teaching of Horse Riding. The coach will be able to demonstrate an increase in experience and knowledge required for this Level 4 unit.

The learner will have an understanding of more technical riding and coaching terminology and will be able to describe those requirements needed from horse and rider at a higher level of competition. This unit also gives the learner the opportunity to draw upon their own experiences as a coach to address complex problems.

The learner will be aware of the nature and scope required of the equestrian coach over a variety of disciplines. They will be able to analyse, interpret and evaluate relevant information and ideas. They will have an informed awareness of different perspectives or approaches to coaching a horse and rider and be able to review the effectiveness of each.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to improve and progress a horse and rider's level of performance on the flat	1.1 Discuss in detail the terms used to define a horse's way of going on the flat
	1.2 Analyse the qualities required for the different paces a horse may exhibit
	1.3 Critically compare the differences in a horse's way of going from Preliminary to Elementary dressage level
	1.4 Clarify how to introduce and progress a horse and/or rider's performance for the following: - shoulder in - counter canter - simple change - rein-back
	1.5 Summarise types of problems experienced and suggest methods to overcome them
	1.6 Discuss the rules for affiliated British Dressage and British Eventing competition
2. Understand how to improve and progress a horse and rider's level of performance over fences	2.1 Discuss in detail the terms used to define a horse's way of going when jumping
	2.2 Discuss in detail the development of a rider's seat, balance and 'feel' for riding over fences
	2.3 Critically compare riding techniques when jumping different types of fences

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	2.4	Evaluate techniques for improving a horse and/or rider's ability to jump fences successfully	
	2.5	Evaluate the skills required to ride British Showjumping Discovery and British Eventing BE100 courses and how to overcome issues that may arise	
	2.6	Explain how to develop a rider's 'feel' for show jumping and cross country pace and rhythm	
	2.7	Explain 'related distances' in training and competition	
	2.8	Critically analyse the use and benefits of trotting poles and grids	
	2.9	Clarify the factors involved when risk assessing cross country fences	
	2.10	Discuss the rules for affiliated British Showjumping and British Eventing competition	
3.	Understand how to work horses and riders on the lunge	3.1	Critically evaluate working a horse on the lunge
		3.2	Evaluate the benefits of working a rider on the lunge
4.	Understand coaching methodology	4.1	Analyse methods and terms used when coaching
		4.2	Compare and contrast methods of evaluating performance
		4.3	Identify and analyse motivational techniques
		4.4	Discuss how to manage behaviour to enhance learning
		4.5	Summarise how to support and monitor coaching programmes
		4.6	Discuss the mentoring of other coaches and its benefits

PROCEDURE FOR ASSESSMENT

This section will be assessed in a classroom or similar location and may take up to 30 minutes.

Learners will be expected to have knowledge of the subjects which allow them to give practical answers on the topics. Learners should be competent in discussion.

CANDIDATE GUIDANCE – skills and knowledge

In this section the learner is expected to offer information which comes from practical experience and knowledge on lesson content and teaching problems, which may occur in the coaching of dressage, jumping and lungeing. This may include questions on any work up to Elementary Dressage including shoulder in, counter canter, rein back and simple change, BS Discovery and BE100, requiring knowledge of the rules and regulations connected to these disciplines.

Learners will discuss and answer questions concerning:

- Riding and training techniques for flatwork.
- Riding and training techniques for different types of jumps and distances.
- Problems encountered and how to overcome them.
- Lesson content.
- Lungeing on the flat and over fences.
- Preparing horse and rider for competitions.
- Teaching movements to horse and rider up to and including shoulder in, counter canter, simple change, rein back and variations within paces.
- Coaching methodology including periodisation of training; empowering riders; self-evaluation; positive reinforcement; performance profiling; coaching philosophy; positive reinforcement.

Learners will know the meaning of and be able to discuss in detail the terms used to define a horse's way of going, on the flat and when jumping:

- Above the bit.
- Hollow.
- Going too deep.
- Behind the bit.
- On the forehand.
- Working long and low.
- Self carriage.
- Engagement.
- Rhythm.
- Tempo.
- Outline.
- Suppleness.
- Contact.
- Impulsion.
- Straightness.
- Collection.
- Balance.

Intermediate Teaching Test

UNIT 6

The principles of equestrian business management (level 4)

10 credits/50 guided learning hours

Unit purpose and aims

The learner will have the knowledge and understanding required to manage an equestrian business and associated staff.

They will be able to analyse and interpret relevant processes employed for the assessment and booking of clients, allocating appropriate horses to clients and managing this information accordingly.

They will have thorough knowledge of insurance requirements, accident and incident reporting and health and safety legislation relevant to managing an equestrian business. They will also have an understanding of how to develop other staff including junior staff and coaches.

The learner will exhibit the autonomy required by the industry for a senior post taking responsibility for their own actions and the work of others.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to manage clients	1.1 Analyse methods of booking clients and allocating horses
	1.2 Differentiate the methods of assessing and categorising riders
	1.3 Analyse lesson pricing and payment methods
	1.4 Discuss in detail information and records kept for horses and clients
	1.5 Differentiate between livery schemes for clients and suggest appropriate pricing
2. Understand the requirements of equine business management	2.1 Discuss in detail health and safety legislation and the relevant issues for an equestrian business
	2.2 Explain the process of recording incidents and accidents
	2.3 Critically compare the merits of office filing systems used
	2.4 Identify and analyse the requirements for year end accounts
	2.5 Appraise equine business related insurance
	2.6 Critically compare different types of 'approval schemes' available for an equestrian business
	2.7 Critically compare membership schemes available for individual riders and/or owners and their benefits
	2.8 Critically compare schemes for staff development

PROCEDURE FOR ASSESSMENT

This section will be assessed in a classroom or similar location and may take up to 50 minutes.

Learners will be expected to have knowledge of the subjects which allow them to give practical answers on the topics. Learners should be competent in discussion.

CANDIDATE GUIDANCE – skills and knowledge

In this section the learner is expected to offer information which comes from practical experience of running an equestrian business. Learners will discuss and answer questions on:

- Health and Safety legislation.
- Accident and incident recording and reporting, including RIDDOR.
- Business and financial management.
- Office and staff organisation and management.
- Customer care.
- Organisation of lessons, rides and horses.
- Staff training and development.
- Apprenticeship programmes.
- Membership and affiliation schemes.
- Livery schemes.

The key to success is experience in the industry, up to the required levels, backed by a broad knowledge and sound help from experienced teachers.

Intermediate Teaching Test

UNIT 7

Deliver an equestrian coaching presentation (level 4)

8 credits/35 guided learning hours

Unit purpose and aims

This unit builds upon the knowledge and skills required for BHSQ Level 3 Certificate in BHS Preliminary Teaching of Horse Riding. The coach will have the competence required to produce a logical lesson plan related to the subject brief and deliver an informative presentation to pupils.

The learner will be able to lead a presentation effectively. They will be able to present with confidence and utilise resources and technology appropriately. They will present with enthusiasm and in a manner appropriate to motivating pupils' desire to learn. They will have a clear technical understanding of the chosen topic and be able to interpret relevant information and ideas.

The coach will be able to lead and facilitate a discussion effectively, answer questions accordingly and exhibit the autonomy required by the industry for a senior post.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to prepare and deliver a presentation	1.1 Produce a lesson plan that has a clear framework and objectives relating to the subject brief
	1.2 Communicate accurate technical information with an approach to engage and motivate learners
	1.3 Deliver a presentation in an interesting manner with clarity and intonation of voice
	1.4 Deliver an interactive presentation applying a variety of teaching methods and resources
	1.5 Build a rapport with the learners
	1.6 Facilitate discussion with and between learners
	1.7 Manage time effectively
2. Be able to evaluate the session	2.1 Self reflect and evaluate the session
	2.2 Formulate a plan to develop personal performance

PROCEDURE FOR ASSESSMENT

This section will be assessed in a classroom or similar location and may take up to 40 minutes.

Each learner will give a presentation of up to 10 minutes to pupils, showing an ability to involve and relate to learners.

CANDIDATE GUIDANCE – skills and knowledge

An interactive presentation of up to 10 minutes on a subject given at the earlier briefing has to be delivered in a competent manner, facilitating group discussion with the audience, usually made up of the other learners. A black/white board will be available at the exam centre. Good body language and positioning in relation to the audience, the board and any props used are of great importance to delivery.

The assessor is looking for an interactive, well planned presentation with suitable and relevant content, demonstrating an ability to engage with the students and to encourage discussion of the issues raised. The topics for delivery are given below. Learners should come with all 9 presentations prepared.

PRESENTATION SUBJECTS

Learners are required to produce lesson plans for the following presentation topics in advance of the exam day.

1. The importance of self-reflection, CPD, managing own progress.
2. Phases of a coaching programme: pre-season, preparatory, competition, post-competition.
3. Obtaining and using feedback.
4. Managing a coaching programme (supporting and monitoring).
5. How to empower participants.
6. Physical and mental preparation for a session.
7. Rider injuries not related to falls.
8. Positive reinforcement.
9. Mentoring.

Intermediate Teaching Test

GENERAL GUIDELINES FOR THE INTERMEDIATE TEACHING TEST PRESENTATION

People learn best when they are actively involved with the learning process; this helps their understanding and improves their interest and motivation to learn. It also allows them to build on their experience and relate information to their prior knowledge and understanding.

At Intermediate level the learner is expected to demonstrate increased confidence and group management techniques by building upon the basic skills and techniques used in the presentation section of the Preliminary Teaching Test.

Learners are encouraged to use questions and answers to discover the group's prior subject knowledge in order to structure the learning session. This should be interactive and facilitate group discussion, thereby avoiding didactic (chalk and talk) teaching methods.

Visual aids such as a white/blackboard or flip chart may be used to facilitate this.

A lesson plan for each subject area should be pre-prepared and a copy available for the assessor on the day of the examination. Each presentation is allocated up to 10 minutes per learner.

The following presentation guidelines are by no means inclusive and should only be used as guidance on the subject matter and appropriate content. Learners are discouraged from using only the guidance notes to form a presentation.

It is suggested that learners engage in further research on each subject and develop deeper understanding of the subject matter.

Below is an example of a lesson plan, which can be adapted for each subject area.

LESSON PLAN

Subject: Obtaining and using feedback

Resources required: white board and pens

Duration of lesson: up to 10 minutes

Timing	Activity/Content
0-2	Introduction to subject area and its importance
2-4	Use questions to find out group's understanding of the subject area
4-8	Discuss the methods of obtaining feedback and how it can be used
8-9	Ask group if they have any questions and give appropriate answers
9-10	Conclude subject

Self-evaluation

1. The importance of self-reflection, CPD, managing own progress

Self-reflection is an essential coaching tool that assists the coach in increasing their self-awareness and evaluating and developing their coaching performance. It can be used in isolation or with other forms of feedback; for instance, from riders in a coaching session or the observations of a more experienced coach.

As coaches, it is very important to keep abreast of current coaching developments. Continued Professional Development (CPD) will assist the coach in maintaining and developing their coaching practice.

It is necessary to take responsibility for one's own learning and development in order to be effective and successful in assisting the participants we coach in reaching their goals.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on self-reflection, CPD and managing one's own progress:

- How feedback can be used to assist self-reflection and CPD.
- Criteria that is suitable to evaluate coaching performance.
- How to improve future coaching performance.
- Methods of keeping up to date with coaching developments.
- The benefits of reviewing coaching sessions.
- The importance of evaluating personal coaching strengths and weaknesses.
- How to compile a professional development action plan.
- The benefits of the Register of Instructors.
- Inexpensive, practical methods of developing coaching skills and knowledge such as the observation of experienced coaches.
- How to support other coaches in designing and implementing CPD.

Intermediate Teaching Test

2. Phases of a coaching programme: pre-season, preparatory, competition, post-competition

The phases and time scales of a coaching programme can differ according to the specific equestrian discipline whether it be show jumping, dressage, eventing and so on.

Consideration should be given to the individual goals and aspirations of the rider, the horse and rider's strengths and weaknesses (including previous injuries), experience, resources, support and any financial constraints that may be a barrier to them reaching their goal. While considering each phase of the coaching programme it is vital to bear in mind three key areas; planning, delivery and review.

Pre-season

It is important to consider the previous experience of horse and rider in order to identify the rider's training needs. Goals for the forthcoming season can be set using 'SMART'. Major competitions or events need to be decided at this stage in order to design a training schedule/plan. If the rider wishes to qualify for championships it is important to identify the criteria that needs to be met in order to do so. Both general and specific preparation and training needs should be identified at this stage.

Preparatory

Once the rider's goals are clearly defined, it is important to consider the necessary steps in order to reach the goal. Any major weaknesses that need to be addressed may begin in this section of the coaching programme.

Competition

It is important to have structured the coaching programme in order to meet any pre-qualifying criteria and events. Throughout this phase continual self-assessment and analysis is essential to monitor progress and ensure goals will be met. This information should be used to adapt the coaching programme and ensure both horse and rider perform at their best.

Post competition

This is an ideal time to rest and recover from the season's competitions. However, it is essential that both coach and rider work together to self-reflect and evaluate the competition phase, to avoid repeating any mistakes that have been made. It is important to identify aspects that went well and discuss future goals and aspirations.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on phases of a coaching programme:

- Physical, technical, tactical and mental preparation.
- Physical, technical, tactical and mental performance.
- How good planning and preparation of a coaching programme reduces rider and horse injuries.

3. Obtaining and using feedback

Feedback is a very useful tool that helps to align the coach's and rider's perception of activities and performance standards.

Feedback should be used to help monitor, analyse and evaluate the rider's and coach's development and learning.

Feedback can be delivered in many different forms including verbal, written and visual methods. It needs to be constructive and well timed in order to improve performance of both the rider and the coach.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on obtaining and using feedback:

- Types of feedback.
- The effects of positive and negative feedback.
- The components of good feedback.
- The use of scientific methods of feedback.
- How technology can assist in providing feedback.
- Non-verbal methods of feedback, such as body language, facial expressions.
- How perception effects feedback.
- The importance of good listening skills when giving and receiving feedback.
- The use of reflective logs or journals as a method of feedback.
- Methods to ensure that the content of feedback has been understood correctly.
- How to use feedback when action planning or agreeing new goals.
- How to use feedback to adapt goals.
- Parties that could be included in the feedback process such as spectators, parents.
- The pitfalls of external involvement in the feedback process such as parents.
- How feedback effects motivation.

Intermediate Teaching Test

4. Managing a coaching programme (supporting and monitoring)

As a coach you may be given the responsibility of managing a coaching programme such as for training schemes, college courses, or pony/riding club teams. This could include the monitoring and support of team members and other teaching staff.

This will involve additional planning and may include some administration. It is important to be well organised and to pre-plan activities for the allocated time frame. This will ensure that essential skills and training are included. It may be necessary to consult syllabus or competition rules and guidance notes to ensure appropriate content and criteria have been met.

It is important that you provide a supportive environment that encourages good coaching practice. Three key areas that need careful consideration when managing a coaching programme are planning, delivery and review.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on managing a coaching programme:

- Factors that need to be considered before beginning a coaching programme.
- Planning activities and exercises in order to meet the needs and goals of participants.
- Health and safety issues, including risk assessment, first aid and child protection issues.
- Responsibility for equipment, facilities, allocation of horses and other resources.
- The need to observe and monitor activities to ensure standards are maintained and weaknesses in the programme or training are identified.
- The sharing of good practice.
- Appropriate ethical, moral and behavioural guidelines.
- The importance of feedback, communication and liaison between coaching teams and participants.
- Reasons for modifying and adapting coaching programmes.
- The importance of accurate and up-to-date record keeping.
- Designing a programme that incorporates coaching styles that are compatible with the learning styles and experience of the participants.
- The importance of promoting self esteem and confidence in coaching teams.
- Suitable methods of reviewing a coaching programme.

5. How to empower participants

Empowerment within a coaching environment is essential to the development of both teams and individuals. As coaches we may need to delegate tasks and activities to others. It is important that participants feel empowered to carry out such activities and in doing so take ownership and responsibility for the outcomes of coaching activity and the learning that takes place.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on how to empower participants:

- What we mean by the term 'empowerment'.
- Methods and techniques that empower participants.
- Barriers to empowerment.
- How self-confidence affects empowerment.
- Personal responsibility and ownership of learning and development.
- Health and safety implications of empowering staff members.
- The relationship between empowerment, delegation, authority and responsibility.
- How to increase the coach's ability to become more self-reliant.

Intermediate Teaching Test

6. Physical and mental preparation for a session

Many coaches and competitors recognise the benefits of thorough physical and mental preparation. Whether you are coaching competitive or leisure riders, mental and physical preparation can assist the rider in reaching their goals and gain the maximum from training sessions.

Research suggests that mental preparation can provide the competitive edge when performing against competitors with similar physical and skill capabilities. As a coach it is important to be aware of basic tools and training techniques that can help you to be effective. It is suggested that any of the following subjects are suitable for inclusion within the discussion on physical and mental preparation for a session:

- The benefits of mental preparation for a training session or competition.
- The benefits of physical preparation for a training session or competition.
- How poor mental preparation can effect performance in training sessions or competition.
- How poor physical preparation effects performance in training sessions or competition.
- The importance of a training plan/structure as part of mental and physical preparation.
- How good mental and physical preparation assists in preventing fatigue.
- How mental and physical preparation helps to prevent stress and anxiety.
- The effects of over training.
- Factors that need to be built into a physical or/and mental preparation structure.

7. Rider injuries not related to falls

Sport and exercise can be very beneficial to health. Unfortunately, injuries can occur and can affect riders of all age groups. Every rider is an individual and varies in levels of physical fitness and flexibility. It is vital that as coaches, you take these variations into account.

Children are particularly at risk of injury because they are still developing physically. Young children may not feel confident to tell you when they are uncomfortable or hurt. Great care must be taken when designing exercises and activities to ensure that injuries are prevented and children are not put under excessive physical or psychological strain.

As we get older, general wear and tear often combined with diminishing levels of flexibility can leave us more susceptible to injury. Riders may have old injuries that may or may not be related to equestrian activities that need to be taken into account. As a coach, it is important to be aware of the physical limitations of riders and work with the rider to find ways around any issues that occur. It is important that we do not overlook the physical demands of horse riding, particularly with the beginner rider.

Injury can affect our bones, muscles, joints or tendons and ligaments. It is important to establish the cause of an injury to prevent its recurrence. Injuries should not be ignored as this can make them worse, leaving them more difficult to treat, possibly with lasting damage that could affect future rider fitness and performance.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on rider injuries not related to falls:

- The importance of identifying proper/safe riding techniques in order to reduce the risk of injuries.
- The importance of warm up and warm down.
- How to prevent injuries in horse riders.
- The importance of setting realistic goals suitable for the rider's fitness level and skill set.
- The most common rider injuries and their symptoms – unrelated to falls.
- What causes injury? Including extrinsic (outside the body) or intrinsic (personal to your body) risk factors.
- The importance of using and maintaining safety equipment.
- How risk assessments help to prevent injuries.
- Professional help and guidance available in the treatment and rehabilitation of sports related injuries, such as GP consultation and referral, sports physiotherapist and osteopathy for instance.
- The use of essential protective equipment including gloves; footwear that provides support and protection for your feet and protective headwear to reduce the risk of serious head injuries.

Many riding and sport related injuries are a result of accidents that could have been prevented by following simple guidelines and safety procedures. It is the coach's responsibility to ensure that sensible precautions are taken to prevent injuries while participating in a high risk sport with animals that behave instinctively and at times unpredictably.

Intermediate Teaching Test

8. Positive reinforcement

Effective coaching helps participants maximise their skills and abilities in order to achieve their goals. This process requires good communication and rapport between the coach and rider. Part of this process requires careful analysis of the rider's performance. Once this has been done, the coach can assist the rider in improving and learning new skills. It is also possible to identify bad habits or poor techniques that may need to be modified or removed.

The process of trying to remove technical errors and create a near perfect performance can have a detrimental effect on the motivation and confidence of the rider. It is important to acknowledge the aspects of the riders performance that have gone right, in order to reproduce the desired elements of performance and increase the rider's confidence.

Getting the balance between constructive criticism and praise can be difficult and will be influenced by the rider's confidence levels and skill set. It is important to remember that every rider is an individual and will respond differently.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on positive reinforcement:

- The importance of acknowledging and praising effort as well as results.
- Why mixing praise with criticism can devalue the message.
- How to promote desired behaviour and/or skills.
- Positive reinforcement and its effects on confidence.
- The effects of positive reinforcement on behaviour and skill.
- How positive reinforcement improves performance and reduces errors.

9. Mentoring

Mentoring is an increasingly popular tool for supporting personal development. It is an excellent way of developing an individual's skills and potential and can be useful to everyone irrelevant of age, ability or academic background.

There is often confusion about what exactly mentoring is and how it differs from coaching. In simple terms, coaching develops a person's skills and knowledge. It usually focuses on specific skills and goals.

Mentoring is often long term and involves giving support, guidance and advice. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences and involves a more experienced colleague using their greater knowledge and understanding to support the development of a more junior or inexperienced individual.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on mentoring:

- How mentoring can help individuals to recognise and maximise their potential.
- The skills and attributes of a good mentor.
- How mentoring helps to raise awareness and generate personal responsibility.
- The importance of encouraging the mentee to explore options and make choices for themselves.
- Informal versus formal mentoring practice.
- Personal qualities of a good mentor such as empathy and respect.
- The importance of reflective practice and continuing professional development of the mentor.
- The relevance of ethical and moral values when mentoring.
- The importance of confidentiality.
- The differences between coaching, teaching and mentoring.

Intermediate Teaching Test

Lesson Plan for Intermediate Teaching Test

Name of Instructor _____

Date _____ Location _____ No of pupils _____

Lesson Type <i>(Circle as appropriate)</i>	Class Flat	Individual Dressage	Lunge Lesson
	Class Jump	Individual Jump	
Resources & Requirements			
Aims of Lesson			
Health & safety checks			
Practice including timings			
Time	Activity		
	Introduction/warm up/assessment		
	Main content		
	Cool down/summary/de-brief		