

BHSQ Level 2 (Stage 2) Qualification Specification



This document contains information and guidance for the following qualifications:

BHSQ Level 2 Foundation Groom (Stage 2)

BHSQ Level 2 Foundation Groom with Riding (Stage 2)

BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2)



Contact details for BHSQ:

Address: BHS Qualifications
Abbey Park
Stareton
Kenilworth
Warwickshire
CV8 2XZ

Telephone: 02476 840544

Email: enquiries@bhsq.co.uk

Website: www.bhsq.co.uk

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

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Document history:

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1	14/02/2020	Implementation of new qualification specification

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

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The role of BHS Qualifications

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

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

To achieve this BHSQ has in place:

- 1. A certification system**
 - This processes learner enrolment data, issues certificates and keeps long-term records of learners and certificates.

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

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

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

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

BHS Qualifications

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

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

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

How BHSQ uses personal information:

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

bhsq.co.uk/privacy-and-cookies

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, for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total qualification time is comprised of the following two elements:

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

Credit

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

Guided Learning Hours (GLH)

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

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

BHS Qualifications

BHS Qualifications (BHSQ) provide qualifications to support different career pathways allowing learners to choose the one best suited to their aspirations. BHSQ Level 2 (Stage 2) qualifications give learners specialist knowledge and technical skills, for employment in the equine industry and provide progression to the BHSQ Level 3 (Stage 3) suite of qualifications.

The qualifications within the suite are:

- BHSQ Level 2 Foundation Groom (Stage 2)
- BHSQ Level 2 Foundation Groom with Riding (Stage 2)
- BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2)

Development of qualifications

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

Learners taking BHSQ Level 2 (Stage 2) qualifications will either be seeking employment in the industry or will already be employed and are seeking career advancement. It is essential that these qualifications meet the needs of employers and learners. To satisfy these requirements, the qualifications have been developed in collaboration with employers, colleges, coaches, students, and expert groups.

Training for BHSQ qualifications

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

To find your nearest BHS Accredited Professional:

www.bhs.org.uk/findacoach

To find your nearest BHS Approved Training Centre:

www.bhs.org.uk/trainingcentres

Learners should expect to gain practical experience in a work environment to develop their skills and knowledge in preparation for level 2 assessments. They will need to have access to a variety of horses to develop their horse care, lungeing and riding skills and develop their coaching with a range of clients. Learners should seek training opportunities; in their own place of work, college or training centre, at other training centres and through organised continual professional development (CPD) training in order to access a variety of different horses and training methods.

Recommended reading lists can be found on the BHS website on the pages dedicated to each unit. In addition, the BHS has produced a book to support learners preparing for BHSQ Level 2 (Stage 2) qualifications, 'Complete Horsemanship Volume 2', this text is not compulsory.

Assessment of BHSQ qualifications

BHSQ Level 2 (Stage 2) qualifications will be assessed on assessment days. Learners will be required to complete a **Skills Record** book prior to their assessment day.

Stages 1 to 3 Career Pathways Skills Record

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

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

To be eligible to sign off 'coach endorsements' and 'ready for assessment' sections for BHSQ Level 2 (Stage 2) qualifications, coaches must be on the BHS Accredited Professional register and hold a BHS Stage 3 qualification in the section they are signing off.

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

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

Assessment day

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

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

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

Results

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

Quality assurance

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

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

The Role of The British Horse Society

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

Delivery of qualifications

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

The BHSQ Level 2 (Stage 2) qualifications are part of the BHS Career pathways which offer learners the opportunity to progress their career and learn practical, real world skills within a structured platform. As part of the learner's journey the BHS aims to provide guidance, advice and support through every stage of their development.

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

www.bhs.org.uk/pathways

BHS policies

Fees

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

Entries

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

Complaints and appeals

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

The complaints procedure can be found on the BHS website:

www.bhs.org.uk/bookingconditions

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

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

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

www.bhs.org.uk/bookingconditions

BHS Qualifications

Reasonable adjustment and special consideration

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

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

www.bhs.org.uk/reasonableadjustments

Direct entry/Recognition of prior learning

Learners wishing to enter level 2 qualifications without having achieved the BHS prerequisite qualifications can enter via recognition of prior certified learning (RPCL) or recognition of prior experiential learning (RPEL). Qualifications accepted as RPCL are listed on the website. Learners holding qualifications that are not listed and learners who do not hold any qualifications but have industry experience, can apply for entry via RPEL.

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

www.bhs.org.uk/directentry

Contact the BHS

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

BHSQ Level 2 (Stage 2) qualification structure

This table shows an overview of the qualifications at level 2 and the units required for the achievement of each qualification.

C – Compulsory units	FOUNDATION GROOM	FOUNDATION GROOM WITH RIDING	FOUNDATION COACH IN COMPLETE HORSEMANSHIP
Unit 1: Stage 2 Care	C	C	C
Unit 2: Stage 2 Lunge	C	C	C
Unit 3: Stage 2 Ride		C	C
Unit 4: Stage 2 Coaching			C

BHSQ Level 2 Foundation Groom (Stage 2)

Qualification Level: 2

Total Qualification Time:

201 hours (of which 100 are Guided Learning Hours)

Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. By successfully completing this qualification learners will be able to work in the industry as an assistant groom, competently caring for horses and providing non-ridden exercise with limited supervision. A BHSQ Level 2 Foundation Groom (Stage 2) will have knowledge and understanding of all aspects of horse care, both within a stable yard and in a wider environment.

Who is this qualification for?

This qualification is for learners looking to begin their career as an assistant groom. Learners may be seeking employment in the industry or are already employed and are seeking career advancement. Learners may progress to this qualification after completing the BHS Stage 1 Care award or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

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

Age range

This qualification is available to learners who are 14 years and above. The BHSQ Level 2 Foundation Groom (Stage 2) provides a solid foundation of knowledge for equine care and lungeing. It provides progression for learners intending to enrol onto an equine apprenticeship, further education and/or other level 3 qualifications such as BHSQ Level 3 (Stage 3).

What could this qualification lead to?

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

- Assistant groom
- Yard assistant

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

This qualification offers progression to:

- BHSQ Level 3 Groom (Stage 3)

BHSQ Level 2 Foundation Groom with Riding (Stage 2)

Qualification Level: 2

Total Qualification Time:

327 hours (of which 187 are Guided Learning Hours)

Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care and exercise of horses. By successfully completing this qualification learners will be able to work in the industry as an assistant groom, competently caring for horses and providing ridden and non-ridden exercise with limited supervision. Learners completing this qualification will be able to ride the horses in their care for exercise. A BHSQ Level 2 Foundation Groom with Riding (Stage 2) will have knowledge and understanding of all aspects of horse care, both within a stable yard and in a wider environment.

Who is this qualification for?

This qualification is for learners looking to begin their career as an assistant groom and would like to be able to exercise horses as part of their role. Learners may be seeking employment in the industry or are already employed and are seeking career advancement. Learners may progress to this qualification after completing the BHS Stage 1 Care and BHS Stage 1 Ride awards or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

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

Age range

This qualification is available to learners who are 14 years and above. The BHSQ Level 2 Foundation Groom with Riding (Stage 2) provides a solid foundation of knowledge for equine care, lungeing and riding. It provides progression for learners intending to enrol onto an equine apprenticeship, further education and/or other level 3 qualifications such as BHSQ Level 3 (Stage 3).

What could this qualification lead to?

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

- Assistant groom
- Yard assistant

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

This qualification offers progression to the following qualifications:

- BHSQ Level 3 Groom with Riding – Dressage (Stage 3)
- BHSQ Level 3 Groom with Riding – Jump (Stage 3)
- BHSQ Level 3 Groom with Riding – Complete (Stage 3)

BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2)

Qualification Level: 2

Total Qualification Time:

547 hours (of which 302 are Guided Learning Hours)

Qualification purpose

Within the equine industry there is a need for all-round individuals with the ability to care for horses, ride horses and coach clients, students and staff. The BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2) qualification provides the foundation knowledge and skill set for these elements. It provides a solid foundation of knowledge for equine care, lungeing, riding and the initial principles of coaching.

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

Learners achieving this qualification will be able to work in the industry as an assistant groom and coach, competently caring for horses with limited supervision and riding horses for exercise. They will be able to coach a variety of lessons to clients in a riding school environment. Riding establishments will have an experienced colleague on-site who is able to provide support and guidance as required to the Foundation Coach.

Who is this qualification for?

This qualification provides the foundation coaching skills for learners who aspire to begin a career in coaching. Learners may be seeking employment in the industry or are already employed and are seeking career advancement. Learners achieving the qualification would benefit from employment at a centre where they have support to develop their coaching skills. Learners may progress to this qualification after completing the BHS Stage 1 Care and BHS Stage 1 Ride awards or BHSQ/BHS equivalent. Please refer to entry requirements at unit level.

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

Age range

This qualification is available to learners who are 17 years and above.

What could this qualification lead to?

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

- Coach working in a Riding Centre/School
- Assistant groom
- Yard assistant

This qualification offers progression to the following qualifications:

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

Professional expectations and meeting local needs

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

- First aid
- Safeguarding

At the time of certification learners must have achieved the following. These certificates must be current and in date.

1. BHS Equine Specific First Aid or Health and Safety Executive First Aid at Work or international equivalent
2. NSPCC/CPSU or BEF endorsed Safeguarding for Equestrians workshop

The BHS offer suitable first aid courses and safeguarding workshops. Please contact the BHS for course details, locations and course fees.

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

We strongly recommend these courses are completed before the learner takes Unit 4: Stage 2 Coaching assessment. However, learners will have 12-months from the completion of their assessment to provide certificates of achievement. After this time, learners will need to apply to the BHS to extend their registration and will then have a further 6-months to complete these aspects. This is to ensure currency. There will be an additional charge at this point for certification.

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

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

Unit 1: Stage 2 Care

Unit Level: 2

70 Guided Learning Hours

75 hours of self-guided study

Unit purpose

Learners successfully completing this unit will be able to care for a range of horses with limited supervision. Learners will have a sound foundation of horse care knowledge including; fitting tack and travel equipment, horse behaviour and handling, feeding and fitness, basic anatomy, horse health, plaiting and trimming, caring for horse's feet and stabling and turnout.

Entry requirements

- A minimum age of 14 years
- BHS Stage 1 Care or BHSQ/BHS equivalent
- BHS Gold member

Prerequisites

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

Coach endorsements:

- Load and unload a horse under supervision
 - I can carry out safety checks for horse transportation
 - I can load and unload a horse from a vehicle
- Bath a horse
 - I can bath a horse
 - I can dry the horse off

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

Procedure for assessment

This assessment will last approximately 3 hours.

Learners will be required to fit tack including a saddle, hunting breastplate, bridle and boots. They should be able to adjust the bridle to fit the horse and be familiar with different types of nosebands. Learners will be asked to comment on the fit of the saddle. Learners will be required to fit travel equipment. They will fit travel boots, tail bandage and tail guard and will select a rug suitable for the weather if required. Learners will be required to show competence handling a horse whilst loading and unloading.

Learners will know about normal horse behaviour and know how to recognise if a horse is unsettled whilst stabled and when in the field. Learners should be aware of what may cause a horse to become unsettled.

Learners will know how to estimate the weight of a horse and they will be able to explain how a range of factors can affect a horse's weight. Based on the weight of a horse, learners should be able to estimate the amount of food the horse would require and be able to explain how the amount of work a horse is doing will affect the type of feed required. Learners will be able to describe the signs of an unfit horse and explain the reasons for maintaining a horse's fitness.

Learners will be asked to name and identify where the bones of the skeletal frame and the main internal organs are positioned on a horse. They will have a basic understanding of the horse's digestive system and its function; this includes naming the different parts.

Learners will be able to describe how a range of routine health procedures are carried out and why they are important, including; tests for worms, shoeing and trimming, vaccinations and care of teeth. They will be able to demonstrate how to give an oral treatment to a horse e.g. a wormer. Learners will be able to describe how to recognise that a horse is lame. Learners will be able to describe the different types of wounds and describe how to carry out basic first aid procedures, (props will be available for the learner to use when describing the procedures). They will be able to describe common health problems and how to care for horses that are unwell. Learners will know which situations require a vet.

Learners will be required to plait a horse's mane using bands, including the forelock. They will be able to describe a range of trimming procedures.

Learners will be able to describe the requirements of turn out areas including; fencing, gates, water, shelter and grass. Learners should include which types of fencing, methods of providing water and types of shelter are suitable for horses. Potential hazards of turnout areas should be identified including the identification of poisonous plants. Learners will be able to describe the requirements of stabling including; size of stable, fittings, doors, windows, ventilation, bedding and drainage. Potential hazards in a stable should be identified.

Learners should be physically fit in order to carry out practical tasks. They should work efficiently and with confidence. In all sections handling of the horses is important, learners must be aware of the horse's behaviour and character and handling must be safe and efficient at this level.

Unit structure – Unit 1: Stage 2 Care

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Know about the roles, rights and responsibilities of an Assistant Groom	1.1 Describe the roles of the Assistant Groom	Roles to include; <ul style="list-style-type: none"> • Caring for and meeting the needs of horses' health and welfare • Daily routine yard activity • Communicating with others related to horse care and yard activity • Working under supervision and according to instruction 	Discussion
	1.2 Describe the responsibilities of the Assistant Groom	Responsibilities to include; <ul style="list-style-type: none"> • Responding to incidents and emergency situations (Fire procedure and in the event of an accident) • Reporting to the named responsible person, if appropriate • Ensuring the health, safety and welfare of the horse • Recognising deterioration in a horse's quality of life • Preparing and maintaining the stable environment • Carrying out routine horse care tasks • Storing and maintaining horse equipment 	Discussion
	1.3 Describe a range of legal requirements when working on a stable yard	Range = 2 or more Legal requirements , to include; <ul style="list-style-type: none"> • Employment rights; contract of employment, NMW, holiday, rest breaks • Health and Safety • Safeguarding • Equality and Diversity • Data protection • Horse Welfare 	Discussion
2. Be able to fit tack and boots on a horse	2.1 Fit a bridle and hunting breastplate	Bridle <ul style="list-style-type: none"> • Snaffle bridle with various different nosebands Fit: <ul style="list-style-type: none"> • Adjust bridle to fit horse • Adjust the breastplate to fit horse • Breastplate secured to saddle correctly 	Observation and discussion
	2.2 Put on a saddle and check the fit for comfort	Check fit for comfort , include; <ul style="list-style-type: none"> • Suitable clearance over spine • Saddle is not too narrow or too wide • Check for any pinching • Sitting level on horse's back • Fit the saddle with and without a numnah/saddle cloth 	Observation and discussion
	2.3 Fit brushing boots and overreach boots	To include; <ul style="list-style-type: none"> • Brushing boots • Fastening or non-fastening overreach boots 	Observation and discussion
3. Be able to prepare a horse to travel	3.1 Fit travel equipment to the horse	Travel equipment to include; <ul style="list-style-type: none"> • Head collar • Travel boots • Tail guard • Tail bandage • Rug, if required 	Observation

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	3.2 Handle a horse during loading and unloading	Handling to include; <ul style="list-style-type: none"> • Taking the horse to the vehicle wearing a bridle • Presenting horse at ramp • Leading a horse onto the vehicle • Positioning the horse to come off the vehicle • Leading off of the vehicle 	Observation
4. Know about horse behaviour	4.1 Describe normal behaviour	Normal behaviour to include; <ul style="list-style-type: none"> • Relaxed • Natural instincts • Eating and drinking 	Discussion
	4.2 Describe the signs of an unsettled horse	Signs may include; <ul style="list-style-type: none"> • Flight – running away • Calling – to other horses • Fidgety and agitated • Pacing and moving around • Sweating • Raised breathing 	Discussion
	4.3 Outline the factors that may cause a horse to become unsettled	Range = 4 or more Factors may include; <ul style="list-style-type: none"> • Stress • Separation from others • Unable to graze or move about freely • Anxiety • Temperature changes • Change of environment • Other horses • External factors i.e. weather conditions 	Discussion
5. Understand how to feed horses	5.1 Describe methods used to weigh a horse	Methods may include; <ul style="list-style-type: none"> • Actual weight e.g. weigh bridge • Estimation of weight e.g. weigh tape, visual estimation based on body condition, type and height 	Observation and discussion
	5.2 Explain a range of factors that may affect a horse's weight	Range = 3 or more Factors; <ul style="list-style-type: none"> • Type • Age • Workload • Health • Environment that the horse lives in • Over feeding • Under feeding • Lack of nutrition 	Discussion
	5.3 Explain how to estimate the amount of food required for a horse	To include; <ul style="list-style-type: none"> • 2% of bodyweight • Interpretation of feeding tables • Amount of food in Kg based on body weight of horse 	Discussion
	5.4 Explain how different work levels may affect the type of feed required	Work levels; <ul style="list-style-type: none"> • Maintenance • Low • Medium/moderate 	Discussion
6. Know about basic horse anatomy	6.1 Describe the function of the digestive system	Function , to include; <ul style="list-style-type: none"> • Digestion of food • Components; teeth, mouth, oesophagus, stomach, small intestine, large intestine, rectum, anus 	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	6.2 Identify the location of a range of key organs	Range = 2 or more Key organs; <ul style="list-style-type: none"> • Heart • Lungs • Kidneys • Stomach 	Observation and discussion
	6.3 Identify a range of major bones of the skeletal system	Range = 5 or more Major bones; <ul style="list-style-type: none"> • Skull (mandible, cranium, temporal bone) • Vertebrae (cervical, thoracic, lumbar, sacral, coccygeal) • Ribs • Forelimb (scapula, humerus, radius, ulna and cannon bone) • Hind limb (pelvis, femur, tibia, patella and cannon bone) • Sesamoid • Long/short pastern • Navicular • Pedal 	Observation and Discussion
7. Understand horse fitness	7.1 Describe the signs of an unfit horse	Signs may include; <ul style="list-style-type: none"> • Soft condition • Slow recovery rates • Lethargy • Tiring easily • Raised respiration • Early onset of sweating 	Discussion
	7.2 Explain the reasons for maintaining fitness	Reasons to include; <ul style="list-style-type: none"> • Preventing injury • Improving performance • Horse welfare 	Discussion
8. Be able to maintain a horse's health	8.1 Explain a range of routine health procedures	Range = 2 or more Routine health procedures; <ul style="list-style-type: none"> • Worming/tests for worms • Vaccinations • Teeth • Shoeing/trimming 	Discussion
	8.2 Demonstrate how to administer an oral horse treatment	Administer , to include; <ul style="list-style-type: none"> • Secure and restrain the horse • Measure quantity • Administer to horse 	Observation and discussion
	8.3 Describe signs of lameness	Signs may include; <ul style="list-style-type: none"> • Reluctance to weight bear • Pointing a toe on a front leg • Nodding of head • Uneven hind leg movement 	Discussion
	8.4 Describe a range of common types of wounds	Range = 2 or more Common types of wounds; <ul style="list-style-type: none"> • Puncture • Open • Grazes • Bruises • Pressure sores 	Discussion
	8.5 Explain a range of basic first aid procedures for wounds	Range = 2 or more Basic first aid procedures; <ul style="list-style-type: none"> • Cleaning • Cold hosing • Tubbing • Poulticing 	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	8.6 Put on stable bandages	To include; <ul style="list-style-type: none"> • Securing horse • Prepare bandages and padding • Apply and secure on front and hind legs • Identify issues of applying the bandage 	Observation and discussion
	8.7 State instances when a vet needs to be called	Instances may include; <ul style="list-style-type: none"> • Uncontrollable bleeding • Severe wounds • Colic • Lameness • Prolonged abnormal behavior • Suspected contagion/infection 	Discussion
	8.8 Describe a range of common health problems	Range = 2 or more Common health problems; <ul style="list-style-type: none"> • Colic • Acute skin conditions • Respiratory 	Discussion
	8.9 Explain how to care for horses that are unwell	Care to include; <ul style="list-style-type: none"> • Monitor • Rest • Maintain fluids • Adjust diet • Record keeping • Isolation, if applicable 	Discussion
9. Be able to prepare a horse for presentation	9.1 Describe a range of trimming procedures	Range = 3 or more Trimming procedures; <ul style="list-style-type: none"> • Tidying manes and tails • Trimming feathers, jaw, ears, tail and bridle path 	Discussion
	9.2 Plait a mane	To include; <ul style="list-style-type: none"> • Securing/holding the horse • Dampening mane • Dividing into even sections • Using appropriate tension • Using bands <p>Mane to be plaited at the speed required by industry.</p>	Observation and discussion
10. Understand how to care for a horse's feet	10.1 Explain the reasons for shoeing and trimming a horse's feet	Reasons; <ul style="list-style-type: none"> • Protecting and maintaining the condition of hoof • The environment and the work the horse is doing • The health and wellbeing of the horse • Maintaining the balance of the foot • Removing hoof growth 	Discussion
	10.2 Describe how to remove a shoe from a horse	To include; <ul style="list-style-type: none"> • The identification of the tools • The positioning of self and horse • The action required to remove a shoe 	Observation and discussion
	10.3 Describe the signs of a well-cared for foot.	Signs; <ul style="list-style-type: none"> • Level of foot on the ground • Hoof/pastern axis • Shoe is secure • Clenches flush to hoof wall • Hoof wall level with shoe • Correctly trimmed 	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
11. Understand the environment for keeping horses	11.1 Explain a range of requirements for a turn out area	Range = 2 or more Requirements; <ul style="list-style-type: none"> • Fencing/boundaries • Gates • Water • Shelter • Grass 	Discussion
	11.2 Explain a range of potential hazards in a turn out area	Range = 4 or more Potential hazards; <ul style="list-style-type: none"> • Unsafe fencing • Litter • Poisonous plants (ragwort, foxglove, yew, sycamore, oak, laburnum, deadly nightshade). • Security • Footpaths 	Discussion
	11.3 Explain a range of requirements for a stable	Range = 3 or more Requirements; <ul style="list-style-type: none"> • Size • Fittings • Doors • Windows • Ventilation • Bedding • Drainage 	Discussion
	11.4 Explain a range of potential hazards in a stable	Range = 2 or more Potential hazards <ul style="list-style-type: none"> • Protrusions of fixtures and fittings • Floor surface • Insufficient bedding • Narrow entrance/exit • Poor ventilation 	Discussion

Unit 2: Stage 2 Lunge

Unit Level: 2

30 Guided Learning Hours

26 hours of self-guided study

Unit purpose

Learners successfully completing this unit will be able to lunge a horse for exercise.

Entry requirements

- A minimum age of 14 years
- BHS Stage 1 Care or BHSQ/BHS equivalent
- BHS Gold member

Prerequisites

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

Coach endorsements:

- Put on and take off appropriate equipment needed to lunge a horse
 - I can select and put on appropriate lunge equipment
 - I can remove lunge equipment safely

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

Procedure for assessment

This assessment will last approximately 1 hour.

This unit will take place in an enclosed arena sectioned into separate areas for lunging, either indoors or outside. There may be up to three learners lunging at a time, each learner will have enough space to lunge their horse. Learners will be allocated a horse that will be tacked up ready to lunge. Learners should check the equipment for safety and correct fit and then begin lunging. The horse should be warmed up without side reins.

Learners should demonstrate an ability to exercise a quiet horse on the lunge safely. They must show safe and practical handling of the equipment and the horse. The lunging must be carried out competently with the horse or pony on a suitable sized circle. Learners are required to show walk, trot and canter (canter if appropriate) and use side reins for part of their work.

Learners should be able to review the lunge session. They will be able to discuss the reasons for lunging, the factors that may affect lunging and problems that may be encountered whilst lunging.

Unit Structure – Unit 2: Stage 2 Lunge

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand lungeing a horse	1.1 Explain a range of reasons for lungeing a horse	Range = 2 or more Reasons , to include; <ul style="list-style-type: none"> • Maintaining horse's fitness • Warming up prior to riding • Alternative method of exercise • Part of a schooling or rehabilitation programme • Assessing the horse's movement 	Discussion
	1.2 Describe a range of factors that may affect lungeing	Range = 2 or more Factors may include; <ul style="list-style-type: none"> • Horse behaviour e.g. pulling away, turning in, unwilling to go forwards • Horse is fresh and excitable • Presence of other horses • Surface and weather conditions 	Discussion
	1.3 Describe a range of common lungeing problems	Range = 2 or more Problems may include; <ul style="list-style-type: none"> • Circle too small • Inappropriate body position • Inappropriate tone of commands • Inappropriate use of equipment • Inappropriate exercise programme 	Discussion
2. Understand equipment required for lungeing	2.1 Explain the use of a range of lungeing equipment	Range = 2 or more Equipment to include; <ul style="list-style-type: none"> • Cavesson • Lunge rein • Side reins • Lunge whip • Saddle/roller • Bridle • Boots 	Observation and Discussion
3. Be able to lunge a horse for exercise	3.1 Lunge a horse according to instructions	Instructions; learners will be given a summary of the horse's needs. Lungeing to include; <ul style="list-style-type: none"> • Confirm appropriateness of equipment and adjust if required • Put horse out on appropriately sized circle • Work the horse without side reins • Work the horse in walk and trot and canter if appropriate • Work the horse with side reins adjusting if required • Awareness of others 	Observation
	3.2 Lunge safely	Lungeing safely to include; <ul style="list-style-type: none"> • Maintain safe control • Handler position in relationship to the horse • Balancing, tempo and appropriate forwardness of the horse • Lungeing technique • Use of commands • Adjust equipment at the conclusion of the session • Handling equipment safely • Awareness of others 	Observation

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	3.3 Review the lunge session	Review to include; <ul style="list-style-type: none"> • Effectiveness of session in meeting the needs of the horse • Size of the circle • Behaviour of the horse • Forwardness/responsiveness of aids • The way the horse is going (include tempo, balance, rhythm) 	Discussion

Unit 3: Stage 2 Ride

Unit Level: 2

87 Guided Learning Hours

39 hours of self-guided study

Unit purpose

Learners successfully completing this unit will be able to ride horses on the flat and over fences (up to 75cm) in an enclosed area under limited supervision. Learners are required to demonstrate their ability to ride without assistance, their balance and security should indicate the correct foundation for future progress.

Entry requirements

- A minimum age of 14 years
- BHS Stage 1 Ride or BHSQ/BHS equivalent
- BHS Gold member

Prerequisites

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

Coach endorsements:

- Ride in an open space
 - I can ride in a balanced position in walk, trot and canter
 - I can ride independently within a group

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

Procedure for assessment

This assessment will last approximately 2 hours.

This section will take place in an enclosed arena. There will be up to six riders in a group. Learners will ride two horses on the flat and two horses over fences. Learners will be required to ride in open order and ride order, abiding by the rules of the school whilst showing consideration for other riders. They should be fit enough to ride actively for up to an hour in each section without stress.

Learners will be required to show that they can maintain a secure, balanced position in harmony with their horses. Their position must be established, and they need to show empathy with all the horses they ride. They must be confident and competent riding horses without stirrups in all three paces. When jumping, they must again show confidence and an acceptable level of competence with unknown horses.

Learners will review how the horse went and their own performance. They will be able to explain a horse's way of going using the training scale and explain how the aids are used when riding.

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

Unit Structure – Unit 3: Stage 2 Ride

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand how to ride a horse	1.1 Describe a horse's way of going using the training scale	Way of going to include; <ul style="list-style-type: none"> • Walk, trot and canter • Temperament of horse • Responsiveness to aids • Willingness to go forward Training Scale to include; <ul style="list-style-type: none"> • Rhythm, suppleness and contact • Awareness of straightness, impulsion and collection 	Discussion
	1.2 Explain how a range of aids are used when riding a horse	Range = 2 or more Aids , to include; <ul style="list-style-type: none"> • Seat • Legs • Hands • Riding position • Whip • Voice 	Discussion
LEARNERS WILL BE REQUIRED TO RIDE TWO HORSES IN THIS SECTION			
2. Be able to ride horses in an arena	2.1 Ride in a balanced position in all paces	Ride , to include; <ul style="list-style-type: none"> • With and without stirrups • In walk, trot and canter Balanced position , to include; <ul style="list-style-type: none"> • Seat • Legs • Upper body • Head • Arms • Hands 	Observation
	2.2 Ride on the correct trot diagonal	Correct trot diagonal : <ul style="list-style-type: none"> • Sit when horse's outside shoulder comes back • Diagonal changed as required 	Observation
	2.3 Ride on the correct canter lead	Correct canter lead : <ul style="list-style-type: none"> • Canter lead matches the direction of travel 	Observation
	2.4 Ride a range of common school figures	Range = 2 or more School figures , to include; <ul style="list-style-type: none"> • Serpentine – three loop • Circles • Changes of direction (different variations) • Turns 	Observation
	2.5 Ride with the reins in one hand	Riding to include; <ul style="list-style-type: none"> • With stirrups • Change of direction and pace 	Observation
	2.6 Demonstrate the correct use of aids	Use of aids , to include; <ul style="list-style-type: none"> • Positioning and use of legs, whip, hands • Awareness of horse's reaction 	Observation
	2.7 Demonstrate the correct use of a schooling whip	Correct use , to include; <ul style="list-style-type: none"> • Holding whip • Reinforcing the leg aid • Changing whip from one hand to another 	Observation

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	2.8 Ride safely	Riding safely to include; <ul style="list-style-type: none"> • Use sympathetic aids riding walk, trot, canter • Awareness of other users of the school • Show respect and consideration for the horse and other riders 	Observation
	2.9 Review the session	Performance to include; <ul style="list-style-type: none"> • The horse's way of going • Awareness of other riders • Use of aids 	Discussion
LEARNERS WILL BE REQUIRED TO RIDE TWO HORSES IN THIS SECTION			
3. Be able to ride horses over show jumps	3.1 Prepare the horse to jump	Preparation , to include; <ul style="list-style-type: none"> • Shortening stirrups • Canter in light seat position • Ride the canter pace forward • Single cross pole in trot with placing pole • Canter to cross pole • Canter to upright • Canter to ascending spread • Jumping four consecutive fences 	Observation
	3.2 Ride over a course of jumps in a balanced position	Course of jumps , to include; <ul style="list-style-type: none"> • Up to seven fences to a maximum height of 75cm (2ft 6in) • Lines and track between fences Balanced position: <ul style="list-style-type: none"> • Over and between fences 	Observation
	3.3 Ride safely	Riding safely to include; <ul style="list-style-type: none"> • Use sympathetic aids riding walk, trot, canter • Awareness of other users of the school • Show respect and consideration for the horse and other riders 	Observation
	3.4 Review the session	Review , to include: <ul style="list-style-type: none"> • Use of aids • Lines ridden • Awareness of other riders 	Discussion

Unit 4: Stage 2 Coaching

Unit Level: 2

115 Guided Learning Hours

105 hours of self-guided study

Unit purpose

Learners completing this unit will be able to deliver group lessons for both flatwork and jumping, lunge lessons, lead rein lessons and deliver a practical stable management lesson. They will be able to plan, deliver and evaluate lessons. This unit is aimed at the individual who already possesses basic skills and knowledge who would like to develop their skills coaching others.

Entry requirements

- A minimum age of 17 years
- BHSQ Level 2 Foundation Groom with Riding (Stage 2) or BHSQ/BHS equivalent
- BHS Gold member

Prerequisites

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

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

Co-Requisites

The following certificates are co-requisites and are required to be up to date and current for the learner to achieve Unit 4: Stage 2 Coaching:

- BHS Equine Specific First Aid or Health and Safety Executive First Aid at Work or International equivalent
- NSPCC/CPSU or BEF endorsed Safeguarding for Equestrians workshop (**United Kingdom only**)

Procedure for assessment

This assessment will last approximately 4 hours.

Lead rein lesson

Learners will be required to deliver a lead rein lesson to a beginner rider (adult or child). The lesson may be given in a shared area of the arena and the learner should ensure they work with the other learners to ensure the environment is safe for all concerned. The learner should create a positive and safe environment in which learning can take place. The lead rein lesson will last approximately 20 minutes. After the lesson learners will be required to evaluate the lesson and describe the process of teaching basic riding skills to beginner riders.

Lunge lesson

Learners will be required to deliver a lunge lesson to a novice rider who should be able to walk, trot and canter although they may not be asked to show canter in the lesson. The learner will have 30 minutes for this session, which includes warming up and assessing the horse prior to mounting the rider. Learners should focus on improving the rider's position and balance and exercises used must be relevant to the rider. At all times the rider

must be safe and involved in the session. After the lesson learners will be required to evaluate the lesson and describe how to develop a range of riding skills.

Group lesson

Learners are required to deliver a lesson which incorporates flatwork and jumping to a group of riders (minimum of three riders), who are able to jump small related fences of up to 75cm. The lesson should contain a common theme that runs through both elements. The learner must include a flatwork section and a jumping section in the lesson. The jumping element should include grid work or related fences, for example a double or related distance. Learners will have 45 minutes to deliver this lesson. After the lesson learners will be required to evaluate the lesson and describe basic school figures, basic jumping skills and how to develop a range of basic jumping skills.

Practical stable management lesson

Learners are required to deliver a practical stable management lesson to one participant. Learners are required to have prepared lesson plans for the four topics listed below. On the day the assessor should select one for them to deliver.

Learners will have 15 minutes to deliver the lesson, this should include:

- An introduction to the topic
- A practical demonstration
- Opportunity for the participant to practice the task with support from the learner
- A conclusion.

Stable management topics, may include:

- Putting on and removing a bridle
- Putting on and removing a rug
- Putting on and removing brushing boots
- Putting on and removing a saddle.

Learners will be able to explain how to improve riders to include; the needs of different types of riders, the learning process and the development of physical and mental skills. Learners will be able to plan their own professional development.

Lesson plans

Learners are required to bring pre-prepared lesson plans for the following:

- Lead rein lesson (learning outcome 5)
- Lunge lesson (learning outcome 6)
- Group lesson (learning outcome 7)

Risk assessments

Learners are required to bring pre-prepared risk assessments for the following:

- Group lesson (learning outcome 7)
- Practical stable management lesson (learning outcome 8)

A lesson plan and risk assessment template can be found in the *Skills Record*, or downloaded from the BHS website: www.bhs.org.uk/skillsrecord

Unit Structure – Unit 4: Stage 2 Coaching

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand the roles and responsibilities of a coach	1.1 Explain the roles of a coach	Roles , to include; <ul style="list-style-type: none"> To coach adults and children how to ride a horse for the purpose of recreation To provide enjoyment To engage with riders 	Discussion
	1.2 Describe the responsibilities of a coach	Responsibilities , to include; <ul style="list-style-type: none"> To assess and coach adults and children to develop their riding ability and knowledge of horse care To ensure the health, safety and welfare of riders (duty of care) To promote the welfare and safety of the horse Provide a participant/rider centered approach to coaching To engage with riders via a variety of methods to encourage lifelong participation in riding To signpost riders to equestrian disciplines, if appropriate Respond to concerns Respond to incidents, accidents and emergencies involving the horse and/or rider Record incidents, accidents and emergencies Report to an experienced coach or mentor for support and guidance 	Discussion
	1.3 Describe legal requirements for coaching horse riding	Legal requirements ; <ul style="list-style-type: none"> Health and safety Safeguarding Data protection – confidentiality Equality Riding establishment license Code of conduct for the welfare of the horse 	Discussion
	1.4 Explain a range of factors to consider when matching a horse with a rider	Range = 2 or more Factors , to include; <ul style="list-style-type: none"> Riding ability Rider body size Age of the rider Type of horse Appropriate equipment Type of lesson being delivered Environment 	Discussion
2. Understand rider needs	2.1 Explain the needs of different types of riders	Different types of riders , to include; <ul style="list-style-type: none"> Adults Children Riders with special educational needs or disabilities 	Discussion
	2.2 Explain how the learning process may affect a rider's skill development	Learning process , to include; <ul style="list-style-type: none"> Cognitive phase Associative phase Autonomic phase Feedback cycle 	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	2.3 Describe how the development of physical and mental skills may affect the rider	<p>Physical skills, to include;</p> <ul style="list-style-type: none"> • Stamina/endurance • Speed of response • Suppleness • Strength • Stability – core and posture <p>Mental skills, to include;</p> <ul style="list-style-type: none"> • Connection with horse • Confidence • Concentration • Motivation 	Discussion
3. Be able to coach safely	3.1 Demonstrate regard for safety	<p>Coaches must demonstrate safe coaching in all sessions, including consideration of:</p> <ul style="list-style-type: none"> • Content of lesson suitable to the needs of the rider • Welfare of horses • Awareness of potential risks • Maintain safety of self and others throughout the lesson including safeguarding • Horse/equipment 	Observation
4. Be able to demonstrate lesson management skills	4.1 Demonstrate effective communication skills	<p>Effective – relates to each lesson. Communication must be effective in all four coaching sessions.</p> <p>Communication skills, to include;</p> <ul style="list-style-type: none"> • Verbal communication; volume, tone, language, terminology • Non-verbal communication; gestures, body language, demonstrations, positioning • Rapport • Motivation • Receiving feedback • Providing feedback 	Observation
	4.2 Demonstrate effective behaviour management skills	<p>Effective – relates to each lesson. Behaviour management must be effective in all four coaching sessions.</p> <p>Behaviour management, to include;</p> <ul style="list-style-type: none"> • Rules of the school • Expectations • Consistency of approach • Resolving conflicts 	Observation and discussion
	4.3 Demonstrate effective time management skills	<p>Effective – relates to each lesson. Time management must be effective in all four coaching sessions.</p> <p>Time management must be shown in all four coaching sessions.</p> <ul style="list-style-type: none"> • Follow lesson timings and adapt if required • Progression of lesson 	Observation

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
5. Be able to coach a lead rein lesson	5.1 Produce a lesson plan	Lesson for one beginner rider (adult or child) for at least 20 minutes Lesson plan , to include; <ul style="list-style-type: none"> • Aims and objectives • Equipment • Timings • Introduction including assessment of the suitability of the lead rein horse • Preparation • Main activity • Cool down • Conclusion 	Discussion
	5.2 Describe the process of coaching a beginner rider	Process , to include; <ul style="list-style-type: none"> • Position • Stop, start, steer • How to introduce trot • How to develop rising trot • How to develop balance 	Discussion
	5.3 Coach a lead rein lesson	Lead rein lesson as detailed in 5.1, to include; <ul style="list-style-type: none"> • Mounting rider including demonstration or description of how to mount as required • Controlling the horse • Rider position • Rising and sitting trot • Transitions • Turning and circles • Slowing down and halting • Dismounting <p>Questions may be asked on the above if not observed during the session or to check further understanding.</p>	Observation and discussion
	5.4 Coach progressive activities to rider	Progressive activities , may include; <ul style="list-style-type: none"> • Activities to meet the lesson aims and objectives • Activities which meet the skill level of the rider • Exercises used are in a logical and relevant sequence • Balance and or suppling exercises 	Observation
	5.5 Implement suitable adaptations to coaching practices	Adaptations in relation to; <ul style="list-style-type: none"> • Recognising the needs of the rider • Adjusting coaching practices to meet the needs of the rider • Consideration of age and experience 	Observation
	5.6 Evaluate own performance	Performance , to include; <ul style="list-style-type: none"> • Strengths • Areas for improvement • Planning • Coaching practices • Communication skills • Lesson management skills • Feedback provided to rider 	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
6. Be able to coach a lunge lesson	6.1 Produce a lesson plan	Lesson for a novice rider who is able to walk and trot, 30 minute lesson Lesson plan , to include; <ul style="list-style-type: none"> • Aims and objectives • Equipment • Timings • Introduction including assessment of the suitability of the lunge horse • Preparation • Main activity • Cool down • Conclusion 	Discussion
	6.2 Explain how to develop a range of riding skills	Range = 3 or more Riding skills , to include; <ul style="list-style-type: none"> • Trotting independently • Keeping riders interested and developing their riding before they are ready to canter • When to introduce canter • How to introduce canter • How to develop balance and security in the canter • Rider position and balance • Riding independently • The benefits of work without stirrups in walk, trot and canter • Rider position 	Discussion
	6.3 Lunge the horse safely	Lunge , to include; <ul style="list-style-type: none"> • Assess suitability of the horse • Control the horse • Correct safe use of equipment • Size of circles 	Observation
	6.4 Coach a lunge lesson	Lunge lesson , to include; <ul style="list-style-type: none"> • Mount/dismount rider safely • Positional development of rider 	Observation
	6.5 Coach progressive activities to riders	Progressive activities , to include; <ul style="list-style-type: none"> • Activities to meet the lesson aims and objectives • Activities which meet the skill level of the rider • Exercises used are in a logical and relevant sequence • Balance and or suppling exercises 	Observation
	6.6 Identify common rider faults and make corrections	Common rider faults , to include; <ul style="list-style-type: none"> • Incorrect body position • Lack of suppleness • Give feedback to rider and make changes to correct faults which meet the needs of the rider. 	Observation
	6.7 Implement suitable adaptations to coaching practices	Adaptations in relation to; <ul style="list-style-type: none"> • Recognising the needs of rider • Adjusting coaching practices to meet the needs of rider • Consideration of age and experience 	Observation

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	6.8 Evaluate own performance	Performance , to include; <ul style="list-style-type: none"> • Strengths • Areas for improvement • Planning • Coaching practices • Communication skills • Lesson management skills • Feedback provided to rider 	Discussion
7. Be able to coach an integrated flatwork and jumping group lesson	7.1 Produce a lesson plan	Group of three riders for approx. 45 minutes. Novice riders who can walk, trot and canter over related fences up to 75cm Lesson plan , to include; <ul style="list-style-type: none"> • Risk assessment • Aims and objectives • Equipment • Timings • Introduction including how to assess the suitability of the horses within a group • Preparation • Main activity • Common theme running through both flatwork and jumping • Flatwork exercises • Jumping content - should include either a double or related distance • Cool down • Conclusion 	Discussion
	7.2 Coach a group lesson	Group lesson as detailed in 7.1, to include; <ul style="list-style-type: none"> • Rider position • Walk, trot, canter and jumping up to 75cm including a double or related distance <p>Jumps should be placed at suitable distances for horses and riders. Appropriate distances to be used and measured correctly.</p>	Discussion and observation
	7.3 Coach progressive activities to riders	Progressive activities , to include; <ul style="list-style-type: none"> • Activities to meet the lesson aims and objectives • Activities which meet the skill level of the rider • Exercises used are in a logical and relevant sequence 	Discussion and observation
	7.4 Identify common rider faults and make corrections	Common rider faults , to include; <ul style="list-style-type: none"> • Incorrect body position • Faults when riding school exercises • Control of the horse <p>Give feedback to rider and make changes to correct faults which meet the needs of the rider.</p>	Discussion and Observation
	7.5 Implement suitable adaptations to coaching practices	Adaptations in relation to; <ul style="list-style-type: none"> • Recognising the needs of rider • Adjusting coaching practices to meet the needs of rider • Consideration of age and experience 	Observation

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	7.6 Describe basic school figures	School figures , to include; <ul style="list-style-type: none"> • Figure 8 • Circles • Half circles • Changes of direction • Shallow loops <p>Questions may be asked on the above if not observed during the session or to check further understanding</p>	Discussion and Observation
	7.7 Coach basic jumping skills	Basic jumping skills , to include; <ul style="list-style-type: none"> • Adapting position for jumping • Shorter stirrups • Maintaining balance through the paces and transitions • Pole work in trot and canter • Cross pole jump • Appropriate jump distances <p>Questions may be asked on the above if not observed during the session or to check further understanding</p>	Discussion and Observation
	7.8 Explain how to develop a range of basic jumping skills	Range = 2 or more Development , to include; <ul style="list-style-type: none"> • How to prepare riders for jumping • How to introduce jumping • How to develop basic jumping, progression to different exercises • Work in a light seat position • Use of related distances • Use of grids • Use of small courses with change of direction 	Discussion and Observation
	7.9 Evaluate own performance	Performance , to include; <ul style="list-style-type: none"> • Strengths • Areas for improvement • Planning • Coaching practices • Communication skills • Lesson management skills • Feedback provided to riders 	Discussion
8. Be able to coach a practical stable management lesson	8.1 Produce a lesson plan	One participant for at least 15 minutes, session suitable for a person working towards stage 1 level. Lesson plan , to include; <ul style="list-style-type: none"> • Risk assessment • Aims and objectives • Equipment • Timings • Introduction including summary of activity • Preparation • Main activity • Conclusion Stable management topics, may include; <ol style="list-style-type: none"> 1. Putting on and removing a bridle 2. Putting on and removing a rug 3. Putting on and removing brushing boots 4. Putting on and removing a saddle 	Discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	8.2 Coach a stable management lesson	Stable management lesson as detailed in 8.1, to include; <ul style="list-style-type: none"> • Safe horse handling • Safe use of equipment • Consideration for horse welfare • Safety of participant 	Observation
	8.3 Identify common faults and make corrections	Corrections , to include; <ul style="list-style-type: none"> • Giving feedback • Correction of fault to meet the needs of the participants <p>Questions may be asked on the above if not observed during the session or to check further understanding</p>	Observation
	8.4 Implement suitable adaptations to coaching practices	Adaptations in relation to; <ul style="list-style-type: none"> • Recognising the needs of the participant • Adjusting coaching practices to meet the needs of the participant • Consideration of age and experience 	Observation
	8.5 Evaluate own performance	Performance , to include; <ul style="list-style-type: none"> • Strengths • Areas for improvement • Planning • Teaching practices • Communication skills • Lesson management skills • Feedback provided to participant 	Discussion
9. Be able to plan for professional development	9.1 Describe an action plan for own development	Action plan to develop own performance in the equestrian industry, to include; <ul style="list-style-type: none"> • Short and long term goals • SMART targets (Specific, Measurable, Achievable, Realistic, Time Based) • Continual Professional Development (CPD) opportunities • Own motivation for coaching 	Discussion