

Trainer Guide



INTRODUCTION

This trainer guide has been designed to support you as you train and support learners and sign-off the skills record for Unit 3: Stage 4 Senior Lunge.

Your role as a trainer is to ensure learners are competent with all criteria in the syllabus. Your training should cover the complete specification. Learners should also be encouraged to self-study, practice and gain work experience to be able to draw down answers from their own experiences. You also have responsibility to complete the learner's **Ready for Assessment** and **Trainer Endorsement** forms within the learner's skills record. You and the learner should ensure sufficient time to complete these before the learner's assessment. We strongly recommend the learner's skills record is completed before the learner books their assessment. The learner should have their own skills record for you to sign. If you would like a skills record for your own reference, a copy can be downloaded for free from our website (<https://pathways.bhs.org.uk/resource-hub/skills-record/>), or you can purchase a hard-copy for £5 by calling the Education Team. We recommend that you keep a record of learners that you have signed off and the applicable date for your own records.

LEARNERS ARE REQUIRED TO TAKE THEIR COMPLETED SKILLS RECORD TO THEIR ASSESSMENT.

Failure to do so may result with the learner not being able to sit the assessment.

In order to sign-off the skills record at this level, you need to:

- Be an Accredited Professional Coach or Accredited Professional Centre Coach,
- Have achieved Performance Lunge unit (Unit 5: Stage 5 Working Horses from the Ground (or the lunge section of the Senior Equitation),
- Have a teaching or coaching qualification, or Ride Leader Level 2
- Have a thorough knowledge of the revised assessment process (preferably having completed a conference call to confirm standards and procedure).

You will need to be able to:

- Recognise when the learner is working at Stage 4 level
- Have a thorough knowledge of the breadth and depth of the current Stage 4 Senior Lunge assessment criteria
- Understand the expectations of industry requirements
- Differentiate between skills record sign-off requirements
 - Ready for assessment - the learner is sufficiently of the level to be presented for assessment (these learning outcomes are shaded grey in this guide)
 - Trainer endorsement - the criteria is required to be signed off by the trainer prior to the assessment day. On the assessment day the learner will be required to undertake a viva (verbal check of knowledge) with the assessor selecting criteria at random to confirm thorough understanding.
- Understand the differences in the relevant command verbs as part of the assessment criteria.

COMPLETING THE SKILLS RECORD

If you meet the above criteria you can sign off the learner's skills record. With either a **Ready for Assessment** or **Trainer Endorsement**, these can be signed off in stages on a continuous basis. Within the **Trainer Endorsement** forms you will note the 'date achieved' for each learning outcome within

the form, and also add any feedback for the learner should you wish.

COMMAND VERBS

Below is a list of the commonly used command verbs used throughout the Stage 4 units, and their meaning.

Verb	The learner will be able to:
Analyse	Break down a complex topic into simpler parts, exploring patterns and explaining significance. Could be strengths, weaknesses, conclusions and often paired with making recommendations.
Assess	Consider several options or arguments and weigh them up to come to a conclusion about their effectiveness or validity. Similar to evaluate, though can be without the measure.
Compare	Identify similarities and differences of the topic.
Demonstrate	Carry out particular activity or skill showing awareness and understanding.
Describe	Paint a picture in words. Give a full description including details of all the relevant features.
Evaluate	Examine the strengths and weaknesses and judge the merits of particular perspectives to come to a conclusion about their success/importance/worth. Evaluation is often against a measure or value.
Explain	Give logical reasons to support a view.
Justify	Give reasons why something is valid. This might reasonably involve discussing and discounting some views or actions. Each view or option will have positives and negatives, but the positives should outweigh the negatives.

TOTAL QUALIFICATION TIME (TQT)

The BHS specifies a total number of hours that it is estimated an average learner will take to complete a qualification: this is the Total Qualification Time (TQT). Within TQT, the BHS identifies the number of Guided Learning Hours (GLH) that we estimate a trainer might provide. Guided learning means activities such as lessons, tutorials, online instruction, supervised study and giving feedback on performance. Guided learning includes the time required for learners to complete assessment. In addition to guided learning, other suggested learning will include private study and preparation for assessment such as preparatory reading, revision and independent research. The thoroughness of their training, which should consist of considerable experience backed up by knowledge, is a vital aspect.

BHS Stage 4 qualifications have been designed around the number of hours of guided learning expected for the average learner (eg, at Stage 3 level working towards Stage 4). It is important to note that this is a guide. Each learner you train will have a different level of experience and learn at a different pace and may need more or less of the GLH advised.

GLH and suggested learning hours is indicated for each learning outcome within this guide. The TQT will vary depending on the combination of units required for each of the qualifications available within the Stage 4 career pathways.

STAGE 4 QUALIFICATION STRUCTURE

There are several career pathways to follow within the Stage 4 suite of qualifications.

The qualifications within the suite are:

- Stage 4 Senior Yard Manager
- Stage 4 Senior Yard Manager with Riding
- Stage 4 Senior Eventing Coach
- Stage 4 Senior Dressage Coach

- Stage 4 Senior Show Jumping Coach

Each qualification comprises of a combination of compulsory and optional units.

This table shows an overview of the qualifications at Stage 4 and the units required for the achievement of each qualification.

	STAGE 4 SENIOR YARD MANAGER	STAGE 4 SENIOR YARD MANAGER WITH RIDING*	STAGE 4 SENIOR EVENTING COACH**	STAGE 4 SENIOR DRESSAGE COACH **	STAGE 4 SENIOR SHOW JUMPING COACH**
C - Compulsory units					
O - Optional units					
Unit 1. Stage 4 Senior Care	C	C	C	C	C
Unit 2. Stage 4 Senior Management	C	C	C	C	C
Unit 3. Stage 4 Senior Lunge		C	C	C	C
Unit 4. Stage 4 Senior Ride for Training Eventing		O	O	O	O
Unit 5. Stage 4 Senior Ride for Training Dressage		O	O	O	
Unit 6. Stage 4 Senior Ride for Training Show Jumping		O	O		O
Unit 7. Stage 4 Senior Coaching Eventing			C		
Unit 8. Stage 4 Senior Coaching Dressage				C	
Unit 9. Stage 4 Senior Coaching Show Jumping					C

* Achievement of the Stage 4 Senior Yard Manager with Riding requires completion of the three compulsory units and one optional unit.

** Achievement of Stage 4 Senior Coach qualifications require completion of the four compulsory units and one optional unit

GENERAL GUIDANCE

Good stable management practice of handling horses, tack and equipment with safety and care, and of skipping out should be followed at all times. The assessor will want to see the learner follow safe and efficient practice they can apply when working with any horse, whether mare, gelding, stallion or youngster. The age and/or sex of the horse should be checked, before commencing work, if appropriate.

LO1 Understand how to lunge competition horses

(Trainer Endorsement)

GLH 4; Self-guided study 3

- *This learning outcome is assessed by the trainer. The learner's skills record should be signed off when the trainer is confident that the learner has met the demand of all the assessment criteria*
- **Ensure the 'Trainer Endorsement' form in the learner's skills record is completed before the assessment day; this records that an assessment with the trainer has taken place**
- *The learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor on the day to clarify competence.*

Assessment Criteria	Guidance on level and depth of subject content
1.1 Evaluate the use of a range of training aids for lunging	<p>The learner should be asked to evaluate the use of training aids. Consider factors such as; reasons for use, advantages and disadvantages, and problems caused by incorrect use.</p> <p>Training aids may include:</p> <ul style="list-style-type: none"> • Side reins (variation of positions) • Pessoa • Whittaker • Chambon • Harbridge <p>Example depth and level of knowledge</p> <p>Pessoa:</p> <p>A Pessoa is designed to be used progressively over a period of time. Before using such training aid, considerations to be made include, is it necessary, will it harm the horse and is the person using the aid experienced?</p> <p>The Pessoa consists of ropes and pulleys that attach to the bit and run alongside the body and around the hindquarters. There are different positions that can be attached depending on the horse's stage of training. Work should always be started on the lowest setting, for a short period, for example, a few minutes on each rein. The work can be gradually increased to 20 minutes per session over a series of weeks.</p> <p>The basic idea of the Pessoa is to encourage the horse to work with a lowered head carriage and rounded outline and to work through from behind. They can also help to build up muscle along the back and hindquarters following injury.</p> <p>When using any training aid the horse should be introduced to this slowly, to allow their muscles to develop. If the training aid is used incorrectly, the horse can be put under too much strain and physically damaged. It could also cause behavioural issues with the horse becoming uncooperative. The training aid should not be used as a quick fix and injuries, way of going and wear and tear should all be considered. Due to the rope system of the Pessoa, and how it comes around the horse's hindquarters, some horses will not like this feeling, particularly young horses, and may react to it. Care should be taken the first few times of using to allow the horse to accept the feeling of the ropes around the hindquarters.</p>
1.2 Explain the use of long reining	<p>The learner should be able to discuss when and why to use long reining as a suitable exercise for horses at various stages in their training.</p> <p>Use to include;</p> <ul style="list-style-type: none"> • Different types of long reining

	<ul style="list-style-type: none">• Use for young horses• Use for experienced horses• Process of introducing long reining to a horse <p>Example depth and level of knowledge</p> <p>Use for young horses:</p> <p>Long reining can be a useful training tool for young horses. It will introduce contact on both reins, whilst stimulating energetic movement from the additional line around the quarters. It should help the horse to accept contact before moving onto ridden work. As you have two lines when long reining it is easier to keep a young horse on the line of direction of the circle and prevent him from falling in or out. You have more control with the two lines. You can also work on suppleness and bend whilst long reining. You can also introduce different environments (for example bridledways and tracks) via long-reins, but this should always be carried out with two people (one close to the horse's head) in case the horse spooks.</p>
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LO2. Be able to lunge a competition horse to develop its way of going

(Ready for Assessment)

GLH 27; Self-guided study 18

- *This learning outcome is assessed on the assessment day*
- *The learner will be ready to take the assessment when they can demonstrate to the trainer all the skills and knowledge as outlined in the assessment criteria listed below*
- **Ensure the 'Ready for Assessment' form in the learner's skills record is completed before the assessment day; this records the learner is of sufficient level to sit the assessment. This does not mean they will necessarily be successful in passing the assessment on the day.**

Assessment criteria	Guidance on level and depth of subject content
2.1 Maintain health, safety and welfare of horse, self and others at all times	<p>The learner should show regard for health, safety and welfare of self, others and horses throughout the lunge session:</p> <ul style="list-style-type: none"> • Use of schooling area • Awareness of space and other users • Horse fitness and level of education • Checking tack for safety • Leading the horse • Lungeing the horse • Lungeing with poles <p>Learner should check all lunge equipment for safety and fit. Horse can be warmed up without side reins (can be put on during warm up if required e.g. to help control horse).</p> <p>Horse moved through changes of rein safely. Horse sent out on an appropriate sized circle. Learner positioned safely throughout, handling equipment safely at all times. Time of session suitable for horse. Equipment adjusted to improve horse's performance. If poles used, must be set out to a safe distance for horse.</p> <p>Assessment method: Observation.</p>
2.2 Assess and evaluate the horse's way of going	<p>Learner should be able to give an evaluation of the horse's way of going throughout the session</p> <p>Way of going to include:</p> <ul style="list-style-type: none"> • Informed observation of the horse working in walk, trot and canter • Comparison of way of going on both reins • With and without side reins <p>The learner will be expected to age the horse, assess its physical condition and its way of going in all three paces to select exercises appropriate for the horse. The learner should be aware of the horse's level of fitness and its temperament.</p> <p>Assessment method: Observation.</p>
2.3 Demonstrate techniques appropriate for the horse	<p>Techniques to include;</p> <ul style="list-style-type: none"> • Handling of equipment • Stance, authority • Appropriate circle size • Side reins attached appropriately • Working at relevant rhythm and tempo • Work over poles (as appropriate) • Developing balance

	<p>If poles are used, the learner's technique lungeing over the poles must be safe and correct. Learner must show confidence and competence with their lunge technique. Assessment method: Observation.</p>
2.4 Utilise a range of exercises to improve the horse's way of going	<p>Learner should be experienced in working horses on the lunge as a means of schooling and improvement and not just exercising.</p> <p>Learner should be able to use the following exercises appropriately during their session:</p> <ul style="list-style-type: none"> • Transitions • Collecting and lengthening stride • Increasing and decreasing the size of the circle • Use of poles (as appropriate) to develop the way of going <p>The exercises should show an improvement in the horse's way of going (discussed in 2.2).</p> <p>Learner must show confidence and competence to undertake a variety of exercises necessary to improve the horse's way of going. Side reins must be used during main part of work. Horse should be worked in all three paces on both reins, through changes of pace and stride, use of transitions and circle size adjusted. Poles should be used if appropriate for the horse and conditions and appropriate exercises chosen. If it is not appropriate to use poles (i.e. horse too fresh) then the use of poles can be discussed within 2.7.</p> <p>The canter does not need to be maintained if not balanced, but an assessment of the canter needs to be made.</p> <p>Walking when lungeing is acceptable when it is necessary to keep the circle size big, but should still be able to reach the horse with the whip. Assessment method: Observation.</p>
2.5 Develop an effective rapport with the horse	<p>Learner should develop a rapport with the horse to get the best work out of them. To include:</p> <ul style="list-style-type: none"> • Manner with the horse • Effectiveness of aids • Control and influence over horse's way of going • Empathy with the horse's needs <p>The handling of equipment, the rapport and efficiency in working the horse to show his/her best work is what is required. Assessment method: Observation.</p>
2.6 Evaluate the effectiveness of the session	<p>Learner should be able to evaluate the session, to include:</p> <ul style="list-style-type: none"> • Reflection on the content of session • Logical sequence and timing • Debate of effectiveness of exercises chosen • Identify strategies to improve personal performance • Identify effective techniques used <p>Learner is expected to talk about the gaits of the horse, their outline and carriage, straightness, suppleness, willingness and so on. Assessment method: Discussion.</p>
2.7 Develop a plan for progression	<p>From their assessment and evaluation of the session, learner should be able to develop a suitable plan for the horse's work on the lunge. The plan should include:</p> <ul style="list-style-type: none"> • Identify areas for improvement • Consider progression for future sessions for the development of this horse (short

	term (one month), medium term (six months). Assessment method: Discussion.
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