

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 the following riding units:

Unit 4: Stage 4 Senior Ride for Training Eventing

Unit 5: Stage 4 Senior Ride for Training Dressage

Unit 6: Stage 4 Senior Ride for Training Show Jumping

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 a Performance Riding qualification for the discipline you are signing off. Please note, you can only sign off a **Trainer Endorsement** or **Ready for Assessment** within the discipline you hold a BHS riding qualification for (if you have achieved the Senior Equitation qualification you can sign off all riding parts of the skills record. If you have achieved a show jumping or dressage riding unit you can sign off any show jumping or dressage related **Trainer Endorsements** or **Ready for Assessment**),
- 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 Riding 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

LEARNING OUTCOME COMBINATIONS

This trainer guide covers all the learning outcomes required for all three Stage 4 Senior Ride for Training units. Not all learning outcomes are required to be completed for each unit. The table below outlines the learning outcomes required to be completed for each unit.

LEARNING OUTCOME	UNIT		
	Unit 4: Stage 4 Senior Ride for Training Eventing	Unit 5: Stage 4 Senior Ride for Training Dressage	Unit 6: Stage 4 Senior Ride for Training Show Jumping
LO1. Understand the training of young horses	✓	✓	✓
LO2. Be able to ride safely	✓	✓	✓
LO3. Understand how to progress the training of a dressage horse	✓	✓	
LO4. Understand how to progress the training of a show jumping horse	✓		✓
LO5. Be able to ride a trained horse in a double bridle to develop its way of going	✓	✓	
LO6. Be able to ride an inexperienced dressage horse with a view to developing its way of going	✓	✓	
LO7. Be able to ride an experienced horse over show jumps up to 1.10m (3ft 7ins) with a view to developing its way of going	✓		✓
LO8. Be able to ride a horse cross country over fences up to 1m (3ft 3ins) with a view to developing its way of going	✓		
LO9. Be able to ride horses used for training others, with a view to developing their way of going		✓	✓
LO10. Be able to ride an inexperienced horse over show jumps up to 1m (3ft 3ins) with a view to developing its way of going			✓

GENERAL GUIDANCE FOR THE RIDING ASSESSMENTS

Good stable management practice of handling horses, tack and equipment with safety and care 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.

The horse will be presented tacked up, but the learner should be able to adjust the tack as they would at home. They may ride in groups of up to four and are expected to work in open order, showing respect and consideration for the other riders in the arena.

When riding on the flat, the learner should be able to work the horse to make the most of the basic gaits and the way of going and identify any problems. They should be able to ride horses to their

level of capability to discover the level of training. Areas for improvement should be identified early in the riding and the plan of work and exercises carried out should aim to improve the horse's way of going. Working at test movements is not a necessity unless this develops the quality of work. It is the ability to improve gaits and work that should be seen.

For show jumping the learner will be expected to work the horse in using two or three fences. From this, the learner should be able to discover the basic good and bad points of the horse and its jumping ability. The learner should have a thorough knowledge of the distances used for schooling and competition. The learner should be able to quickly establish a rapport with the horse and produce the best canter they can from the horse to benefit the jumping ability.

When riding over cross country the learner should take into account the going and terrain. The learner should be competent with either cross country on grass or arena eventing on a surface, as either scenario could be used depending on weather and going. It is not necessary to ride at cross country speed expected at competition, however the learner should be able to ride the horse in a well-balanced canter suitable for schooling cross country.

Please ensure you and the learner are aware of the current dress code for BHS assessments. You can also view the current accepted hat and body protector standards:

<https://pathways.bhs.org.uk/resource-hub/forms-and-guidance/dress-guidance/>

LO1. Understand the training of young horses

(Trainer Endorsement)

GLH 7; Self-guided study 5

- *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
<p>1.1 Explain a range of methods of training horses from birth to riding away</p>	<p>The learner should be able to explain the different methods involved when training horses.</p> <p>Methods to include:</p> <ul style="list-style-type: none"> • Learning theory • Appropriate introduction of equipment and tack • Leading in hand • Lungeing • Long reining • Initial backing process • Using assistance • Field and stable care • In hand showing • Young horse evaluations • Travelling <p>Example depth and level of knowledge</p> <p>Learning theory: Learning theory explains how and why animals learn. Learning theory acknowledges the animal's behaviours and psychology, so that the right experiences can be used to facilitate learning. The correct use of learning theory therefore eliminates the potential for confusion by inaccuracies in training. The basic learning processes in learning theory are:</p> <ul style="list-style-type: none"> • Habituation • Sensitization • Shaping • Classical conditioning • Operant conditioning <p>Sensitization is where the reaction by the horse becomes increased or more intense. Habituation is the opposite of sensitization. Classical conditioning the forming of an association between two stimuli. Operant conditioning describes the way in which a horse learns by consequences, therefore it can be explained as a type of cause & effect learning. Shaping is the process of establishing a behaviour that is not currently learned or performed by an animal. It is a procedure that involves rewarding or reinforcing behaviours that are progressively closer to the desired 'target' behaviour.</p> <p>In understanding the beginnings of learning theory, it is easy to see how the horse may</p>

	<p>become distressed or confused by blurred/unclear aids. This can then compromise performance (for instance the horse offering canter rather than producing lengthened strides) or more importantly, welfare and safety (the horse becomes distressed enough to rear following incorrectly timed and applied aids for rein back).</p> <p>Horses thrive on predictability and habit. If our training of young horses is as predictable and consistent as possible, by utilising learning theory in every session, then they should never be restricted by confusion, tension or distress.</p>
<p>1.2 Explain the training of young horses</p>	<p>The learner should be able to explain what is required of a young horse during their initial stages of their ridden work, to include:</p> <ul style="list-style-type: none"> • Directional control • Moving forward • Transitions • Responding to the leg and rein aids • Rhythm • Bend/straightness • Hacking out • Variation of training • Rest periods and down time <p>Example depth and level of knowledge Hacking out:</p> <ul style="list-style-type: none"> • A reliable hacking companion will be needed to start • Use the same through routes initially • Hacking will help the balance of the young horse • It will also increase the mental fitness of an immature horse • Hacking out encourages the horse to travel forward • Taking most difficulties in training out of the arena is usually beneficial – teaching lengthened strides and variation in pace in a field (ideally with an incline to lengthen the horse up) is another example.
<p>1.3 Explain the Training Scale</p>	<p>The learner should be able to explain the training scale in relation to training horses.</p> <p>Training Scale:</p> <ul style="list-style-type: none"> • Rhythm • Suppleness/relaxation • Contact • Impulsion • Straightness • Collection <p>Example depth and level of knowledge</p> <ul style="list-style-type: none"> • Rhythm: regularity of gait • Suppleness: Lateral bend, outline, ease of movement • Contact: feel on the reins, consistent, non-leaning • Impulsion: energy, intention to move forward • Straightness: hind feet following front feet, nose in line with tail, lateral flexion – neck to both sides • Collection: weight carried more under hind quarters than forehand <p>The training scales should be approached in the order rhythm to collection, but at times</p>

	<p>can be interchanged. The scales should improve and be of a higher standard as the horse progresses their training.</p> <p>Rhythm</p> <p>There must be regularity within the beat of each gait, i.e. four clear beats in walk, two in trot and three in canter. The footfalls must be even and regular and should have an obvious beat.</p> <p>Once the young horse is moving forwards freely when ridden they should be encouraged to work in rhythm. Without rhythm the subsequent stages of the Training Scale cannot be achieved. As rhythm becomes more consistent so will the horse's balance. Rhythm can be achieved with consistent direction from the rider, but exercises such as pole work can also help.</p>
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LO2. Be able to ride safely

(Ready for Assessment)

GLH 1; Self-guided study 1

- *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	<p>The learner should show regard for health, safety and welfare of self, others and horses throughout all riding sessions, to include:</p> <ul style="list-style-type: none"> • Ride with consideration for other users of the school space • Consideration of individual horses <p>The learner will be working in open order for all riding sessions. Spurs are permitted at Stage 4 (see BHS website for further information on the dress guidance) and should be used appropriately.</p> <p>Assessment method: Observation.</p>

LO3. Understand how to progress the training of a dressage horse

(Trainer Endorsement)

GLH 16; Self-guided study 10

- *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
3.1 Describe the requirements of dressage tests from Intro to Elementary	<p>Requirements to include:</p> <ul style="list-style-type: none"> • Content at each level • Progression route • Variations in tack and equipment • Different competition opportunities <p>Example depth and level of knowledge:</p> <p>The purpose of the Introductory level is to introduce the rider and/or horse to the sport of dressage. Some riders may choose to start at Prelim level, however Intro provides the opportunity to compete without having to canter</p> <p>British Dressage (BD) Intro tests include the following:</p> <ul style="list-style-type: none"> • Medium walk • Free Walk

	<ul style="list-style-type: none"> • Working Trot – rising – 20 meter circles & changing of rein across the diagonal • Halts – halt through walk <p>The progression from Intro would be to Prelim level dressage.</p> <p>Tack requirements*:</p> <ul style="list-style-type: none"> • Dressage legal snaffle bit • Cavesson, drop, flash or grackle noseband (Micklem bridles are permitted. Clips on Micklem bridles are not permitted) • Breastplates are permitted • Martingales are not permitted • Neck strap is permitted <p>(more detail can be found in the BD rulebook)</p> <p>Affiliated competitions are run through BD. To compete, the rider must be a member of BD. If the horse is not owned by the rider the owner of the horse will also need membership with BD. Riders can compete on a ticket if not a member.</p> <p>Opportunities to compete unaffiliated are also provided through British Riding Clubs, the Pony Club and private competitions.</p> <p>*Correct at time of going to print</p>
<p>3.2 Analyse the effect of a range of school movements on a dressage horse's performance</p>	<p>The learner should be able to analyse the effect of school movements by explaining;</p> <ul style="list-style-type: none"> • The reasons why the movement creates improvement • Situations when a movement may not be beneficial <p>School movements to include:</p> <ul style="list-style-type: none"> • Turn about / on the forehand • Leg yield • Shoulder fore / in • Pirouettes in walk • Counter canter <p>Example depth and level of knowledge</p> <p>Counter canter: Counter canter helps to develop obedience, suppleness and straightness.</p> <p>Obedience – the horse is required to be attentive to the rider's aids in order to maintain the counter canter and not to fall back to trot, go disunited or try to change canter lead.</p> <p>Suppleness – The horse is required to maintain the bend to the leading leg so is required to look to the outside of the curve, as such it is a suppling and stretching exercise – improvement should be felt when the horse returns to true canter when the rein is changed.</p> <p>Straightness – A common problem in the canter is that the horse's quarters fall to the outside, this often occurs because a horse is wider in the quarters than at the forehand. As the horse takes slight bend to the outside in counter canter this helps to improve straightness and the rider may also become more aware of their aids in maintaining counter canter and as a result ride with more control of the quarters when in true canter.</p> <p>It is beneficial to establish counter canter before beginning to teach the horse changes. If a horse can do flying changes they are more likely to attempt to change the leg in</p>

	<p>counter canter to evade the exercise.</p> <p>Counter canter should only be used where a horse has established rhythm and balance in the canter on both reins. Introducing counter canter too early could cause confusion to a horse that is not sufficiently established in canter.</p>
<p>3.3 Explain potential problems in the horse's way of going and methods to overcome them</p>	<p>Potential problems to include:</p> <ul style="list-style-type: none"> • Irregular paces • Loss of balance, rhythm • Acceptance of contact • Stiffness on either rein <p>Methods to overcome to include consideration of:</p> <ul style="list-style-type: none"> • Choice of work • Choice of exercises <p>The learner should be able to explain a potential problem; how this may occur, what effect it would have on future training if continued (not resolved), and how they should overcome the problem. They should be able to describe different types of work and exercises to include in the training to overcome the problem. Should also show a consideration for checks such as teeth, saddle etc from the recognition of problem.</p> <p>Example depth and level of knowledge Acceptance of contact: Problems could include; leaning on the bit, fussiness/lack of stillness in the mouth, the horse coming behind the bit. The first action to take for all of these situations is to ensure the horse is not experiencing any pain in their mouth or back. The horse's teeth, tack and back should be checked. Leaning on the bit – This is usually caused by the horse working 'on the forehand'. During schooling transitions can be used to help to engage the horse's hind quarters. Shoulder in can also be useful for helping to lighten the forehand. Fussiness or lack of stillness in the mouth - Lungeing the horse in side reins can also help the horse to accept the contact. This can be beneficial as the horse can begin to establish their balance without the interference of a rider. During ridden sessions the rider will need to ensure they maintain a still contact with the hand. The horse needs to be encouraged to work through from behind, this can be achieved by consistently riding the horse forward through smooth transitions and through school figures maintaining a consistent rhythm. Horse behind the bit – Similar to above the horse needs to be ridden consistently forwards into a steady contact. Pole work can help the horse to stretch forward through their head and neck. Lengthening the strides in trot and canter can also encourage the horse to stretch forwards into the contact. Encouraging the horse to stretch forwards and down for relaxation at points within the session is another useful way to encourage the horse to seek the contact forwards.</p>
<p>3.4 Describe variations within the pace</p>	<p>The learner should be able to describe the four variations for each pace.</p> <p>Example depth and level of knowledge Trot: Collected trot: The collected trot has shorter strides than the working trot, but with</p>

	<p>increased lightness and mobility of the shoulders. The hocks, being well-engaged and flexed, must maintain an energetic impulsion, enabling the shoulders to move with greater mobility, thus demonstrating complete self-carriage. The horse, remaining on the bit, moves forward with the neck raised and arched. Although the horse's strides are shorter than in the other trots, elasticity and cadence are not reduced – in fact cadence, in particular, should be increased. Horse does not track up.</p> <p>Working trot: This is a trot between the collected and medium variants, used when the horse's training is not yet developed enough for these other forms. In a good working trot, the horse shows proper balance and, remaining on the bit, goes forward with even, elastic steps, with his hocks pushing under his body. Horse tracks up.</p> <p>Medium trot: This is a moderate lengthening of strides compared to the extended trot, but 'rounder' than the latter. Without hurrying, the horse goes forward with clearly lengthened strides and with impulsion from the hindquarters. The rider allows the horse to carry his head a little more in front of the vertical than at the working trot, and to lower his head and neck slightly. The steps should be even, and the whole movement balanced and unconstrained. Horse overtracks.</p> <p>Extended trot: While remaining balanced and on the bit, the horse lengthens his frame and the stride as a result of great impulsion from the hindquarters. The horse should cover as much ground as possible whilst maintaining the same tempo. In the forward movement of the extension, the movement of the fore and hind legs should be equal. Horse overtracks.</p>
<p>3.5 Analyse the effect of transitions on a dressage horse's performance</p>	<p>The learner should be able to analyse the effect of transitions by explaining;</p> <ul style="list-style-type: none"> • The reasons why transitions create improvement • When transitions may not be beneficial <p>Effect of transitions to include:</p> <ul style="list-style-type: none"> • Developing the half halt • Transitions between paces • Transitions within the pace • Direct transitions for example, walk to canter <p>Example depth and level of knowledge Developing the half halt: Transitions improve engagement, balance and responsiveness.</p> <p>Engagement and balance – The horse naturally carries more weight on their forehead, for riding we require the horse to carry more weight on their hind quarters. Transitions engage the horse's hindquarters to help to achieve this which improves their balance when ridden and enables greater manoeuvrability.</p> <p>Responsiveness – Riding transitions encourages the horse to focus on the rider's aids and as a result they often become more responsive. Some horses can switch off from the rider; transitions are a useful tool to prevent this from happening.</p> <p>The half halt increases the attention of the horse, helps to engage the hind quarters and notifies the horse the rider is about to ask something of him.</p> <p>The half halt can be developed in trot by asking the horse to walk for a specified number of strides before trotting again. The number of strides can then be reduced so eventually the horse is walking for one stride then trotting again. This can then be refined further so the rider moves the horse off before it actually walks, eventually the rider will be able to apply the same aids more subtly to achieve a half halt.</p>

<p>3.6 Plan a work schedule for a dressage horse</p>	<p>The learner should be able to discuss a work schedule to develop a dressage horse, for example, from Prelim to Novice or Novice to Elementary.</p> <p>Work schedule to include:</p> <ul style="list-style-type: none"> • Short (one month) and medium term (six months) • Fitness work for dressage horses • Canterng outside <p>Example depth and level of knowledge</p> <p>To progress a horse from Novice to Elementary:</p> <p>Horse will need to begin to take more weight behind, raising and lightening the forehand with periods of work on a shortening frame, more obedient to rider’s aids. Exercises may become more challenging and more closely connected, include smaller school figures in balance and rhythm. The horse should also be working to be able to perform movements in quicker succession and linked more seamlessly. Introduced to lateral work required and counter canter, beginnings of collection and lengthening stride – medium trot for example. Lateral work should include; turn on or about the forehand, leg yield, pirouette...</p> <p>Work schedule should be varied – hacking, schooling, jumping, lungeing and other forms of exercise if available (horse walker, treadmill). Work introduced progressively; as the fitness and muscle tone improve the intensity of the work can increase. Regular turnout essential.</p>
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LO4. Understand how to progress the training of a show jumping horse

(Trainer Endorsement)

GLH 16; Self-guided study 10

- 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
<p>4.1 Describe the requirements of different show jumping categories/levels</p>	<p>Requirements to include:</p> <ul style="list-style-type: none"> • Content at each level (types of jumps, height and distances) • Progression route • Variations in tack and equipment • Different competition opportunities <p>Example depth and level of knowledge</p> <p>Discovery: British Showjumping (BS) classes offer you the opportunity to qualify for a second round, and then to qualify for the final. You need to achieve four double clears to qualify for second round competitions. This then earns you three chances to compete in second round competitions to gain a chance to qualify for the final.</p> <p>The maximum height in a Discovery class is 1m. If you qualify for the second round the height of the jumps increase to a maximum height of 1.05m. Jumps will include; uprights, oxers, combinations, various fillers and may include a water tray.</p> <p>BS classes start at British Novice, then Discovery, followed by Newcomers and then Foxhunter before progressing to higher level competitions.</p> <p>Tack requirements*</p> <ul style="list-style-type: none"> • Running and standing martingales are permitted (latter must only be attached to the cavesson part of a noseband) • Most bits are acceptable • Pelham and curbs bits with curb chains have some restrictions to adhere to (details in rule book) • Market Harborough and running or check reins are not permitted • Tongue straps are not permitted • Blinkers are not permitted <p>For competitions are affiliated to BS, to compete the rider must be a member of BS. If the horse is not owned by the rider the owner of the horse will also need membership with BS. Rider can compete on a ticket if not a member.</p> <p>Opportunities to compete are also provided through British Riding Clubs, The Pony Club and private competitions.</p>

	*Correct at time of going to print
4.2 Outline a training programme for introducing a horse to jumping	<p>Training programme to include:</p> <ul style="list-style-type: none"> • Understand relevance of the Training Scale • Use of poles; individual, trot, canter, placing • Introduce a fence following the pole exercise • Ability to ride on all surfaces including grass <p>Example depth and level of knowledge</p> <p>Good training should always begin with consideration of basic principles, for example rhythm should be established in all paces. There might be particular emphasis in the canter as this the most important pace for the jumping horses. A horse should be schooled to be supple and responsive to both the leg and the rein aids – contact. Be able to bend right and left and be ridden straight. The horse should engage from behind and move well forward with impulsion. Start with a pole on the ground then three poles, then a cross pole, upright, spread, fences (either side of school) positioned apart, linking fences together (simple course), doubles, related distances, introducing fillers, grid work, unaffiliated competitions.</p>
4.3 Explain potential problems and suggest methods to overcome them	<p>Potential problems may include:</p> <ul style="list-style-type: none"> • Irregular paces • Loss of balance, rhythm • Inappropriate speed • Lack of adjustability between obstacles • Poor quality of turns and approach to fences <p>Methods to overcome to include consideration of:</p> <ul style="list-style-type: none"> • Choice of work • Choice of exercises <p>The learner should be able to explain a potential problem; how this may occur, what effect it would have on future training if continued (not resolved), and how they should overcome the problem. They should be able to describe different types of work and exercises to include in the training to overcome the problem. Should also show a consideration for checks such as teeth, saddle etc from the recognition of problem.</p> <p>Example depth and level of knowledge</p> <p>Inappropriate speed:</p> <p>Rushing to fences can be over exuberance from the horse but usually occurs as a result of lack of confidence from the horse. To overcome this problem the horse should be able to gain confidence by jumping regularly over small, simple obstacles. Height and complexity can be increased progressively as the horse gains confidence. Other exercises that can be used include:</p> <ul style="list-style-type: none"> • Circle in front of a fence until the horse settles into a rhythm and only then allow the horse to jump • Trotting poles can be used in front of a fence • Jumping on a circle with a short approach • Working on the consistency of maintaining the quality of the canter – throughout course. A horse that loses impulsion around corner will rush to the fence <p>If not resolved this will likely to result in knock downs and refusals at competitions. It</p>

	can also be dangerous for both horse and rider to continue jumping. Other checks to make include teeth, back and tack.
4.4 Evaluate the value of grid work	<p>The learner should be able to evaluate grid work for the horse including:</p> <ul style="list-style-type: none"> • Development of the horse’s jumping skills • Improving straightness • Regulating length of stride • Building confidence • Improving technique <p>Example depth and level of knowledge Building confidence of horse: Grid work can be used for all levels of horse that have been introduced to jumping.</p> <p>For grid work the fences are set out at a prescribed distance. This means that the rider only needs to set the horse up for the approach to the first fence and then maintain the impulsion through the grid. If the horse has been set up correctly at the first fence they should be able to continue through the grid with relative ease, in a good rhythm. The horse will often gain confidence through a grid and the size of some fences can be increased if the session is going well, further building a horse’s experience and confidence.</p> <p>If grids are not set at suitable distances, or suitable exercises used, this will be detrimental to a horse’s confidence. Consideration should be paid to situations where more than one horse is using a grid, horses must be of a similar stride length.</p>
4.5 Plan a training schedule to progress a horse to show jumping 1.10m	<p>Training schedule to include:</p> <ul style="list-style-type: none"> • Pole exercises • Grid exercises • Introduction of canter poles • Further improvement of the horse’s way of going on the flat • Referenced to the Training Scale <p>Example depth and level of knowledge Poles on the ground can be used for related distances and dog legs. You would introduce things like a water tray, and different types of fences (style, triple bar, offset fences) flowers on the side of the fences, rings, banners (ringside), exercises can be made progressively difficult by lengthening and shortening distances, take them to unaffiliated shows. Raise the height and width of fences at home in a progressive way. Improve the quality of canter so horse can sit more (improve impulsion). Practicing for jump offs (tighter turns, length of stride, shorter approaches).</p> <p>Work schedule should be varied – hacking, schooling, jumping, lungeing and other forms of exercise if available (horse walker, treadmill). Work introduced progressive; as the fitness and muscle tone improve the intensity of the work can increase. Regular turnout essential.</p>
4.6 Explain factors that influence the distances	<p>The learner should have a working knowledge of the adjustments of the distances between doubles, combinations, grids and related fences depending on different factors.</p> <p>Factors to include:</p>

<p>between fences</p>	<ul style="list-style-type: none"> • Trot and canter approaches • Dealing with different length of stride • Reasons and needs for shorter and variable schooling distances • Competition rules • Terrain, for example, grass or surface, uphill, downhill, distance to or from a corner, going • Knowledge of jump distances <p>Expected level of answer</p> <p>Reasons and needs for shorter and variable schooling distances:</p> <p>The horse needs to have an adjustable stride for jumping to be able to make distances and different types of obstacles. Different horses will naturally have different stride lengths, and the horse should be prepared in training for the length of stride required in competition. Distances may be set at competition that are slightly short or slightly long for a particular horse. The rider will need to identify this when walking the course and then ride the horse appropriately through the combination.</p> <p>A useful exercise to use when schooling is to set a distance e.g. 5 strides between two fences and then practise shortening the horse to 6 strides and lengthening to 4 strides. To achieve this the distance between the fences could be set at 21m. It is important that a horse is ridden between the leg and hand and so called on the aids in order that they may use their body to best effect.</p>
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LO5. Be able to ride a trained horse in a double bridle to develop its way of going

(Ready for Assessment)

GLH 20; Self-guided study 50

- *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.**

At the Stage 4 Senior Ride for Training (Eventing and Dressage) assessment the learner will be assessed on learning outcomes 5 and 6 during a one hour session. They will ride each horse for approximately 30 minutes including time taken to discuss the horse with the assessor.

Assessment criteria	Guidance on level and depth of subject content
5.1 Ride in an influential balanced position	<p>The horse will be working up to Elementary level. The learner should assess the horse's paces, balance, straightness and suppleness. They should show some lateral work and movements used in an Elementary test. Throughout their work they maintain an influential balanced position to include:</p> <ul style="list-style-type: none"> • Showing a secure balanced position whilst maintaining integrity of the aids • Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel <p>Method of assessment: Observation.</p>
5.2 Evaluate the horse's way of going in line with the Training Scale	<p>The learner will be asked to evaluate the horse they have ridden to include the points listed below. They should discuss the horse's good qualities as well as areas they think could be improved. They should be able to identify the level of competition the horse could compete at and where the horse would gain high or low marks.</p> <p>Evaluation with reference to the training scale</p> <p>Way of going to include:</p> <ul style="list-style-type: none"> • Pace • Balance • Gymnastic ability (movements) • Attitude/rideability • Technique <p>Method of assessment: Observation and discussion.</p>
5.3 Use exercises to develop the horse	<p>Based on the learner's assessment of the horse they should be able to select exercises to progressively develop the horse.</p> <p>Appropriate exercises may include:</p> <ul style="list-style-type: none"> • Dressage movements to Elementary level • Transitions within paces • Direct transitions • Lateral work <p>Method of assessment: Observation.</p>
5.4 Evaluate the	The learner should be able to evaluate the exercises they have used; they should

effectiveness of the exercises carried out	<p>discuss what worked well and what may not have been as effective.</p> <p>Evaluation should include:</p> <ul style="list-style-type: none"> Reasoning for the selection of the work Effectiveness of the work <p>Method of assessment: Observation and discussion.</p>
5.5 Justify a plan of work to develop the horse's training	<p>The learner should discuss what they would like to develop with the horse to progress its training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.</p> <p>Plan to include:</p> <ul style="list-style-type: none"> Future possible work; short term (one month), medium term (six months) Use of alternative work programmes which may include lungeing, hacking and outside work Progression for future work <p>Method of assessment: Discussion</p>

LO6. Be able to ride an inexperienced dressage horse with a view to developing its way of going

(Ready for Assessment)

GLH 20; Self-guided study 50

- 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.**

At the Stage 4 Senior Ride for Training (Eventing and Dressage) assessment the learner will be assessed on learning outcomes 5 and 6 during a one hour session. They will ride each horse for approximately 30 minutes including time taken to discuss the horse with the assessor.

Assessment criteria	Guidance on level and depth of subject content
6.1 Ride in an influential balanced position	<p>The learner will ride an inexperienced dressage horse. This horse may be a young horse or may be a mature horse that requires schooling. The learner should assess the horse's paces, balance, straightness and suppleness. They should use lateral work, school figures and movements to assess the horse's current level of education.</p> <p>Throughout their work they should maintain an influential balanced position to include:</p> <ul style="list-style-type: none"> Showing a secure balanced position whilst maintaining integrity of the aids Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training Demonstrate empathy and feel <p>Method of assessment: Observation.</p>
6.2 Evaluate the horse's way of going in line with the Training Scale	<p>The learner will be asked to evaluate the horse they have ridden to include the points listed below. They should talk about the horse's good qualities as well as areas they think could be improved. They should be able to identify the level of competition the horse could compete at and where the horse would gain high or low marks.</p> <p>The evaluation of the horse should be done with reference to the Training Scale,</p>

	<p>evaluation of way of going to include:</p> <ul style="list-style-type: none"> • Pace • Balance • Gymnastic ability (movements) • Attitude/rideability • Technique <p>Method of assessment: Observation and discussion.</p>
6.3 Use exercises to develop the horse's responsiveness to the aids	<p>Based on the learner's assessment of the horse they should be able to select exercises to progressively develop the horse. Exercises should be appropriate to the horse's level of training.</p> <p>Exercises may include:</p> <ul style="list-style-type: none"> • Transitions • School figures • Lateral work • Lengthening and shortening stride <p>Making reference to:</p> <ul style="list-style-type: none"> • Suppleness • Impulsion <p>Straightness Method of assessment: Observation.</p>
6.4 Evaluate the effectiveness of the exercises	<p>The learner should be able to evaluate the exercises they have used, they should discuss what worked well and what may not have been as effective.</p> <p>To include:</p> <ul style="list-style-type: none"> • Reasoning for the selection of the work • Effectiveness of the work <p>Method of assessment: Observation and discussion.</p>
6.5 Justify a plan of work to develop the horse's training	<p>The learner should discuss what they would like to develop with the horse to progress its training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.</p> <p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) • Use of alternative work programmes which may include lungeing, hacking and outside work • Alternative venues <p>Method of assessment: Discussion.</p>

LO7. Be able to ride an experienced horse over show jumps up to 1.10m (3ft 7ins) with a view to developing its way of going

(Ready for Assessment)

GLH 20; Self-guided study 50

- *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.**

At the Stage 4 Senior Ride for Training assessment the learner will be assessed on learning outcomes 7 and 8 (Eventing) or 7 and 10 (Show Jumping) during a one hour session. They will ride each horse for approximately 30 minutes including time taken to discuss the horse with the assessor.

Assessment criteria	Guidance on level and depth of subject content
7.1 Evaluate the horse in preparation for show jumping	<p>The learner will work the horse in, this should include the use of two or three fences.</p> <p>Throughout this work the learner will evaluate some or all of the following through a progressive assessment:</p> <ul style="list-style-type: none"> • The horse's way of going in all paces • Change of pace between fences • The horse's responsiveness to the aids • Ability to influence the canter • Horse's balance through turns and corners • Horse's jumping skill (strengths/weaknesses) • Jumping from trot and canter • Use of a placing pole • Relating fences <p>Method of assessment: Observation and discussion.</p>
7.2 Ride the horse over a range of fences	<p>The learner will then jump the horse, they will either;</p> <ol style="list-style-type: none"> a) Jump the course of fences as numbered or, b) Use the fences as they wish to school over and assess the horse or, c) Plan their own course and jump it. <p>Throughout their work they should:</p> <ul style="list-style-type: none"> • Relate fences to show understanding of training and the process for jumping a course • Show influence, control and confidence • Show a balanced, secure and influential position that has a positive effect <p>Method of assessment: Observation.</p>
7.3 Evaluate the work undertaken	<p>The learner should be able to evaluate the work they have done with the horse, they should discuss what went well and what could be improved.</p> <p>The evaluation may include the horse's:</p> <ul style="list-style-type: none"> • Paces, forwardness, attitude • Softer/stiffer side • Ease of movement • Stronger and weaker movements

	<ul style="list-style-type: none"> • Response to the aids • Reference to the Training Scale <p>Method of assessment: Observation and discussion.</p>
7.4 Justify a plan of work to develop the horse's training	<p>The learner should discuss what they would do with the horse to progress its training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.</p> <p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work, short term (one month) and medium term (six months) • Use of grids and gymnastic exercises to improve the horse's technique • Use of alternative work programmes which may include lungeing, hacking and outside work • Progression towards jumping 1.15m <p>Method of assessment: Discussion.</p>

LO8. Be able to ride a horse cross country over fences up to 1m (3ft 3ins) with a view to developing its way of going

(Ready for Assessment)

GLH 20; Self-guided study 50

- *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.***

At the Stage 4 Senior Ride for Training assessment the learner will be assessed on learning outcomes 7 and 8 (Eventing) or 7 and 10 (Show Jumping) during a one hour session. They will ride each horse for approximately 30 minutes including time taken to discuss the horse with the assessor.

Assessment criteria	Guidance on level and depth of subject content
8.1 Evaluate the horse in preparation for cross country	<p>The candidate will work the horse in. This should include the use of warm up cross country fences.</p> <p>Throughout this work the candidate will evaluate the following:</p> <ul style="list-style-type: none"> • The horse's way of going in all paces • Change of pace between fences • The horse's responsiveness to the aids • Ability to influence the canter • Horse's balance through turns and corners • Horse's jumping skill (strengths/weaknesses) • Moving the horse faster <p>Method of assessment: Observation and discussion.</p>
8.2 Ride the horse over a range of cross country fences	<p>The learner should ride the horse in a well-balanced canter with rhythm which would be suitable for schooling cross country. Learners are not expected to ride at the speed that would be required when competing. When riding the course the learner should take into account the terrain, going and types of fences.</p> <p>The learner will then jump the horse, they will either;</p> <ol style="list-style-type: none"> a) Jump the course of fences as numbered or, b) Use the fences as they wish to school over and assess the horse or, c) Plan their own course and jump it. <p>During this session the candidate should:</p> <ul style="list-style-type: none"> • Make a progressive assessment • Jump independent fences • Relate fences to show understanding of training and the process for jumping a course • Show influence, control and confidence • Show a balanced, secure and influential position that has a positive effect <p>The course will include at least three of the following:</p> <ul style="list-style-type: none"> • Angles • Corners, skinnies, arrowheads

	<ul style="list-style-type: none"> • Ditch • Steps, drops • Water <p>Method of assessment: Observation.</p>
8.3 Evaluate the work undertaken	<p>The learner should be able to evaluate the work they have done with the horse. They should discuss what went well and what could be improved.</p> <p>The evaluation may include the horse's:</p> <ul style="list-style-type: none"> • Paces, forwardness, attitude • Rhythm, bend, straightness, outline • Softer/stiffer side • Ease of movement • Quality of jump • Response to the aids • Reference to Training Scale <p>Method of assessment: Observation and discussion.</p>
8.4 Justify a plan of work to develop the horse's training and confidence	<p>The learner should discuss what they would do with the horse to progress its training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.</p> <p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work, short term (one month), medium term (six months) • Use of grids and gymnastic exercises to improve the horse's technique • Use of alternative work programmes which may include lungeing, hacking and outside work • Flatwork exercises • Progression to Novice Horse Trials (to include introducing different types of cross country fences used in this level of competition) <p>Method of assessment: Discussion.</p>

LO9. Be able to ride horses used for training others, with a view to developing their way of going

(Ready for Assessment)

GLH 20; Self-guided study 50

- *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.**

At the Stage 4 Senior Ride for Training (Show Jumping or Dressage) assessment the candidate will be assessed on learning outcome 9 during a one hour session, during this session they will ride two horses including time taken to discuss the horses with the assessor. The learner must use exercises that include poles and/or floor patterns with one of the horses.

Assessment criteria	Guidance on level and depth of subject content
9.1 Ride in an influential balanced position	<p>The learner will ride two horses that are used for training others. These horses may be riding school or college horses used for training clients and students. The learner should assess the horses' paces, balance, straightness and suppleness. They should show some work and school movement/figures to assess the horses' level of training. If the horse is capable they should show lateral work. Throughout their work they should maintain an influential balanced position to include:</p> <ul style="list-style-type: none"> • Maintaining a secure balanced position whilst maintaining integrity of the aids • Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel <p>Method of assessment: Observation.</p>
9.2 Evaluate the horses' way of going in line with the Training Scale	<p>The learner will be asked to evaluate the horses they have ridden to include the points listed below. They should talk about the horse's good qualities as well as areas they think could be improved. The learner should be able to discuss the horse's current level of training and the type of clients and students the horse would be suitable for.</p> <p>The evaluation of the horse should be done with reference to the Training Scale and way of going to include:</p> <ul style="list-style-type: none"> • Pace • Balance • Suppleness • Attitude/rideability • Technique <p>Method of assessment: Observation and discussion.</p>
9.3 Use exercises to develop the horses' responsiveness to the aids	<p>Based on the learner's assessment of the horse they should be able to select exercises to progressively develop the horse. Exercises should be appropriate to the horse's level of training and should focus on improvement in suppleness, impulsion and straightness.</p> <p>Exercises may include:</p> <ul style="list-style-type: none"> • Transitions

	<ul style="list-style-type: none"> • School figures • Lateral work • Lengthening and shortening stride <p>Method of assessment: Observation.</p>
9.4 Use poles to develop the training of the horse	<p>The learner should use poles and floor patterns with one of the horses they ride. A maximum of 7 poles can be used. Helpers will be available to assist with moving of poles, but the learner should be able to instruct the helper with regards to spacing of poles.</p> <p>Within the session they may show how to:</p> <ul style="list-style-type: none"> • Incorporate poles into training • Use of pole work for jump training (Show Jumping unit only) • Use different pole exercises <p>Method of assessment: Observation.</p>
9.5 Evaluate the effectiveness of the work	<p>The learner should be able to evaluate the work they have done with each horse, they should discuss what went well and what could be improved.</p> <p>The evaluation may include:</p> <ul style="list-style-type: none"> • Reasoning for the selection of the work • Effectiveness of the work <p>Method of assessment: Observation and discussion.</p>
9.6 Justify a plan of work that develops the horses' training	<p>The learner should discuss what they would like to develop with the horses to progress their training if they were given the horses for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.</p> <p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) • Use of alternative work programmes which may include lungeing, hacking and outside work <p>Method of assessment: Discussion.</p>

LO10. Be able to ride an inexperienced horse over show jumps up to 1m (3ft 3ins) with a view to developing its way of going

(Ready for Assessment)

GLH 20; Self-guided study 50

- *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.***

At the Stage 4 Senior Ride for Training Show Jumping assessment day the candidate will be assessed on learning outcomes 7 and 10 during a one hour session. They will ride each horse for approximately 30 minutes including time taken to discuss the horse with the assessor.

Assessment criteria	Guidance on level and depth of subject content
10.1 Evaluate the horse in preparation for jumping	<p>The learner will ride an inexperienced show jumping horse. This horse may be a young horse or may be a mature horse that requires schooling. The learner will work the horse in, this should include the use of two or three fences.</p> <p>Throughout this work the learner will evaluate some or all of the following:</p> <p>A progressive assessment to include:</p> <ul style="list-style-type: none"> • The horse's way of going in all paces • Change of pace between fences • The horse's responsiveness to the aids • Ability to influence the canter • Horse's balance through turns and corners • Horse's jumping skill (strengths/weaknesses) • Jumping from trot and canter <p>Method of assessment: Observation and discussion.</p>
10.2 Ride the horse over a range of fences	<p>The learner will then jump the horse, they will either;</p> <ol style="list-style-type: none"> a) Jump the course of fences as numbered or, b) Use the fences as they wish to school over and assess the horse or, c) Plan their own course and jump it. <p>Throughout their work they should relate fences to show understanding of training and the process for jumping a course.</p> <p>Range of fences to include:</p> <ul style="list-style-type: none"> • Combinations • Uprights • Spreads/oxers <p>Method of assessment: Observation.</p>
10.3 Ride in an influential balanced position	<p>Throughout their work the learner should maintain an influential balanced position to include:</p> <ul style="list-style-type: none"> • Jumping the horse with a well-balanced, secure and influential position that has a positive effect

	<ul style="list-style-type: none"> • Showing influence and control and confidence • Demonstrating empathy and feel <p>Method of assessment: Observation.</p>
10.4 Evaluate the work undertaken	<p>The learner should be able to evaluate the work they have done with the horse. They should discuss what went well and what could be improved.</p> <p>The evaluation may include the horse's:</p> <ul style="list-style-type: none"> • Paces, forwardness, attitude • Rhythm, bend, straightness, outline • Softer/stiffer side • Ease of movement • Stronger and weaker movements • Response to the aids • Gymnastic ability • Reference to the Training Scale <p>Method of assessment: Observation and discussion.</p>
10.5 Justify a plan of work to develop the horse's training	<p>The learner should discuss what they would like to develop with the horse to progress its training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.</p> <p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) • Use of alternative work programmes which may include lungeing, hacking and outside work • Progression towards 1.10m <p>Method of assessment: Discussion.</p>