

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 units:

Unit 7: Stage 4 Senior Coaching Eventing

Unit 8: Stage 4 Senior Coaching Dressage

Unit 9: Stage 4 Senior Coaching 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 BHS Performance Coaching qualification (for example, Senior Coach).
Please note, you can only sign off a **Trainer Endorsement** or **Ready for Assessment** within the discipline you hold a BHS qualification for (if you have achieved the Senior Coach you can sign off all coaching parts of the skills record. If you have achieved a show jumping or dressage coaching unit you can sign off any dressage or show jumping related **Trainer Endorsements** or **Ready for Assessment**)
- 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 at Stage 4 level
- Have a thorough knowledge of the breadth and depth of the current Stage 4 Senior Coaching 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 Coaching 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 7: Stage 4 Senior Coaching Eventing	Unit 8: Stage 4 Senior Coaching Dressage	Unit 9: Stage 4 Senior Coaching Show Jumping
LO1. Understand how to coach	✓	✓	✓
LO2. Be able to coach safely	✓	✓	✓
LO3. Be able to communicate effectively whilst coaching	✓	✓	✓
LO4. Be able to coach a rider on the lunge	✓	✓	✓
LO5. Be able to coach a group of riders using poles		✓	✓
LO6. Be able to coach a group of riders over fences up to 1m (3ft 3ins)	✓		
LO7. Be able to coach a private show jumping lesson in preparation for a 1.10m (3ft 7ins) competition			✓
LO8. Be able to coach a semi private lesson using grid work or related fences up to 1m (3ft 3ins)			✓
LO9. Be able to coach a private dressage lesson at Elementary level	✓	✓	
LO10. Be able to coach a semi private arena eventing lesson over fences up to 1.10m (3ft 7ins)	✓		
LO11. Be able to coach a semi private dressage lesson at Novice Level		✓	

GENERAL GUIDANCE FOR THE COACHING ASSESSMENTS

Learners will be required to assess the horse and rider partnership and be able to coach to develop the partnership utilising suitable exercises. It is not compulsory to bring session plans to the assessment, however it should be clear that they are working to a plan with structure within their sessions.

Health and safety is important in all sessions and the area, tack, equipment and exercises should be considered in all sessions.

The learner will be expected to offer feedback to the riders and clear communication skills demonstrated through all sessions. A good rapport should be established early on in the sessions to get the best from the horses and riders. The learner will also have short discussions with the assessor after each session and provide an evaluation of the session and their own performance.

Please ensure you and the learner are aware of the current dress code for BHS assessments:

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

LO1. Understand how to coach

(Trainer Endorsement)

GLH 5; 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 Explain techniques used in coaching	<p>The learner should be able to explain the following coaching techniques:</p> <ul style="list-style-type: none"> • Behaviour management • Mentoring • Methods of evaluating performance • Motivational techniques • Profiling • Goal setting • Annual development plan <p>Example depth and level of knowledge Goal setting:</p> <ul style="list-style-type: none"> • Goals need to be strategic and well planned to allow a short, medium and long-term plan to be developed. Short-term: four to eight weeks. Medium-term: two to six months. Long-term: six months to one year or more • There may be several people that should be considered or consulted when goal setting these may include; the rider, partner, horse's owner, sponsor, parents, coach, vet and farrier • SMART acronym can be used to set goals • Once the goals have been set, they can then be broken down into smaller targets. The targets and goals then need to be mapped out against other factors, these may include; farrier and vet appointments, personal fitness programme, personal commitments or work/school commitments. Once such issues have been considered the targets and goals can be set around them • For major goals to be achieved they must be set and worked backwards from. This will allow a clear vision of education and improvement to take place • Each of the targets set to reach the goals then need a clear plan of work to achieve them. This can take the form of lesson plans, team discussions, fitness plans for horse and rider and regular meetings • All plans should be recorded so that they can be used for reference should an issue occur. These can be used to restructure the work plan to continue towards the goals set.
1.2 Explain factors which impact on	<p>Factors:</p> <ul style="list-style-type: none"> • Learning styles • Personalities

<p>coaching approaches</p>	<ul style="list-style-type: none"> • Challenges, learner’s mind set • Equality and diversity • Environment • Long term participant development <p>Example depth and level of knowledge</p> <p>Learning styles:</p> <p>We all display a mixture of learning styles, but most of us have a preference for one or two over the others. The main groups are:</p> <ul style="list-style-type: none"> • Activists <u>They learn best</u> when they are involved in new experiences, problems and opportunities. <u>They learn less</u> when they have to listen to lectures or long explanations, reading, writing or thinking on their own. • Reflectors <u>They learn best</u> when they can observe, review what has happened and think about what they have learned. <u>They learn less</u> when they act as leader, have little time to prepare, rushed or feel ‘thrown in at the deep end’. • Theorists <u>They learn best</u> when they are put in complex situations where they have to use their skills and knowledge. They like to question and understand ideas behind theories. <u>They learn less</u> when the activity is unstructured or without knowing the principles or concepts involved. • Pragmatists <u>They learn best</u> when they have the chance to try out techniques with feedback, or shown techniques with obvious advantages (e.g. saving time). <u>They learn less</u> when there is no obvious or immediate benefit they can recognise or when there is no practice or guidelines on how to do it. <p>In addition we all also have another set of learning preferences based on how we like to receive new information. These are:</p> <ul style="list-style-type: none"> • Visual Learners – learn best through demonstrations and diagrams • Auditory Learners – learn best through explanations • Kinaesthetic Learners – learn best through demonstrations and practising <p>Identifying a client or student’s preferred learning style is beneficial so that you can tailor coaching sessions to suit the individual.</p>
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LO2. Be able to coach safely

(Ready for Assessment)

GLH 3; Self-guided study 4

- *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 the health, safety and welfare of self, horses and riders	<p>The learner must risk assess for each coaching session to include:</p> <ul style="list-style-type: none"> • Hazards • Control measures <p>The learner must demonstrate safe coaching in all sessions, including consideration of:</p> <ul style="list-style-type: none"> • Riding area and surfaces • Equipment • Tack, including balance and suitability of saddle • Suitability of horse and exercises <p>The learner is not expected to bring or complete a paper risk assessment. But a check of the above is expected, and discussed with the assessor if necessary. Assessment method: Observation and discussion.</p>

LO3. Be able to communicate effectively whilst coaching

(Ready for Assessment)

GLH 2; Self-guided study 8

- *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
3.1 Demonstrate effective communication skills	<p>The learner must show effective communication across all four coaching sessions.</p> <p>Effective communication skills should be shown through:</p> <ul style="list-style-type: none"> • Voice; sufficient volume to be heard but not overbearing • Active listening; listens to riders and acts on information received • Mannerisms; positive and professional • Body language; interested and engaging • Clarity of explanation; easy to follow, specific to the level of rider • Encouraging and providing feedback; provides feedback to highlight positives outcomes and identify areas for improvement whilst providing

	encouraging advice. Assessment method: Observation.
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LO4. Be able to coach a rider on the lunge

(Ready for Assessment)

GLH 23; Self-guided study 35

- *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.***

Learners will have 30 minutes to complete this section, this time includes discussion with the assessor.

Assessment criteria	Guidance on level and depth of subject content
4.1 Explain the benefits for riders of working on the lunge	The learner should be able to explain how lunge sessions can improve the following for the rider: <ul style="list-style-type: none"> • Rider position • Coordination • Balance • Core stability • Developing feel and empathy Assessment method: Discussion.
4.2 Explain the requirements of a lunge horse	The learner should be able to explain the importance of the following for a lunge horse: <ul style="list-style-type: none"> • Balance • Behaviour • Way of going • Quality and suitability of stride • Appropriate for level Assessment method: Discussion.
4.3 Assess the suitability of the horse for lungeing	Before starting the session the learner should lunge the horse to assess its responsiveness and way of going in preparation for the session. The assessment should include: <ul style="list-style-type: none"> • Walk, trot, canter • Working the horse on both reins • Use of side reins • Suitability for rider Assessment method: Observation and discussion.
4.4 Demonstrate a suitable lunge technique	The learner should show a good lunge technique throughout the session in order to deliver the lunge lesson effectively and safely. Technique to include: <ul style="list-style-type: none"> • Warming horse up without rider • Assessment of the horse • Choice of size of circle

	<ul style="list-style-type: none"> • Handling of equipment • Stance • Authority • Voice • Control <p>Method of assessment: Observation.</p>
4.5 Assess the rider's strengths and areas for development	<p>The learner will coach a rider of Stage 3 level.</p> <p>The learner should question the rider to assess their experience and the area/s of their riding they would like to develop and then assess the rider and horse which may include the following:</p> <ul style="list-style-type: none"> • Rider position • Balance • Coordination • Confidence • Suitability of horse for rider <p>Method of assessment: Observation and discussion.</p>
4.6 Plan the session	<p>As a result of rider assessment in 4.5, the learner should:</p> <ul style="list-style-type: none"> • Agree aims of session with rider • Justify suitable exercises and chosen work to develop the rider <p>This will be a verbal plan, a session plan will not need to be seen.</p> <p>Method of assessment: Observation</p>
4.7 Use exercises to improve the rider's position	<p>The learner should select exercises that are relevant to the rider and the aims of the session (as discussed in 4.5 and 4.6).</p> <p>Exercises may be chosen to:</p> <ul style="list-style-type: none"> • Correct positional faults • Develop feel and empathy • Improve balance (may include; work without stirrups/reins) • Improve lower leg security <p>Method of assessment: Observation.</p>
4.8 Evaluate the effectiveness of the session	<p>The learner should be able to evaluate the session. They should discuss which elements worked well and areas that may not have been as effective, and how these may be developed.</p> <p>Evaluation to include:</p> <ul style="list-style-type: none"> • Reflection on content of session • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance <p>Assessment method: Discussion.</p>
4.9 Provide a plan for future development	<p>The learner should discuss with the assessor a plan for the development of the rider, this may include;</p> <ul style="list-style-type: none"> • Detail of strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals <p>Assessment method: Discussion.</p>

LO5. Be able to coach a group of riders using poles

(Ready for Assessment)

GLH 22; Self-guided study 43

- *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.***

Learners will have 40 minutes to complete this section, this time includes discussion with the assessor.

Assessment criteria	Guidance on level and depth of subject content
5.1 Assess horse and rider strengths and areas for development	<p>The learner will coach a group of 3 or 4 riders of Stage 3 level.</p> <p>The learner should question the riders to assess their experience and areas they would like to develop and then assess the riders and horses which may include the following:</p> <ul style="list-style-type: none"> • Rider position • Balance • Coordination • Confidence • Relationship between horse and rider <p>Method of assessment: Observation and discussion.</p>
5.2 Coach to improve horse and rider ability and confidence	<p>The learner should plan to use pole work exercises. The lesson should be adapted as required so exercises are suitable for the group of riders and the areas for development (as discussed in 5.1). The lesson may include:</p> <ul style="list-style-type: none"> • Individual correction and development • Positional development • Develop balance and effectiveness of the rider • Application of the aids • Relevant exercises to develop horse and rider partnership • Transitions • Adjusting stride length • School movements • Work without stirrups • Adapting plan as necessary <p>Method of discussion: Observation.</p>
5.3 Evaluate the effectiveness of the session	<p>The learner should be able to evaluate the session. They should discuss which elements worked well and areas that may not have been as effective and how these may be developed.</p> <p>Evaluation to include:</p> <ul style="list-style-type: none"> • Reflection on content of session • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance

5.4 Provide a plan for future development	<p>The learner should discuss with the assessor a plan for the development of the riders, this may include:</p> <ul style="list-style-type: none"> • Detail of strengths and weaknesses of riders • Suggestions for improvement • Action plan including selection of exercises, time frames, goals <p>Method of assessment: Discussion.</p>
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LO6. Be able to coach a group of riders over fences up to 1m (3ft 3ins)

(Ready for Assessment)

GLH 22; Self-guided study 43

- *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.***

Learners will have 40 minutes to complete this section, this time includes discussion with the assessor.

Assessment criteria	Guidance on level and depth of subject content
6.1 Assess horse and rider strengths and areas for development	<p>The learner will coach a group of 3 or 4 riders of Stage 3 level.</p> <p>The learner should question the riders to assess their experience and areas they would like to develop and then assess the riders and horses which may include the following:</p> <ul style="list-style-type: none"> • Rider's underpinning knowledge • Rider position and effectiveness • Feel and harmony between horse and rider over fences • Balance • Coordination • Confidence • Horse technique and jumping skills <p>Method of assessment: Observation and discussion.</p>
6.2 Coach to improve horse and rider ability and confidence	<p>Based on the assessment in 6.1, the lesson should be geared towards improvement in the riders and horses, whilst building confidence.</p> <p>The lesson may include;</p> <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership • Transitions • Independent and related fences • Adapting plan as necessary <p>Assessment method: Observation.</p>
6.3 Use exercises to improve horse and rider	<p>The lesson should be adapted as required so exercises are suitable for the group of riders and the areas for development (as discussed in 6.1). The session may include:</p>

performances	<ul style="list-style-type: none"> • Positional development • Improvement to the quality of canter • Developing balance and effectiveness of the rider • Improvement in the application of the aids • Adjusting stride length <p>Assessment method: Observation.</p>
6.4 Evaluate the effectiveness of the session	<p>The learner should be able to evaluate the session they have taught, they should discuss which elements worked well and areas that may not have been as effective and how these may be developed.</p> <p>Evaluation may include:</p> <ul style="list-style-type: none"> • Reflection on content of session • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance <p>Assessment method: Discussion.</p>
6.5 Provide a plan for future development	<p>The learner should discuss with the assessor a plan for the development of the riders, this may include;</p> <ul style="list-style-type: none"> • Detail of strengths and weakness of riders • Suggestions for improvement • Action plan including selection of exercises, time frames, goals <p>Assessment method: Discussion.</p>

LO7. Be able to coach a private show jumping lesson in preparation for a 1.10m (3ft 7ins) competition

(Ready for Assessment)

GLH 22; Self-guided study 43

- *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.***

Learners will have 40 minutes to complete this section, this time includes discussion with the assessor.

Assessment criteria	Guidance on level and depth of subject content
7.1 Assess the horse and rider's strengths and areas for development	<p>The learner will coach a rider who is working towards competing at 1.10m competitions.</p> <p>The learner should question the rider to assess their experience and areas they would like to develop and then assess the rider and horse which may include the following:</p> <ul style="list-style-type: none"> • Rider's under pinning knowledge • Rider position and effectiveness • Feel and harmony between horse and rider

	<ul style="list-style-type: none"> • Balance • Coordination • Confidence • Horse technique and jumping skills <p>Assessment method: Observation and discussion.</p>
7.2 Coach to improve the rider's and horse's ability and confidence	<p>Based on the assessment in 7.1, the lesson should be geared towards improvement in the rider and/or horse, whilst building confidence. The learner should use exercises suitable for the rider and horse. Exercises should result in improvement of areas identified in 7.1. Plans should be adapted as required to suit the horse and rider.</p> <p>The lesson may include:</p> <ul style="list-style-type: none"> • Correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership • Positional development • Developing balance and effectiveness of the rider • Independent and related fences • Transitions • Adapting plan as necessary <p>Method of assessment: Observation.</p>
7.3 Evaluate the effectiveness of the session	<p>The learner should be able to evaluate the session, they should discuss which elements worked well and areas that may not have been as effective and how these may be developed.</p> <p>Evaluation may include:</p> <ul style="list-style-type: none"> • Reflection on content of session • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance <p>Method of assessment: Discussion.</p>
7.4 Provide a plan for future development	<p>The learner should discuss with the assessor a plan for the development of the rider, this may include:</p> <ul style="list-style-type: none"> • Detail of strengths and weaknesses of riders • Suggestions for improvement • Action plan including selection of exercises, time frames, goals <p>Method of assessment: Discussion</p>

LO8. Be able to coach a semi private lesson using grid work or related fences up to 1m (3ft 3ins)

(Ready for Assessment)

GLH 22; Self-guided study 43

- *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.***

Learners will have 40 minutes to complete this section, this time includes discussion with the assessor.

Assessment criteria	Guidance on level and depth of subject content
8.1 Assess horse and rider's strengths and areas for development	<p>The learner will coach two riders of Stage 3 level.</p> <p>The learner should question the riders to assess their experience and areas they would like to develop and then assess the riders and horses which may include the following:</p> <ul style="list-style-type: none"> • Rider under pinning knowledge • Rider position and effectiveness • Balance • Coordination • Confidence • Feel and harmony between horse and rider • Horse technique and jumping skills <p>Method of assessment: Observation and discussion.</p>
8.2 Coach to improve the horse's and rider's ability and confidence	<p>Based on the assessment in 7.1, the lesson should be geared towards improvement in the rider and/or horse, whilst building confidence. The learner should use exercises suitable for the rider and horse. Exercises should result in improvement of areas identified in 7.1. Plans should be adapted as required to suit the horse and rider.</p> <p>The lesson may include;</p> <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership • Transitions • Independent and related fences • Adapting plan as necessary <p>Method of assessment: Observation.</p>
8.3 Use exercises to improve horse and rider performances	<p>The learner should use exercises suitable for both riders and horses. Exercises should result in improvement. Plans should be adapted as required to suit the horses and riders. The session may include:</p> <ul style="list-style-type: none"> • Positional development • Improving quality of canter • Developing balance and effectiveness of the rider • Improvement of application of the aids • Adjusting stride length

	Method of assessment: Observation.
8.4 Evaluate the effectiveness of the session	The learner should be able to evaluate the session they have taught, they should discuss which elements worked well and areas that may not have been as effective and how these may be developed. Evaluation may include: <ul style="list-style-type: none"> • Reflect on content of session • Logical sequence and timing • Delivery • Assessment • Feedback • Debate effectiveness of exercises chosen • Identify strategies to improve personal performance Method of assessment: Discussion.
8.5 Provide a plan for future development	The learner should discuss with the assessor a plan for the development of the riders, this may include: <ul style="list-style-type: none"> • Detail of strengths and weaknesses of riders • Suggestions for improvement • Action plan including selection of exercises, time frames, goals Method of assessment: Discussion.

LO9. Be able to coach a private dressage lesson at Elementary level

(Ready for Assessment)

GLH 22; Self-guided study 43

- *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.***

Learners will have 40 minutes to complete this section, this time includes discussion with the assessor.

Assessment criteria	Guidance on level and depth of subject content
9.1 Assess the horse and rider strengths and areas for development	The learner will coach a rider who is working at Elementary level dressage. The learner should question the rider to assess their experience and then assess the rider and horse strengths and areas for development which may include the following: <ul style="list-style-type: none"> • Rider's under pinning knowledge • Rider position • Balance • Coordination • Confidence • Relationship between horse and rider Method of assessment: Observation and discussion.
9.2 Coach to improve horse and rider ability	Based on the assessment in 9.1, the session should be geared towards improvement in the rider and horse, whilst building confidence. The learner should use exercises suitable for the rider and horse. Exercises should result in

and confidence	<p>improvement of areas identified in 7.1.</p> <p>The session may include;</p> <ul style="list-style-type: none"> • Correction and development • Positional development • Develop balance and effectiveness of the rider • Application of the aids • Adapting plan as necessary <p>Method of assessment: Observation.</p>
9.3 Use exercises to improve rider and horse performance	<p>The learner should use exercises suitable for the rider and horse. Exercises should result in improvement of areas identified in 9.1. Plans should be adapted as required to suit the horse and rider.</p> <p>Exercises may include :</p> <ul style="list-style-type: none"> • Simple changes • Developing medium paces • Developing turn about/on the forehand • Rein back • Shoulder fore/in • Turn about the haunches/pirouettes in walk • Direct transitions • Counter canter <p>Method of assessment: Observation.</p>
9.4 Evaluate the effectiveness of the session	<p>The learner should be able to evaluate the session they have taught, they should discuss which elements worked well and areas that may not have been as effective and how these may be developed.</p> <p>Evaluation may include:</p> <ul style="list-style-type: none"> • Reflection on content of session • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance <p>Method of assessment: Discussion.</p>
9.5 Provide a plan for future development	<p>The learner should discuss with the assessor a plan for the development of the rider, this may include;</p> <ul style="list-style-type: none"> • Detail of strengths and weakness of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals <p>Method of assessment: Discussion.</p>

LO10. Be able to coach a semi private arena eventing lesson over fences up to 1.10m (3ft 7ins)

(Ready for Assessment)

GLH 22; Self-guided study 43

- *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.***

Learners will have 40 minutes to complete this section, this time includes discussion with the assessor.

The learner should coach the riders through progressive exercises to develop their riding of at least one of the following:

- Angled fences set at a related distance
- Corner fences set at a related distance
- Skinny fences set at a related distance
- Fences on a curved line or lines
- Fences set at a related distance requiring different canter approaches (for example, spread to skinny)

From the fences available the learner will select the exercises for their riders. The learner should walk the course before the lesson begins. Then they should tell the assessor what they would like to do and how they will use the fences available. The learner should ensure they arrive to the assessment venue in plenty of time so they can walk the course before their assessment.

Assessment criteria	Guidance on level and depth of subject content
10.1 Assess horse and rider strengths and areas for development	<p>The learner will coach two riders of Stage 3 level.</p> <p>The learner should question the rider to assess their experience and then assess the rider and horse strengths and areas for development which may include the following:</p> <ul style="list-style-type: none"> • Rider underpinning knowledge • Rider position and effectiveness • Balance • Coordination • Confidence • Horse technique and jumping skills <p>Method of assessment: Observation and discussion.</p>
10.2 Coach to improve the horse and rider ability and confidence	<p>Based on the assessment in 10.1, the lesson should be geared towards improvement in the riders and horses, whilst building confidence.</p> <p>The lesson may include;</p> <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership

	<ul style="list-style-type: none"> • Transitions • Independent and related fences <p>Method of assessment: Observation.</p>
10.3 Use exercises to improve horse and rider performances	<p>The learner should use exercises suitable for the riders and horses. Exercises should result in improvement of areas identified in 10.1. Plans should be adapted as required to suit the horses and riders.</p> <p>Exercises may include:</p> <ul style="list-style-type: none"> • Positional development • Developing the quality of canter • Developing balance and effectiveness of the rider • Application of the aids • Adjusting stride length • Independent and related fences <p>Method of assessment: Observation.</p>
10.4 Evaluate the effectiveness of the session	<p>The learner should be able to evaluate the session they have taught, they should discuss which elements worked well and areas that may not have been as effective and how these may be developed.</p> <p>Evaluation may include:</p> <ul style="list-style-type: none"> • Reflection on content of session • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance <p>Method of assessment: Discussion.</p>
10.5 Provide a plan for future development	<p>The learner should discuss with the assessor a plan for the development of the riders, this may include;</p> <ul style="list-style-type: none"> • Detail of strengths and weaknesses of riders • Make suggestions for improvement • Share action plan including selection of exercises, time frames, goals <p>Method of assessment: Discussion.</p>

LO11. Be able to coach a semi private dressage lesson at Novice Level

(Ready for Assessment)

GLH 22; Self-guided study 43

- *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.***

Learners will have 40 minutes to complete this section, this time includes discussion with the assessor.

Assessment criteria	Guidance on level and depth of subject content
11.1 Assess horse and rider strengths	The learner will coach two riders of Stage 3 level. The learner should question the rider to assess their experience and then assess

and areas for development	<p>the rider and horse strengths and areas for development which may include the following:</p> <ul style="list-style-type: none"> • Rider’s underpinning knowledge • Rider position • Balance • Coordination • Confidence • Relationship between horse and rider <p>Method of assessment: Observation and discussion.</p>
11.2 Coach to improve the horses and riders’ ability and confidence	<p>Based on the assessment in 11.1, the lesson should be geared towards improvement in the riders and horses, whilst building confidence.</p> <p>The lesson may include;</p> <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Adapting plans as necessary <p>Method of assessment: Observation.</p>
11.3 Use exercises to improve horse and rider performances	<p>The learner should use exercises suitable for the riders and horses. Exercises should result in improvement of areas identified in 11.1. Plans should be adapted as required to suit the horses and riders.</p> <p>Exercises may include:</p> <ul style="list-style-type: none"> • Leg yield • Transitions • Adjusting stride length • School movements • Trot on a loose rein <p>Method of assessment: Observation.</p>
11.4 Evaluate the effectiveness of the session	<p>The learner should be able to evaluate the session they have taught, they should discuss which elements worked well and areas that may not have been as effective and how these may be developed.</p> <p>Evaluation may include:</p> <ul style="list-style-type: none"> • Reflection on content of session • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance <p>Method of assessment: Discussion.</p>
11.5 Provide a plan for future development	<p>The learner should discuss with the assessor a plan for the development of the riders, this may include:</p> <ul style="list-style-type: none"> • Detail of strengths and weaknesses of riders • Make suggestions for improvement • Share action plan including selection of exercises, time frames, goals <p>Method of assessment: Discussion.</p>