

Syllabus and Guidelines

The
British
Horse
Society

For candidates preparing for

THE BRITISH HORSE SOCIETY

PRELIMINARY TEACHING TEST - QCF

Registered Charity Nos. 210504 and SC038516

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SYLLABUS AND GENERAL GUIDELINES FOR THE PTT

EQL LEVEL 3

Certificate in BHS Preliminary Teaching of Horse Riding

This is a qualification where candidates are provided with the skills and knowledge to coach riders of varying abilities from the beginner through to the more experienced rider on the flat and over fences. The coach will be able to plan, deliver and evaluate the coaching session. Working unsupervised, the coach will create a positive and safe environment in which learning can take place. It is a high quality qualification which encourages development and progression, targeting professional equestrian coaches within the recreational and active leisure industry.

Candidates must show that they have the required qualities and can apply the basic principles of teaching/coaching, for example manner, voice, control, rapport. They must also show they have the ability to improve their riders' horsemanship and horsemastership using a progressive plan. They must know the safety procedures and principles involved in the organisation of a lesson or hack in the open country or on roads. They will be expected to ensure that all teaching/coaching is relevant to the riders and their horses and that they are experienced enough to modify sessions to facilitate this. They should be able to evaluate their own performance and show the ability to assess progress in their pupils.

Candidates will be required to give a class lesson which may include poles/jumps, a lunge or lead-rein lesson, a lecture presentation, join in discussions and answer questions on various topics detailed below.

The qualification is assessed through external, independent assessment and will test candidates' skills and knowledge. EQL requests that candidates treat the Assessors, Exam Centre staff and fellow candidates with courtesy and respect, are neatly turned out and have a common sense approach throughout the examination. In all sections handling of the horses is important, candidates must be aware of the horse's behaviour and character and handling must be safe and efficient at this level. Candidates must appear confident and will be expected to demonstrate competent use of time.

Age Requirements

This qualification is suitable for candidates in all age ranges, however there is a minimum age of 18 years. Candidates must also be a Gold or Junior Gold member of The British Horse Society. Candidates who wish to book in for the THEORY only units can do so at the age of 16.

Training and Learning

Training should be via a number of methods including formal learning, practice and revision. The number of credits and guided learning hours will help candidates and their trainers to gauge how much training and preparation they will need. Each credit equals 10 hours of learning time.

The Exam Day

Candidates should arrive in good time to familiarise themselves with the surroundings, so they are seated and prepared for the briefing which usually starts at 8.30am (check confirmation letter for the exact time). The purpose of the briefing is to explain how the day is run, to meet other candidates and Assessors and to answer any questions the candidates might have about the day. Each candidate will be given a programme and asked to fill in an emergency contact form.

During the briefing the candidates will be divided into groups and given their numbers and a name label. The Chief Assessor will also notify the candidates which lessons and presentation topic they will be delivering. The programme for the day and any housekeeping will be discussed with the candidates. Any questions and queries should be raised at this time.

Before the start of the exam the Chief Assessor will introduce the Assessors and explain which units each one will be covering.

This qualification is split into six units. Each unit can be taken individually or all on the same day.

CLASS LESSON Coach a Group of Riders for Improvement

INDIVIDUAL LESSON Coach an Inexperienced Rider for Improvement

THEORY Understanding the Fundamentals of Coaching Sport

Understanding how to develop participant(s) through coaching sport

Supporting participant(s)' lifestyle through coaching sport

Understanding the principles of safe and equitable coaching practice

The PTT Syllabus and Guidelines, November 2012 supersedes all previous versions of this document. If you have any queries please contact the Education Office on 02476 840508.

CLASS LESSON

Coach a Group of Riders for Improvement

11 credits/70 guided learning hours

Unit purpose and aims

The purpose of this unit is to coach a group of riders for improvement. The coach will be able to plan, deliver and evaluate the coaching session. The coach will create a positive and safe environment in which learning can take place. Candidates will be seen to coach either a session on the flat or a session over fences up to 2'6". Candidates will be expected to coach up to Level 2 standard for riding on the flat or over fences.

| Learner Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1. Be able to coach safely and efficiently | 1.1 Use safe procedures to maintain health, safety and welfare of self, others and horses at all times |
| | 1.2 Use time efficiently |
| 2. Be able to produce a session plan | 2.1 Produce and adapt a pre prepared session plan |
| 3. Be able to prepare the coaching environment | 3.1 Ensure the coaching environment is safe for use |
| | 3.2 Ensure sufficient coaching resources are available |
| | 3.3 Check horse and rider equipment is safe for use |
| 4. Be able to assess a group of riders | 4.1 Outline the format of the coaching session to the riders |
| | 4.2 Use exercises to assess horse and rider combinations |
| | 4.3 Identify and evaluate riders strengths and weaknesses |
| | 4.4 Discuss the suitability of proposed session plan with the Assessor |
| 5. Be able to coach a group of riders for improvement | 5.1 Implement session plan as discussed |
| | 5.2 Evaluate and assess the riders' positions and implement exercises to facilitate improvement |
| | 5.3 Evaluate and assess the riders' use of natural and artificial aids and implement exercises to facilitate improvement |
| | 5.4 Communicate technically correct explanations |
| | 5.5 Establish a rapport with the riders and obtain feedback to facilitate learning |
| | 5.6 Use their voice and body language to good effect |
| 6. Be able to evaluate the coaching session | 6.1 Provide feedback to the riders at the end of the coaching session |
| | 6.2 Give an action plan to the riders for their development |
| | 6.3 Reflect on and evaluate personal performance |
| | 6.4 Devise an action plan to develop personal coaching practice |

PROCEDURE FOR ASSESSMENT

Candidates may be required to give these lessons in the open or in a covered school. Ground poles or small jumps may be incorporated into the class lessons. This section of the exam will take approximately 40 minutes.

CANDIDATE GUIDANCE – skills and knowledge

Candidates should be aware that Assessors are looking for consideration of safety, a confident manner, effective communication skills and the ability to obtain feedback from riders and relate to it. Candidates should come to the examination with all their lesson plans pre prepared. These should then be placed in their portfolio for future reference.

For the class lesson the candidate will be expected to teach a group of three or four riders for approximately 30 minutes. This includes an initial discussion with the Assessor about the lesson plan. Candidates will be expected to introduce themselves and the lesson topic to their riders and spend a brief time with each individual rider finding out their goals and checking the tack. The candidate will then briefly assess the ride in all three paces. If the lesson is a jumping lesson it is advisable to assess the riders with their stirrups at jumping length.

The candidate may then briefly discuss with the Assessor whether the lesson plan is suitable or has to be modified.

The main part of the lesson must show a structure that assists the riders to improve their riding positions and way of riding. The lesson must be safe but must also be of use to the riders. It must make the riders feel they have been involved and have been in a learning situation. It must also make them feel they would come back for another lesson next week.

If delivering a jump lesson there may be assistance available to help with the construction of jumps. If assistance is used the candidate is still responsible for ensuring the position of the jumps and any distances between poles and jumps are correct.

During the conclusion of the lesson the candidate will allow horses and riders to warm down and offer advice to the riders about their strengths and top tips for improvement.

The Assessor will then discuss the lesson with the candidate. The riders will be asked to provide feedback on the value of the session. While the Assessor is doing this, the candidate can fill out their 'self-evaluation of personal coaching' form.

The candidate will be expected to undertake an 'on the day' risk assessment that can only be completed once the facilities have been checked. This risk assessment is equivalent to the one normally undertaken before every lesson.

LESSON TOPICS – flat and jump

Candidates will need to prepare lesson plans for all eight class lesson topics detailed below and lesson plans for an open brief for a flat and a jump lesson prior to the exam day.

Class flat lesson topics:

1. Assess your riders' ability to ride transitions and teach them to improve their transition work. Ensure their basic position is maintained in halt, walk, trot and canter.
2. Assess your riders' ability and teach them to improve their position on the flat using appropriate exercises and movements, including work without stirrups.
3. Assess your riders' ability and, using appropriate exercises, work to improve their co-ordination and application of the aids, including exercises, corners, straight lines and changes of rein and school figures.
4. Assess your riders' ability and work to improve their feel for rhythm and balance using appropriate exercises and movements, including circles and serpentines to improve lateral bend.

Class jump lessons topics:

5. Assess your riders' jump position and work using ground poles and a fence. Then use appropriate exercises to improve the rhythm, balance and co-ordination.
6. Assess your riders' ability over a single fence and progress to using a grid of fences to improve your riders' position and feel.
7. Assess your riders' ability over a single fence and then use several combination/related distance fences to improve their position and feel. Use canter approaches and changes of direction.
8. Assess your riders' ability over a single fence and then work to improve their work through combinations and related distances with the emphasis on working in canter.

Open brief for flat and jump lessons:

This is a plan for a lesson the candidate feels would be suitable for riders they have not assessed before. The plan may list a selection of exercises that could be used up to Stage 2 level riders. The candidate should then select those exercises that are relevant to the riders, and as with any lesson plan, this may need adjusting on the exam day, depending on the type of riders, horses and how they progress.

INDIVIDUAL LESSON

Coach an Inexperienced Rider for Improvement

8 credits/50 guided learning hours

Unit purpose and aims

The purpose of this unit is to coach an inexperienced rider for improvement. The coach will be able to plan, deliver and evaluate the coaching session. The coach will create a positive and safe environment in which learning can take place. Candidates will be seen to coach either a session on the lunge or the lead rein.

| Learner Outcomes | Assessment Criteria |
|--|---|
| The learner will: | The learner can: |
| 1. Be able to coach safely and efficiently | 1.1 Use safe procedures to maintain health, safety and welfare of self, others and horses at all times |
| | 1.2 Use time efficiently |
| 2. Be able to produce a session plan | 2.1 Produce and adapt a pre prepared session plan |
| 3. Be able to prepare the coaching environment | 3.1 Ensure the coaching environment is safe for use |
| | 3.2 Ensure sufficient coaching resources are available |
| | 3.3 Check horse and rider equipment is safe for use |
| 4. Be able to assess an inexperienced rider | 4.1 Outline the format of the coaching session to the rider |
| | 4.2 Use exercises to assess horse and rider combination |
| | 4.3 Identify and evaluate rider's strengths and weaknesses |
| | 4.4 Discuss the suitability of proposed session plan with the Assessor |
| 5. Be able to coach an inexperienced rider for improvement | 5.1 Implement session plan as discussed |
| | 5.2 Evaluate and assess the rider's position and implement exercises to facilitate improvement |
| | 5.3 Evaluate and assess the rider's use of natural aids and implement exercises to facilitate improvement |
| | 5.4 Communicate technically correct explanations |
| | 5.5 Establish a rapport with the rider and obtain feedback to facilitate learning |
| | 5.6 Use their voice and body language to good effect |
| 6. Be able to evaluate the coaching session | 6.1 Provide feedback to the rider at the end of the coaching session |
| | 6.2 Give an action plan to the rider for their development |
| | 6.3 Reflect on and evaluate personal performance |
| | 6.4 Devise an action plan to develop personal coaching practice |

PROCEDURE FOR ASSESSMENT

The candidate will deliver either a lead rein lesson for a beginner rider or a lunge lesson for a beginner/novice rider. A generic lesson plan should be brought to the exam for each of these. The candidate will be told which lesson they will be delivering at the beginning of the day during the introductory session. This section of the exam will take approximately 25 minutes.

CANDIDATE GUIDANCE – skills and knowledge

The format of this section is similar to the class lesson in that the lesson plan will be discussed with the Assessor and the candidate then takes the session. Invariably, however, there will not be a discussion after the candidate has assessed their rider. There will be a discussion at the end of the session where the candidate is expected to talk about what they have taught and why. The rider will be asked for input with regard to the session.

For the lead rein lesson the candidate must show they are capable of building up rapport with their rider and have the skill both to lead the rider and involve them in the lesson. The rider may be an adult or a child. The tack should be checked. It is important to find out how much they already know, how many times they have ridden and what their goals are. They may not know how to mount, hold the reins or how to tell if their stirrups are the correct length and equal. Rider straightness is important. The lesson must be progressive and any work undertaken must be carefully explained to the rider.

Exercises utilised must be relevant to the rider, their abilities and confidence and not just undertaken to “fill time”. If the rider is assessed as being experienced enough to be taken off the lead rein and the horse/pony is suitable then this is acceptable.

For the lunge lesson the start of the session is the same as for the lead rein. The Assessor will discuss the lesson plan with the candidate. The candidate should then explain to the rider that they are going to ensure the horse is obedient to their aids and organise the rider to stand in a safe position.

The lunge horse will have already been warmed up so it will only be necessary to ensure he is suitable for the job and is obedient to the aids. It is advisable to lunge the horse briefly on one rein without the side reins and then briefly on the other rein with the side reins attached. It is important that the candidate has the skills to lunge the horse safely and they are efficient with the equipment used. To assist with building up rapport with the rider it may be useful to involve the rider in conversation while lunging the horse. The rider must not be mounted and dismounted with the side reins attached to the bit rings.

As in the lead rein the candidate must find out how much the rider knows and what their goals are. The exercises used must be relevant to the rider and not just used to “fill time”. The candidate should understand a correct, basic position and be able to help the rider work towards this within the confines of their body shape and abilities. At all times the rider must be safe and involved in the session.

The lesson may be given in a shared area of the school/manège and the candidate should ensure they work with the other candidates to make certain the environment is safe for all concerned. The candidate will be expected to undertake an ‘on the day’ risk assessment that can only be completed once the facilities have been checked. This risk assessment is equivalent to the one normally undertaken before every lesson.

When the candidate has time they should complete the relevant sections of the ‘self-evaluation of personal coaching’ form.

THEORY UNIT (TU) 1

Understanding the Fundamentals of Coaching Sport

3 credits/22 guided learning hours

Unit purpose and aims

This unit assesses the coach's understanding of their role in the planning, implementing, analysing and revising coaching sessions. They also will identify a range of methods of developing learning, performance and the effective management of participant behaviour.

| Learner Outcomes | Assessment Criteria |
|-----------------------------------|---|
| The learner will: | The learner can: |
| 1. Understand the role of a coach | 1.1 Describe how to ensure that the participant is at the centre of the coaching process 1.2 Explain how to empower participant(s)' choice, discovery of solutions and need to develop at their own pace 1.3 Describe how to develop and maintain positive relationships with and between participant(s) 1.4 Describe how to provide a coaching environment that motivates, recognises and values diversity, controls risk, encourages challenge, enjoyment and achievement 1.5 Identify methods to develop participant(s)' confidence and self esteem 1.6 Describe how to identify opportunities for the coach to reflect and develop their coaching practice 1.7 List the different support personnel that can contribute to coaching sessions 1.8 Describe how support personnel can be used to contribute to coaching sessions 1.9 Explain the importance of positively promoting the role of officials in competition 1.10 Define what is acceptable in terms of a coach:participant relationship 1.11 Explain the consequences of not adhering to the principles of what is acceptable in terms of a coach:participant relationship 1.12 Identify the components of a Code of Practice for coaching which allows high standards of personal conduct to be maintained and a positive image of the sport to be projected 1.13 Outline the types of information that the coach should provide to participant(s) after a coaching session |

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| <p>2. Understand the coaching process</p> | <p>2.1 Outline how to identify participant(s)' needs</p> <p>2.2 List the sources of information that a coach can use when planning and preparing coaching sessions</p> <p>2.3 Identify the types of information about participants which should be treated confidentially</p> <p>2.4 Describe the stages and components of the coaching process</p> <p>2.5 Describe how to plan coaching sessions that meet participant(s)' needs</p> <p>2.6 Explain how individual coaching sessions support the aims of the wider coaching programme</p> <p>2.7 Explain the process of setting SMART goals/objectives</p> <p>2.8 Describe how to start and end a coaching session</p> <p>2.9 Explain how the physical and psychological capabilities of participant(s) will influence the content and structure of the session</p> <p>2.10 Describe different types of demonstrations that encourage learning</p> <p>2.11 Explain how to balance instruction, facilitation, and demonstration within sessions</p> <p>2.12 Describe how to use listening skills</p> <p>2.13 Describe how to select language that is appropriate to participant(s)</p> <p>2.14 List how the coach can establish the views of participant(s) about the coaching sessions</p> <p>2.15 Identify situations when a coach may need to change or adapt a session</p> <p>2.16 Describe how to give constructive feedback to participant(s)</p> <p>2.17 Identify how to cater for an individual's needs within group coaching</p> <p>2.18 Describe how to organise group coaching sessions</p> |
| <p>3. Understand participant(s)' learning styles</p> | <p>3.1 Outline different learning styles and needs</p> <p>3.2 Explain how to consider participant(s)' learning styles and needs when planning coaching sessions</p> <p>3.3 Describe the difference between the ways that adults and children learn</p> <p>3.4 Define the principles of monitoring and evaluating learning</p> <p>3.5 Describe how the coach can support participant(s) in taking responsibility for their own learning</p> <p>3.6 Describe how to manage different learning styles and learning needs, in group coaching</p> |

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| <p>4. Understand behaviour management</p> | <p>4.1 Identify the principles of positive behaviour management</p> <p>4.2 Describe how to develop a behaviour management strategy for coaching sessions</p> <p>4.3 Outline ground rules for positive behaviour during coaching sessions</p> <p>4.4 Outline the methods of communicating and implementing ground rules</p> <p>4.5 Explain the importance of fair and consistent behaviour management</p> <p>4.6 Explain how to encourage and reward positive behaviour</p> <p>4.7 identify the types of behaviour by participant(s) and others that may cause emotional distress</p> <p>4.8 Explain how to respond as a coach to behaviour by participant(s) that may cause emotional distress</p> <p>4.9 Describe how to respond to discriminatory behaviour</p> <p>4.10 Describe the procedures to be followed if a participant wants to complain about discrimination</p> |
| <p>5. Understand how to reflect on a coaching session</p> | <p>5.1 Identify valid sources of feedback from participant(s) and support staff</p> <p>5.2 Explain how to do each of the following as part of self-reflection:</p> <ul style="list-style-type: none"> • make self-assessment of skill level • identify action to be taken • use different methods of self-reflection <p>5.3 Outline how to use evidence of own performance</p> <p>5.4 List factors that impact on the ability to identify own development needs</p> <p>5.5 Identify methods for personal action planning and the prioritisation of such planning</p> <p>5.6 Describe how to measure each of the following:</p> <ul style="list-style-type: none"> • the quality of the coaching experience • participant development • the quality assurance mechanisms used <p>5.7 Describe how to use information taken from evaluations to improve the programme/session</p> |

CANDIDATE GUIDANCE – skills and knowledge

This unit is assessing the coach’s understanding of their role in the planning, implementation, analysing and revising of coaching sessions. The coach will also be able to identify a range of methods of developing learning, performance and the effective management of participant behaviour.

This unit is assessed within the theory section which will take place in a room with up to six candidates and an Assessor. Questions will be asked to individuals and group discussion encouraged.

THEORY UNIT (TU) 2

Understanding how to develop participant(s) through coaching sport

2 credits/12 guided learning hours

Unit purpose and aims

This unit assesses the coach's understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant(s)' performance in sport.

| Learner Outcomes | Assessment Criteria |
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| The learner will: | The learner can: |
| <p>1. Understand the principles of planning coaching sessions</p> | <p>1.1 Identify the information required to plan coaching sessions</p> <p>1.2 Identify health and safety requirements that may impact on coaching sessions</p> <p>1.3 Describe how to establish goals for coaching sessions based on participant(s)' needs</p> <p>1.4 Identify sport-specific technical content to be included in coaching session plans</p> <p>1.5 List a range of coaching styles</p> <p>1.6 Explain the use of different coaching styles</p> <p>1.7 Describe how fun and enjoyment in coaching sessions can impact on learning</p> <p>1.8 Describe the components of planning a progressive coaching sessions</p> <p>1.9 Identify other appropriate people who can contribute to the delivery of coaching sessions and describe their potential contributions</p> <p>1.10 Describe how coaching sessions might be adapted as a result of Unforeseen changes to the coaching environment or participant(s)' needs</p> |
| <p>2. Understand the principles of skill development through coaching sessions</p> | <p>2.1 Define:</p> <ul style="list-style-type: none"> • skill coordination • motor skill learning • skill acquisition • skill retention • skill transfer <p>2.2 Describe the basic methods of analysing participant(s)' performance</p> <p>2.3 Identify factors that affect the development of participant(s)' skills in sport</p> <p>2.4 Describe the organisational requirements for the delivery of coaching sessions</p> <p>2.5 Describe the different techniques available for developing participant(s)' skill through coaching</p> |

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| | <p>2.6 Identify methods to support participant development</p> <p>2.7 Identify sources of feedback which will support participant(s)' development</p> <p>2.8 Explain the importance of gaining feedback from participant(s)</p> |
| <p>3. Understand the how the stages of participant(s)' development impact on their coaching</p> | <p>3.1 Describe the progressive stages of development through maturity</p> <p>3.2 Identify how the participant(s)' stage of development affects the content of coaching sessions</p> <p>3.3 Identify how participant(s)' stage of development impacts on the coaching environment</p> <p>3.4 Identify what influence training and competition have throughout the different stages of development</p> |
| <p>4. Understand the principles of evaluation in coaching</p> | <p>4.1 Explain the principles of evaluating coaching sessions</p> <p>4.2 Identify a variety of evaluation methods that can be used to monitor participant(s)' development and learning</p> <p>4.3 Identify types of information that can be gathered to monitor participant(s)' development and learning</p> <p>4.4 Identify appropriate other people who can contribute to the evaluation of coaching sessions</p> <p>4.5 Describe how and when to gather information on current coaching practice from participant(s) and others</p> <p>4.6 Explain how the feedback from participant(s) and others should impact on future coaching practice</p> <p>4.7 Describe how to develop and record a personal action plan to improve own coaching practice, including highlighting opportunities for continuous professional development</p> |

CANDIDATE GUIDANCE – skills and knowledge

This unit assess the coach's understanding of the principles of planning, delivering and evaluating coaching sessions which improve participant(s) performance in sport.

This unit is assessed within the theory section which will take place in a room with up to six candidates and an Assessor. Questions will be asked to individuals and group discussion encouraged.

THEORY UNIT (TU) 3

Supporting participant(s)' lifestyle through coaching sport

2 credits/16 guided learning hours

Unit purpose and aims

This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport.

| Learner Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| 1. Understand basic nutrition and hydration principles for sports performance | 1.1 Identify the five different food/nutritional groups 1.2 Describe the principles of good nutrition as it relates to sports performance 1.3 Describe the principles of hydration 1.4 Identify the signs and symptoms of dehydration 1.5 Describe the principles of weight management as appropriate to specific sports 1.6 Explain how best to achieve optimum nutrition and hydration levels before, during and after training and competition |
| 2. Understand physical conditioning for sport | 2.1 Identify the components of physical and skill-related fitness 2.2 Describe the physical capabilities required for a sport 2.3 Describe the principles of injury prevention in training 2.4 Describe how to support participant(s) in the management of injury 2.5 Identify methods of training different physical components in participant(s) 2.6 Identify the basic anatomy and biomechanical demands of a sport related activity 2.7 Identify specific physical testing protocols for a sport related activity 2.8 Identify methods to enhance participant recovery time from session to session |
| 3. Understand principles of mental preparation in sport | 3.1 Identify the mental capabilities required for a sport related activity 3.2 Identify key methods for improving participant(s)': <ul style="list-style-type: none"> • confidence • concentration • motivation • emotional control • cohesion |

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| | <p>3.3 Describe the principles of participant(s)' development at the different stages of cognitive, emotional and social development</p> <p>3.4 Outline how a coach can profile participant(s)' mental skills</p> <p>3.5 Describe the basic coach intervention techniques for developing mental skills for training and competition</p> |
| 4. Understand how to support participant awareness of drugs in sport | <p>4.1 Outline the ethical issues surrounding drug taking in sport</p> <p>4.2 Identify sources of information on drugs in sport</p> <p>4.3 Outline the consequences for participant(s) in taking supplementation or prescription medicines</p> |

CANDIDATE GUIDANCE – skills and knowledge

This unit assesses the coach's understanding of the lifestyle factors of nutrition, physical conditioning, mental preparation and awareness of drugs, which underpin performance in sport. This unit is assessed through pre-prepared presentations.

The areas assessed by presentation are:

Learning outcome 1 – Understand basic nutrition and hydration principles for sports performance

Assessed in presentation topic 1 – nutritional advice for novice riders (see page 22)

Learning outcome 2 – Understand physical conditioning for sport

Some assessed in presentation 2 – the importance of warm-up and cool-down for riders and horses (see page 23)

Some assessed in presentation 3 – the physical requirements and conditioning for horse riding (see page 24)

Learning outcome 3 - Understand principles of mental preparation in sport

Assessed in presentation topic 4 – mental preparation for riding (see page 25)

Learning outcome 4 – Understand how to support participant awareness of drugs in sport

Assessed in presentation topic 5 – drug awareness in riding (see page 26)

All presentations must be prepared prior to the examination day and brought along for assessment. One presentation will be selected for the candidate to deliver. This selection will take place during the introduction in the morning. The other presentations will be reviewed by the Assessor on the examination day. All presentations should be retained for future reference.

THEORY UNIT (TU) 4

Understanding the principles of safe and equitable coaching practice

2 credits/13 guided learning hours

Unit purpose and aims

This unit assesses the coach's understanding of how to ensure that their coaching is safe and equitable.

| Learner Outcomes | Assessment Criteria |
|---|--|
| The learner will: | The learner can: |
| <p>1. Understand how to ensure participant(s)' safety during sport-specific coaching sessions</p> | <p>1.1 Describe the health and safety requirements that are relevant to planned sport-specific activities and competition</p> <p>1.2 Describe how to structure coaching sessions to minimise the risk of injury to participant(s)</p> <p>1.3 Explain how to plan for contingencies to coaching sessions as a result of external influences</p> <p>1.4 Explain how to implement contingencies to coaching sessions as a result of external influences</p> <p>1.5 Describe the principles for checking the safe functionality of equipment used during sport-specific activities and competition</p> <p>1.6 Outline the main rules/regulations of the sport/activity appropriate to the level of the participant(s)</p> <p>1.7 Explain how to interpret and communicate the rules/regulations of the sport/activity to participant(s)</p> <p>1.8 Describe the coach's duty of care responsibilities for participant(s), including children</p> <p>1.9 Outline the coach's responsibilities for ensuring that the coaching environment is maintained appropriately</p> <p>1.10 Describe the following requirements for ensuring the protection of children from abuse:</p> <ul style="list-style-type: none"> • legal requirements • sport-specific requirements <p>1.11 Describe the insurance requirements on a coach operating in a coaching environment</p> |
| <p>2. Understand how to ensure equitable coaching of sport-specific activities</p> | <p>2.1 Describe the following requirements impacting on equitable coaching:</p> <ul style="list-style-type: none"> • legal requirements • sport-specific requirements <p>2.2 Explain the purpose of sport-specific Codes of Practice for coaching</p> |

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| | <ul style="list-style-type: none">2.3 Explain how sport-specific Codes of Practice for coaching impact on coaching behaviour2.4 Describe methods to minimise barriers to participant development2.5 Explain what information is required in order to provide appropriate and safe opportunities for disabled participant(s) and specific populations2.6 Describe the nature of impairments and how their implications may affect aspects of the coaching process2.7 Describe how to identify coaching styles/delivery methods appropriate to variations in participant, task and environment2.8 Describe how and when to involve support staff to ensure participant(s)' needs are provided for within the coaching activity2.9 Describe how to adapt and progress activities and sessions2.10 Describe how to prepare athletes for competition2.11 Identify types of performance enhancing drugs and illegal substances2.12 Explain how a coach can discourage the use of performance enhancing drugs and any illegal substances |
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CANDIDATE GUIDANCE – skills and knowledge

This unit assess the coach's understanding of how to ensure that their coaching is safe and equitable.

This unit is assessed within the theory section which will take place in a room with up to six candidates and an Assessor. Questions will be asked to individuals and group discussion encouraged.

Equitable coaching practice

The following information will help with your research in preparation for theory unit four.

It is important that our sport is as accessible and inclusive to as wide a range of society as possible and where possible, any barriers to the rider's involvement and development reduced.

The British Horse Society is striving to promote equine activities for all. It aims to ensure that all individuals have an equal opportunity to take part in equestrian activities irrespective of age, gender, disability, race, ethnic origin, nationality, marital status, religious belief, social background, sexual orientation or political belief. This applies across all sectors and roles within the industry. The BHS Equality Policy is supported by the Register of Instructors Code of Conduct, BHS Approved Centres and Affiliated Riding Clubs. The BHS has also signed up to the British Equestrian Federation's Equal Opportunities and Equity Policy.

It is important that as a coach you are aware of any legal or governing body requirements and Codes of Practice.

Further information can be found on the following web pages:

<http://www.bhs.org.uk>

<http://www.feicleansport.org>

<http://www.fei.org>

<http://www.bef.co.uk>

<http://www.sportscoach.uk>

Reference material

Further information relating to coaching and coaching practice can be found on the following web pages:

Sports Coach UK – www.sportscoachuk.org

BrianMac Sports Coach – www.brianmac.co.uk

English Federation of Disability Sport – www.efds.co.uk

Sporting Equals – www.sportingequals.com

British Equestrian Federation – www.bef.co.uk

www.businessballs.com

A number of coaching videos are also available to watch on You Tube – www.youtube.com

Sports Coach UK also offer a number of workshops that will aid learning and development.

GENERAL GUIDELINES FOR THE PRESENTATION

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

With this in mind the classroom teaching section should reflect the above principles. Candidates are encouraged to move away from didactic (chalk and talk) approaches to this section and should not rehearse a presentation. Instead the candidate should involve the group in an interactive, discussion style presentation. The use of visual aids should be used to facilitate this, through the use of a white/blackboard or flip chart. Other resources may be utilised if felt necessary. We do not encourage the use of PowerPoint as not all Centres have IT facilities to accommodate this.

Candidates are encouraged to use questions and answers to discover the group's prior subject knowledge. This information could be used to form the basis for a discussion.

Each 'presentation' is allocated up to ten minutes per candidate. It is important that candidates are realistic about how much content can be covered in this time and think carefully about time allocation when preparing their lesson plan.

Presentations and lesson plans on each subject area should be prepared beforehand, these will be assessed on the exam day. It is suggested that candidates familiarise themselves, through wider reading and study, for each presentation. Lesson plans should be kept simple and allow the candidate to relate subject information to the group's prior knowledge of the subject area.

All preparation work, supporting notes and research material should be collated by presentation topic and headed up with the lesson plan. The Assessor will assess all presentation work to ensure the assessment criteria has been covered.

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

Lesson Plan

Subject: Goal setting and why it is important

Resources required: white board and pens

Duration of lesson: 10 minutes

| Timing | Activity/Content |
|---------------|--|
| 0-1 | Introduction to subject area and its importance. |
| 1-2 | Use questions to find out groups understanding of the benefits of goal setting. |
| 2-7 | Explain how to set SMART goals that are Specific to the individual or group, Measurable, Achievable and agreed by all parties, Realistic and given a Timeframe |
| 7-9 | Discuss how to plan coaching sessions that meet the participants needs. State the importance of each coaching session supporting and linking to the aims of the coaching programme |
| 9-10 | Conclude subject. Ask group if they have any questions |

Self evaluation

The following pages contain basic information for each presentation heading. This is not prescriptive or comprehensive and should not be covered, 'word for word' in each presentation.

1. Nutritional advice for novice riders

Horse riding can be a very demanding activity. Therefore it is important to eat a nutritious, balanced diet to provide sufficient fuel for your body. The base of the diet should come from carbohydrates in the form of starches and sugars to give energy. Protein, fats and vitamins and minerals are also required. This means eating a variety of foods every day such as grains, vegetables, fruits, beans, lean meat and low fat dairy products. Fluids, especially water, are very important.

Before exercise high carbohydrate foods, such as bananas, will be broken down quickly and provide glucose to the muscles. The timing of meals depends on the rider's preference for eating before exercise. Eating one to four hours before exercise helps keep plenty of blood glucose available for working muscles. Eating too close to exercise may cause stitch and can leave the rider feeling uncomfortable. It is important to drink plenty of water before exercise to keep muscles hydrated. The average person needs to drink 6 to 8 glasses of fluid a day to prevent dehydration. Good hydration and a well-balanced diet are also thought to help reduce the likelihood of cramp. This can be common in the novice rider who will be more prone to fatigue and may lack general fitness.

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

- The healthy plate.
- The five different food types.
- Hydration.
- The signs and symptoms of dehydration.
- How best to achieve optimum nutrition and hydration before, during and after a session and competition.
- The principles of weight management for horse riders.
- The benefits of eating a balanced diet.

2. The importance of warm-up and cool-down for riders and horses

It is essential to warm up horses and riders to ensure they are mentally and physically ready and to gain maximum benefit from a session .

Correct warming up techniques increase blood flow around the body, increasing the rider and horse's flexibility and help to prevent injuries by increasing circulation and body temperature. Stretching will help prepare muscles for work and make them less prone to wear and tear. It is important to stretch each of the main muscle groups in the warm up.

Effective cooling down using light aerobic activity and gentle stretches will help to prevent muscle stiffness and aids recovery, ensuring that both horse and rider are mentally and physically ready to return to pre-training activities. It also helps the body dispose of waste products that have built up while exercising.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on the importance of warm up and cool down advice:

- The reasons for warm up and cool down.
- Injury prevention.
- Enhancing recovery time.
- Suitable exercises on the ground. (Possibly get audience to participate. First check they do not have injuries).
- Suitable exercises mounted. (Possibly get audience to participate. First check they do not have injuries).
- How warm up and cool down can speed up recovery time.
- The safety considerations of warming up enthusiastic horses.
- Safety considerations for warming up novice/beginner riders.
- How to recognise the horse and rider and warmed up enough.
- The use of stretching exercises.
- The importance of relating warm up to the work to be undertaken.

3. The physical requirements and conditioning for horse riding

It is important that you are aware of what fitness components are required for riding and whether or not a rider is fit enough for the exercises to be undertaken in a session. Physical fitness includes aerobic endurance, muscular endurance, flexibility, speed, strength, power and body composition. Skill related fitness includes speed, agility, co-ordination, power, balance and reaction time. Riders also require suppleness, stamina and strength.

Many of the aspects of rider fitness can be enhanced by training off the horse. Weight training can improve muscle strength. Pilates and Yoga are popular ways of working on flexibility and core strength.

If rider fitness is not taken into consideration there is a much greater chance of injury. By ensuring that a rider is fit enough for the work to be undertaken and that the work is adapted for the individual rider then there is less possibility of injury. The work embarked on in the session should not cause undue pain or strain. If a rider is injured you may need to advise them to seek professional advice.

Riding places unique biomechanical demands on the rider, who needs to not only control their own body movements, but needs to absorb the horse's movement and react to his behaviour. This means that the stability of the rider's position is vital and needs good balance and co-ordination, straightness and symmetry. A good position reduces the possibility of injury. Knees, hips and ankle joints need to be flexible. Core stability is vital. As the coach you need to find out if the rider has any old injuries that may affect their position and that their body may compensate for.

If you rider agrees it may be useful to test their readiness for riding. Sit ups are a good test of core strength. Press ups test endurance. Walking for the less fit and running for those who are fitter are a good indication of general fitness. Flexibility can be tested by a sit and reach test.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on the physical requirements and conditioning advice:

- The components of physical fitness.
- The components of skill related fitness.
- The physical requirements required for riding.
- Methods of training different physical components for riding.
- The basic anatomy and biomechanical demands of different riding activities.
- Testing available to assess fitness.

4. Mental preparation for riders

The 4 C's (concentration, confidence, control and commitment) are linked to successful riding.

Concentration is the rider's ability to maintain focus. This could be focusing on how they feel or on techniques appropriate to the task. Goal setting by breaking the goal into smaller sections such as a process or routine can be beneficial.

Confidence is vital for a rider to improve their skills. If a rider believed in their own ability their confidence will improve and they can start to take responsibility for their own learning. The coach can improve the rider's confidence by providing feedback and carefully preparing appropriate level activities and selected group work that builds on the rider's prior knowledge and skills. It is important to set goals that are shared, realistic and achievable.

Control is the ability to maintain self-control regardless of a distraction. This can be very challenging especially for children and young adults. The coach should provide support and encouragement, particularly in competitions when young riders may have difficulty in controlling negative emotion if they are not successful. The coach should focus on personal improvements in performance rather than rosettes, such as be process driven rather than outcome driven.

Commitment is the ability to continue working to agreed goals. The coach needs to understand the rider's motivation for completing the task and help by supporting the rider. The coach may need to adapt their coaching style in order to achieve this. Motivation can be improved by breaking goals into smaller ones and reminding the rider how smaller goals link to the overall aims of the programme and the agreed goal.

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

- The mental capabilities required for a riding related activity.
- Key methods for improving riders – confidence, concentration, emotional control, commitment (motivation).
- The principles of rider development in the different stages of cognitive, emotional and social development.
- How a coach can profile a rider's mental skills.
- The basic coach intervention techniques for developing mental skills for training and competition.

5. Drug awareness in riding

It is important that a coach sets a positive example with regard to drug use in sport for both the horse and rider. The use of drugs leads to an unlevel playing field and a lack of fair play. Cheats can be ostracised from the sport and they may never regain any good name they had previously. This can impact on their long term reputation and ability to earn a living.

Information on drugs that may and may not be used for humans can be obtained from the WADA website (World Anti Doping Association). Information on drugs that may and may not be used for horses can be obtained from the FEI and BEF websites. Discussion with your local vet may also be useful.

If a rider is on medication of some sort they must obtain written proof from their doctor and ensure they have been cleared to use this medication by their Governing Body before competing.

The BEF have recently introduced changes to National Anti Doping and Controlled Medication rules which closely mirror those of the FEI for international competitions. The new system sees an increase in the number of anti-doping tests for affiliated competitions at all levels. All substances on the Prohibited List of drugs are known as Prohibited Substances. These are now divided into two groups – Banned Substances which should never be used and Controlled Medication Substances which are medication substances. It may be possible to obtain an Equine Therapeutic Use Exemption for a Controlled Medication Substance, but never for a Banned Substance.

Further details about Anti Doping measures can be found on the BEF website.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on understanding how to support participant awareness of drugs in sport:

- The ethical issues surrounding drug taking in sport.
- Where to find information about drugs in sport.
- What a competitor must do if taking supplements or prescription medicines.

LESSON PLAN FOR PTT LESSON TOPICS

Name of Instructor _____

Date _____ Location _____ No of pupils _____

| | | | |
|---|---------------------------------|------------------|-----------|
| Lesson Type <i>(Circle as appropriate)</i> | Group Flat | Lunge Lesson | Open Flat |
| | Group Jump | Lead Rein Lesson | Open Jump |
| Lesson Topic <i>(Refer to PTT syllabus)</i> | | | |
| Resources and Requirements | | | |
| Aims of lesson | | | |
| Health and safety checks | | | |
| Practice including approximate timings | | | |
| Time | Activity | | |
| | Introduction/warm up/assessment | | |
| | Main Content | | |
| | Cool down/summary/debrief | | |
| Feedback from rider(s) | | | |
| Future progression | | | |
| Self reflection and evaluation of performance | | | |