

# Guidelines for Performance Show Jumping Coach BHSI

The Performance Coach BHSI certificate endorses you as an ambassador for the BHS at home and overseas, showing commitment to the continued development and leading standards of equitation and coaching with the welfare of the horse central to your coaching philosophy. You will be skilled in coaching riders and training horses to a competitive standard.

A Performance Coach BHSI will have a broad knowledge in all aspects of business management and horse care, including maintaining horse health, care of competition horses and the breeding and management of young horses.

Offering a natural aptitude and empathy in your riding and coaching, you will utilise your strength as a good communicator to impart knowledge with enthusiasm, clarity and impact. This career certificate will endorse you as a leading coach, who is able to train and supervise staff and students and give sound career advice around the extensive career pathways available in the industry.

The Performance Coach BHSI qualification is awarded upon achievement of four sections:

Section 1: Care and Welfare

Section 2: Business Management

Section 3: Training Horses (Lunge and Ride)

Section 4: Coaching

## Discipline Specific Pathway

You can choose to be assessed on the Complete Pathway (Eventing), a Dressage Pathway or a Show Jumping Pathway at Performance Coach BHSI level.

In all pathways section 1 and 2 remain the same, however there are adaptations in the requirements for sections 3 and 4 to make them specific to the discipline.

This document contains the information for the Show Jumping Pathway go to our website for more information on our Eventing Pathway and Dressage Pathway.

## What are the entry requirements?

Age: 18

Qualifications: BHS Level 4 Senior Eventing Coach (Stage 4) or BHSQ Level 4 Senior Show Jumping Coach (Stage 4), or equivalent. If you hold other equestrian industry qualifications and/or significant industry experience, please contact the Education Team or visit our website for further guidance on our [Direct Entry procedure](#). We would like to highlight that Direct Entry is especially encouraged for competition riders and professionals who have significant experience of working in the industry, especially working in large yards.

Other: BHS Accredited Professional or BHS Gold Member

## What is the cost for assessment?

Assessment fees can be found [on our website](#) or contact our Education team.

We are delighted to offer Accredited Professionals a 25% discount on assessment fees (UK and Ireland only).

## Section 1: Care and Welfare

Within this section you will demonstrate your competence and comprehensive knowledge for managing the care and welfare of horses and ponies in a range of situations. You will be expected to handle all types and ages of horses safely and confidently, showing respect and consideration for all horses and any additional handlers. The assessment will be a combination of practical tasks and discussion and you will have opportunities to discuss your broad working knowledge of the equine industry. You will also deliver a training session to show your ability to impart your knowledge to others to support their development.

Within this section you will be assessed in the following areas:

### 1. Static and dynamic assessment of conformation

For this assessment you will analyse static and dynamic conformation, including limb conformation and foot balance. You will then discuss your analysis, the horse's potential use and market value.

You will analyse two horses, one at a time. You will not be given any information about the horses. The horses may be of any age, type, breed, size and conformation. An assistant will be available to hold and trot up the horse as per your instructions which should be clear and polite. There will be a suitable outside area to observe the horses.

You will be expected to observe each horse from all angles, up close and from a distance. You will be required to age the horses. Possible areas for discussion include conformational strengths and weaknesses, condition, muscle development, straightness of movement, soundness, injuries and blemishes, and potential performance capability. Following your observations, you will discuss each horse's possible use, conformational suitability for various disciplines and any factors that may affect this. You will make recommendations for the horse's management and workload with the view to promote good health, welfare, fitness and longevity.

Finally, you will discuss the buying and selling of horses, vetting procedures and factors that contribute to the horse's market value.

The assessment should last approximately 30 minutes.

### 2. Management and health of competition horses and evaluation of saddlery

This is a discussion-based assessment. You will discuss the management of a range of horses that you are likely to encounter during your professional career. You will then focus your discussion to competition horses and their management during long distance travel, including international travel. You will discuss the current legal requirements and considerations for travelling horses internationally, including biosecurity to prevent the spread of disease before, during and after travel and competition.

You should understand and be able to explain current Fédération Equestre Internationale (FEI) rules and recommendations with regards to drugs and medication for competition horses. You will also discuss the use of common over the counter and veterinary prescribed drugs and preparations for common ailments including the uses, costs, storage, administration, and contra-indications of such medications. There will be a range of drug packaging available to promote the discussion.

You will evaluate a range of diagnostic tests for the investigation of injuries and health concerns in horses. You should be able to discuss the strengths and weaknesses of the tests, when they are used and their reliability in diagnosis.

The saddlery section will assess your ability to evaluate the use of a wide variety of tack for different horses in commercial and competitive environments.

There will be a range of saddles, bridles, bridle work and training aids available for discussion. Discussion may include saddlery for all disciplines or the commercial environment, condition, age, value, replacement costs, quality, uses, availability and popularity.

The assessment should last approximately one hour, conducted individually or in pairs.

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## 3. Horse condition, feeding and management

For this assessment you will showcase your ability to analyse a horse's health, condition and muscle development in order to plan a horse's management.

You will assess one horse in the stable. You will not be given any information about the horse. You will be required to carry out a static assessment only. The horse may be of any type, size and age and of any level of fitness and development.

Your analysis will cover such topics such as health, condition and fitness. You will be required to age the horse. From a static analysis you will be expected to estimate the level of fitness and assess the development of main muscular groups. You will not be required to discuss in detail the horse's conformation strengths or weaknesses, unless you think it is directly affecting the horse's health, condition or muscle development. Your evaluation will progress to the management of different types of horses with a specific focus on feeding and fitness.

Discussions surrounding the management of the horse and its fitness work will include; from out of work to participating across all disciplines to include planning and implementation of programmes to maintain and to develop fitness, problem solving, biomechanics, health issues, practical considerations and knowledge of performance requirements.

Discussions surrounding the management of the horse and its feeding will include; from out of work to participation across all disciplines to include planning and implementation of feeding regimes to maintain health and performance, nutritional requirements, health issues, breeding stock and practical application in yards and riding of different sizes and disciplines.

The assessment should last approximately one hour, conducted individually or in pairs.

## 4. Breeding

For this assessment you will confirm your understanding and knowledge surrounding the breeding of horses, their management and young horse handling. Although you may not choose to breed horses within your career, you should have a working knowledge of breeding processes and requirements for breeding stock.

You will assess one mare in the stable. You will not be given any information about the mare. The mare may be of any type, size, age and condition. You will be required to carry out a static assessment only. You will also age the mare.

You will assess the mare for its suitability for breeding and will discuss such topics such as its shape, weight, udder, conformation and behaviour, age and purpose of use of the mare and possible foal. You will evaluate the practicalities of putting the mare in foal, as well as a range of different types of horses and breeding programmes. Discussions will continue surrounding the ethics of breeding horses in different situations, different breeding processes and methods of handling young horses and the effect on development and behaviour.

The assessment should last approximately 40 minutes, conducted individually or in pairs.

## 5. Deliver training

For this assessment you will showcase your ability to deliver training to others on a Stage 4 care topic. The topic you will be asked to deliver will be chosen at random by your assessor, on the day of your assessment. The topic for your training session will be one of the following:

- How to assess a horse's conformation
- How to apply a knee or hock bandage
- How to fit a double bridle
- The use and fitting of a training aid (may include, Market Harborough, bungees, draw reins, harbridge, De Gogue)
- How to check a dressage saddle for comfort
- Methods of restraint

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You will not be required to bring a lesson plan to your assessment; however, we recommend you are prepared to deliver any of the topics listed above. Your training session should be suitable for a learner working towards BHS Stage 4. Your training session should last no more than 10 minutes. You may be asked to deliver to a fellow candidate or staff/volunteer at the centre.

## 6. Care and welfare topic discussion

Throughout your career you will be aware of new information, guidance and research that may influence your care and management of horses as ideas and technology advances. In this assessment you will demonstrate your knowledge in a chosen topic, demonstrating current industry thinking and awareness of a range of sources of information that has influenced your views. You will also demonstrate your presentation and communication skills to ensure you are confident communicating in the workplace; preparing you to be able to advise clients or deliver training and demonstrations.

For this assessment you will explore a topic of your choice relating to Stage 4 Care. For example, topics could come from within areas such as:

- Care and management of mares and youngstock
- Specialist tack for competition
- Nutrition
- Maintaining health and wellbeing in horses
- Health, management and fitness of competition horses
- Quality of life and euthanasia
- Equine learning theory
- Young horse handling

You will review a minimum of three sources that relate to your topic. Sources of evidence can be in the form of books, journals, magazines (for example, *Equine Health*), websites, expert testimony (expert opinion of an industry leading professional) or research articles. Only one expert testimony is permitted. The expert testimony should be recorded, and a recording brought to the assessment, for review from the panel if required.

You will present to a small group of up to three industry professionals (for example, BHS Assessor, veterinarian, farrier or proprietor).

Your presentation should last between 15-20 minutes. You have the option to present using software such as Microsoft PowerPoint, although this is not compulsory.

Following your presentation, the panel will have an opportunity to ask questions.

Please bring with you any supporting evidence and literature for possible review from the panel.

The assessment should last approximately 30 minutes and is assessed as a standalone assessment

*Please note this assessment is held virtually via video call. If you would prefer a face-to-face assessment please speak to the Education Team.*

## Section 2: Business Management

This section covers essential knowledge and skills required of a manager to run a successful equestrian business with confidence and competence.

### 1. Business management skills

You will cover the range of policies, procedures and good working practice you would implement within a business for it to comply with employment law and legislation. You will explore the policies an equestrian business would follow, how you would implement the range of procedures that underpin the policies, the training that may be required and how you will ensure all staff follow good working practice.

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You will also look at the responsibilities and requirements of a manager to promote business success.

This section is assessed through discussion.

The range of topics for discussion will include how to promote staff wellbeing, employment regulations, financial requirements, risk management and strategic and business planning.

The assessment should last approximately one hour, conducted individually or in pairs and is assessed as a standalone assessment

*Please note this assessment is held virtually via video call. If you would prefer a face-to-face assessment please speak to the Education Team.*

## 2. Management scenario discussion

A successful manager or business owner will be observant to risks that may affect their business and will have risk management plans in place. Unfortunately, there will be occasions when incidents happen that cannot be foreseen, and it will be the manager's responsibility to respond accordingly to minimise impact and protect further risk to the business. This assessment will prepare you for such eventualities and will enable you to react to an incident appropriately and confidently.

On the day of your assessment you will be given a pre-defined case study. The case study will detail an example of an equestrian business and outline an incident that has occurred. The business will be a riding school, equestrian centre or yard of any size and location. You will be provided with these details within the case study.

The incident you will be asked to respond to will be one of the following:

- Outbreak of an infectious / contagious disease
- Repercussions following a riding fatality on site
- Serious welfare concern
- Celebrity / media visit
- Social media fake news
- Break in / burglary
- Flooding or fire
- IT failure / GDPR breach / power cut
- Serious safeguarding concern

Once you have been given your case study, you will have at least 60 minutes to prepare a response to the incident which analyses the risk, impact to the business, potential repercussions and considers the management of staff, horses, clients and other stakeholders. You will assume you have full responsibility for the management of the incident. After your preparation time you will present your plan to a BHS Assessor. You may be asked questions to confirm understanding.

The assessment should last approximately 30 minutes and is assessed as a standalone assessment

*Please note this assessment is held virtually via video call. If you would prefer a face-to-face assessment please speak to the Education Team.*

## Section 3: Training Horses (Lunge and Ride)

This section covers essential knowledge and skills required to train horses

### 1. Working the horse from the ground

Lungeing or long reining using two reins is an essential exercise to train and develop a horse's way of going. As a groom, rider or trainer you will be expected to carry out non ridden exercise and training. This assessment demonstrates your advancing skills in lungeing with one rein to two, and long reining horses.

You will be given one horse to assess and work from the ground to develop its way of going. The horse may be of any size, type, sex or age from three years upwards. The horse may be of any level of training and experience. The horse may be capable of varying quality of work and may be any level of fitness.

The horse will be tacked up with any relevant equipment. You should check equipment for comfort and safety before you begin your session.

You should warm up the horse to assess its way of going. From your assessment you should continue to work the horse using appropriate techniques and exercises to develop its way of going and aid improvement. You should be prepared to utilise a combination of lungeing with two reins and long reining, unless you feel that one technique is unsuitable for the horse. You will work the horse with empathy and authority whilst developing an effective rapport with the horse.

You will be expected to use ground poles (if appropriate) to develop the way of going. An assistant will be available to help, following your instructions.

You will discuss your session with the assessor highlighting the strengths and limitations in the horse's performance, your evaluation of the exercises and techniques chosen, your performance, and how you would plan to develop this horse's training with future sessions. You will also evaluate the general training of horses and the process of working horses from the ground using two reins.

The assessment will last approximately 30 minutes, including discussions with the assessor and is assessed as a standalone assessment

### 2. Riding and training theory

This assessment will give you the opportunity to discuss your training philosophies, methods and experience training horses for jumping up to 1.20m.

You will also analyse your experience of training a horse. You should have trained the horse for a minimum period of six months, so you have a suitable time frame to discuss any improvement seen and draw down from your experiences with this horse. The horse you choose to discuss can be of any age, type, level of training, for example; a young horse for backing, a riding school horse used for training others, a competition horse (any level) or retraining a horse for a different discipline.

In order to aid your discussion and support your analysis, you can complete an optional logbook of training (available from the BHS Education team or download from our website) to bring to your assessment.

You can also bring photos or videos (on your own device) as evidence to support your discussion.

The assessment should last approximately 15 minutes.

### 3. Assess a horse

You will assess a horse as if for personal or centre purchase. Firstly, with a static and dynamic assessment of conformation and then a ridden assessment over all three paces, on the flat and over fences.

The assessment will take place outdoors on grass and you may share the area with up to three other candidates.

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The horse may be of any size, type, sex or age from four years upwards. The horse may be of any level of training and experience and may be capable of varying quality of work. The horse may be of any level of fitness. The horse will be presented to you ready to ride either in schooling or competition tack. The horse may be shod, unshod, studded or not studded.

Following your ridden assessment, you will discuss your evaluation with the assessor.

The assessment should last approximately 45 minutes, including discussions with the assessor.

## 4. Show jumping session – up to 1.20m

You will ride one horse during this assessment. The horse will be capable of jumping up to 1.20m and may be a competition or school horse of any type, size, sex or age.

The horse may be of any level of fitness and may be capable of varying quality of work. The horse will be presented to you ready to ride either in schooling or competition tack.

You will ride in an enclosed area and may share the area with one other candidate.

There will be a pre-prepared jumping area. The fences will not be numbered but will allow for linking of two or more fences. The fences will be a mixture of uprights, spreads, oxers and combinations. An assistant will be available to alter fence sizes as requested. You will be expected to assess the fences available before your assessment begins, although this time is not factored into the timetable of the day, so please ensure you arrive in time to do this before your assessment briefing.

You should warm up your horse and assess its abilities over all three paces and over warm up fences. You will then plan your session and utilise exercises and the fences available to develop the horse. You will be expected to ride the horse within its capabilities jumping appropriate fences and heights. You should understand competition rules and technical requirements in order to jump a 1.20m course.

You will evaluate the session with your assessor and plan the horse's training for further development.

Throughout your discussion you should relate the horse's way of going to the Training Scale and show a clear understanding of the show jumping requirements for British Eventing, British Showjumping and FEI competitions.

The assessment should last approximately 30 minutes, including discussions with the assessor.

## 5. Flat session over poles

You will ride one horse during this assessment. The horse may be a competition or school horse of any type, size, sex or age from four years upwards. The horse will be presented to you ready to ride either in schooling or competition tack (general purpose or jump saddle).

You will ride on a surface and may share the area with one other candidate. There will be an assistant available to place poles as per your instructions. You will be able to use the poles for floor patters or raised poles with blocks. You can use up to 12 poles.

You will warm up the horse and evaluate the horse's way of going. From your evaluation you should continue to work the horse, using exercises appropriately to develop the horse's athletic performance. The exercises you choose should have a positive effect on the horse's way of going and performance.

You will evaluate the session with your assessor and plan the horse's training for further development.

The assessment should last approximately 30 minutes, including discussions with the assessor.

## 6. Show jumping session – up to 1.25m

You will ride two horses during this assessment. One, or both horses will be working towards jumping over fences up to 1.25m and may be a competition or school horse of any type, size, sex or age from four years upwards. The horses may be of any level of training, experience and fitness and may be capable of varying quality of work.

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You will ride on a surface and may share the area with one other candidate.

The guidance below relates to each horse.

The horse will be presented to you ready to ride either in schooling or competition tack. There will be a pre-prepared jumping area. The fences will not be numbered but will allow for linking of two or more fences. The fences will be a mixture of uprights, spreads, oxers and combinations. An assistant will be available to alter fence sizes as requested. You will be expected to assess the fences available before your assessment begins, although this time is not factored into the timetable of the day, so please ensure you arrive in time to do this before your assessment briefing.

You should warm up your horse and assess its abilities over all three paces and over warm up fences. You will then plan your session and utilise exercises and the fences available to develop the horse. You will be expected to ride the horse within its capabilities jumping appropriate fences and heights. You should understand competition rules and technical requirements in order to jump tracks up to 1.25m.

You will evaluate the session with your assessor and plan the horse's training for development beyond jumping more technically demanding tracks.

Throughout your discussion you should relate the horse's way of going to the Training Scale and show a clear understanding of the requirements for British Showjumping and FEI competitions.

The assessment should last approximately 30 minutes, including discussions with the assessor.

## Section 4: Coaching

This section covers essential knowledge and skills required to coach

### 1. Assess a rider

In this section you will observe one horse and rider combination. The rider will be working the horse, but you will not be coaching the rider. You will make a verbal assessment of the rider, their skills and the influence they have over the horse's way of going. The horse and rider will be working over fences.

The horse or pony and rider will be any level of ability and could be an established partnership or a trainee on a school horse. The horse can be any size, type and breed and the horse, pony or rider may be capable of varying quality of work. It will be a partnership you have not coached before, but you may go on to coach them for later sessions in the assessment.

This may take place in an enclosed area or field and the horse and rider may share the area with other riders.

The assessment for this section will follow immediately after one of your coaching sessions and should last approximately 10 minutes. You will then discuss your observations with the assessor.

### 2. Semi-private polework session

You will coach two horse and rider combinations for a semi-private lesson in this flatwork with poles session. There will be a pre-prepared area with poles. You can use up to 12 poles and you will set up and move the poles as required.

Each rider will be of a different skill level and you will be expected to adapt your session to accommodate each rider's ability. One rider will be at Stage 3 working towards Stage 4 and one rider will be at Stage 4 working towards Performance level. The riders will be career students working towards BHS qualifications; you should be able to advise the riders on their performance in relation to the BHS qualifications and the BHS career pathways structure.

You will assess each rider in the warm up and ask any relevant questions. You will then coach the riders to develop their skills and knowledge and ability to influence their horse. The exercises you choose may be the same or different for each rider, but they must suit the different ability of each rider and the level they are working towards.



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You can bring technology with you to assist your coaching (for example a headset and earpiece), but this is not compulsory. You must provide your own technology equipment should you wish to use it.

The assessment for this section should last approximately 60 minutes. 10 minutes to set up your pole exercises, your coaching session should last 35-40 minutes, and an additional 10 minutes allowed for discussion with the assessor.

## 3. Show jumping competition session (up to 1.15m)

You will coach one horse and rider combination in this session. The partnership will be capable of jumping a 1.10m-1.15m course. The quality of work may vary. It can be an established competitive horse and rider combination or a career student riding a school horse. The horse or rider may have none, limited or significant competition experience. The rider may wish to progress their riding up the levels or want to improve at existing level. The horse may be of any level of fitness.

You will have sole or shared use of an enclosed arena or grass. There will be a pre-prepared jumping area with a course or approximately six to eight fences. The fences will be a mixture of uprights, spreads, oxers and combinations. You will first warm the horse and rider up over a few fences. They then dismount and you will walk the course with the rider and talk through the fences and lines.

You will structure your session to develop the horse and rider combination with the course in mind. The exercises should aim to improve the work observed and horse and rider performance.

This session will last approximately 60 minutes. 10 minutes for a warm up, 5-10 minutes for a course walk, your coaching session should last 30 minutes, and an additional 10 minutes allowed for discussion with the assessor.

## 4. Show jumping session (up to 1.20m)

You will coach one horse and rider combination in this session. The partnership will be capable of jumping up to a 1.20m course. The quality of work may vary. It can be an established competitive horse and rider combination or a career student riding a school horse. The horse or rider may have none, limited or significant competition experience. The rider may wish to progress their jumping or want to improve at existing level. The horse may be of any level of fitness.

You will have sole or shared use of an enclosed arena or grass. There will be a pre-prepared jumping area of approximately six to eight fences. The fences will not be numbered but will allow for linking of two or more fences in a competitive context. The fences will be a mixture of uprights, spreads, oxers and combinations. You will be expected to familiarise yourself with the show jumping arena before your assessment begins. This time is not factored into the timetable of the day, so please ensure you arrive in time to do this before your assessment briefing.

You will assess your horse and rider and ask any relevant questions at the beginning of the session. From your assessment you should have a clear structure, plan and goal. You may choose any exercises providing the rider has a clear understanding of it and it is within the horse and rider's capabilities.

This session will last approximately 60 minutes; your coaching session should last 35-40 minutes, and an additional 10 minutes allowed for discussion with the assessor.

## 5. Coaching presentation

This section will enable you to showcase your experience of training and developing rider and horse combinations in an area or discipline and evaluate your coaching. A Performance Coach will regularly reflect on their coaching practice and methodologies to find ways to enhance and develop their craft.

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You will present your general experience coaching riders and training horses, and then focus the presentation on your experience coaching a specific rider over a minimum period of six months. Your chosen rider can either be a rider and horse combination working towards competition or a career student rider training on multiple horses. The focus should not be on the development of the horse, but instead the development of the rider's skills, confidence and influence on the horse, although the horse's improvement and development can be discussed. You should also discuss your coaching philosophy and how you adapt your coaching to meet the rider's needs. The assessor would be keen to understand your self-reflection process to ensure you continue to meet the rider's needs.

For this assessment you will present to a BHS Assessor.

Your presentation should last between 15-30 minutes. You can bring resources/ supporting evidence such as a logbook, photos or videos (on your own device) as evidence to support your discussion.

Following your presentation, the assessor will have an opportunity to ask questions.

The assessment for this section should last approximately 45 minutes and is assessed as a standalone assessment

*Please note there is an exemption for this assessment for anyone who has passed their UKCC Level 4 assessment, evidence will need to be provided to the BHS Education Team.*

## Next steps

We recommend formal training at a BHS Approved Training Centre or with a BHS Accredited Professional Coach. You can find all these details, and any planned training events and assessment dates on our website.

We recommend you read the full assessment criteria of the Performance Show Jumping Coach BHSI qualification in more detail, included in the back of this document.

Please note:

- You cannot take Performance assessments at a centre you currently work in or have worked in in the last 12 months.
- You cannot take Performance assessments at a centre that you have regularly trained at in the last six months- a maximum of one days trainings every two month is allowed

If you need any guidance or support along the way, please contact our Education team on 02476 840508.

## Unit Structure



## Unit 1: Care and Welfare

### Unit Aim

This unit aims to enable learners to demonstrate their horse care and stable management skills and knowledge required for a performance groom or performance centre manager.

### Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the care of horses.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
<b>1. Understand how horses' conformation may affect their potential use and purchase value</b>	1.1 <b>Analyse</b> static conformation	<b>Analysis</b> may include: <ul style="list-style-type: none"> <li>• Observation from all angles and from a distance</li> <li>• Type, breed, temperament, age, condition, muscle development</li> <li>• Identification of conformational strengths and possible weaknesses</li> </ul>	Observation and discussion
	1.2 <b>Analyse</b> dynamic conformation	<b>Analysis</b> may include: <ul style="list-style-type: none"> <li>• Observation from all angles and from a distance</li> <li>• Straightness of movement</li> <li>• Performance capability</li> </ul>	Observation and discussion
	1.3 <b>Analyse</b> limb conformation and foot balance	<b>Analysis</b> may include: <ul style="list-style-type: none"> <li>• Observation from all angles</li> <li>• Strengths and weaknesses</li> <li>• Potential performance capability</li> <li>• Hoof balance</li> <li>• Hoof pastern axis</li> </ul>	Observation and discussion
	1.4 <b>Evaluate</b> potential use and market value of the horse	<b>Evaluation</b> based on observations made in 1.1, 1.2 and 1.3, may include: <ul style="list-style-type: none"> <li>• Identification of possible use (competition, riding school)</li> <li>• Longevity of use and conformational factors that may affect this</li> <li>• Management and workload recommendations</li> <li>• Vetting procedures</li> <li>• Awareness of market forces (e.g regional variation)</li> <li>• Different sales opportunities and values including horse sales, private sales, dealers etc</li> <li>• Conclusion of estimated market value</li> </ul>	Discussion
<b>2a. Understand the management and health of competition horses</b>	2a.1 Analyse the management and health of a <b>range</b> of different <b>groups of horses</b>	<b>Range</b> = 3 or more <b>Groups of horses</b> to include: <ul style="list-style-type: none"> <li>• Competition horses</li> <li>• Young horses</li> <li>• Horses in training</li> <li>• Horses at rest</li> <li>• Horses in rehabilitation (including post-operative care)</li> </ul>	Discussion
	2a.2 Explain Fédération Equestre Internationale (FEI) 'Clean Sport' <b>rules and recommendations</b>	<b>Rules and recommendations</b> to include: <ul style="list-style-type: none"> <li>• Horses and humans</li> <li>• Drug testing</li> <li>• Withdrawal periods</li> </ul>	Discussion

		<ul style="list-style-type: none"> <li>Sanctions</li> </ul>	
	2a.3 Explain commonly used <b>medication</b> for a <b>range</b> of ailments	<b>Range</b> = 3 or more <b>Medication:</b> <ul style="list-style-type: none"> <li>Uses, costs, contra-indications</li> <li>Over the counter and medication only prescribed by a veterinary surgeon (POM-V)</li> <li>Commonly used drugs listed on the dangerous substance list</li> <li>Those that can be administered by a groom</li> <li>Usage restrictions and storage</li> </ul> <b>Ailments</b> may include: <ul style="list-style-type: none"> <li>Ulcers</li> <li>Cushings/laminitis</li> <li>Colic</li> <li>Respiratory</li> <li>Lameness</li> <li>Infection</li> </ul>	Discussion
	2a.4 Evaluate the use of a <b>range</b> of <b>diagnostic tests</b>	<b>Range</b> = 3 or more <b>Diagnostic tests</b> may include: <ul style="list-style-type: none"> <li>Radiography</li> <li>Ultrasonography</li> <li>Blood tests</li> <li>Gastroscopy</li> <li>Joint and nerve blocks</li> <li>Swabs</li> <li>Joint tap</li> </ul>	Discussion
	2a.5 Analyse the <b>implementation</b> of biosecurity measures	<b>Implementation</b> to include: <ul style="list-style-type: none"> <li>Regulations for vaccinations (FEI rules)</li> <li>Biosecurity before, during and after a competition</li> <li>Method of travel</li> <li>International travel</li> <li>Timescales</li> </ul>	Discussion
	2a.6 Explain the <b>requirements</b> for <b>travelling</b> horses for long distances and internationally	<b>Requirements</b> may include: <ul style="list-style-type: none"> <li>Quarantine before and after travel</li> <li>Destination country's import rules</li> <li>Certification/declaration requirements</li> <li>Vet requirements</li> <li>Other documents</li> <li>Horse welfare including resting, feeding and hydration</li> <li>Skills of groom</li> </ul> <b>Travelling:</b> <ul style="list-style-type: none"> <li>Sea</li> <li>Road</li> </ul>	Discussion
<b>2b. Understand the use of tack and training aids</b>	2b.1 Evaluate tack and training aids relevant to <b>requirements</b>	<b>Requirements</b> to include: <ul style="list-style-type: none"> <li>Horses and business</li> </ul>	Discussion
<b>3. Analyse horse condition, feeding and management</b>	3.1 <b>Analyse</b> condition and muscle development	<b>Analysis</b> to include: <ul style="list-style-type: none"> <li>Static assessment only</li> <li>Development of main muscle groups</li> <li>Justification for estimation of level of fitness</li> <li>Type, breed, age, health and condition</li> <li>Identification of competition use or type of work the horse is carrying out</li> </ul>	Observation and discussion
	3.2 Plan the <b>management</b> of the horse to maintain its condition	<b>Management</b> to include: <ul style="list-style-type: none"> <li>Planning and implementation of diet, fitness work and management regimes to maintain health in the competition horse</li> </ul>	Discussion

		<ul style="list-style-type: none"> <li>• Impact of health issues</li> <li>• Practical application in yards of different sizes and disciplines</li> <li>• Adaptations if the horse is to be used for breeding</li> </ul>	
	3.3 Evaluate the <b>management</b> for different <b>horses</b> with specific focus on feeding and fitness	<b>Horses</b> may include: <ul style="list-style-type: none"> <li>• Point to point</li> <li>• Endurance (Advanced 80-160km)</li> <li>• Show jumping (1.20m and above)</li> <li>• Dressage (Advanced Medium)</li> <li>• Eventing (Advanced Intermediate)</li> <li>• Stallions</li> <li>• Colts</li> <li>• Rigs</li> <li>• Riding school horses</li> <li>• Older horses</li> </ul> <b>Management</b> to include: <ul style="list-style-type: none"> <li>• Planning and implementation of diet, fitness work and management regimes to maintain health and condition</li> <li>• Impact of health issues</li> <li>• Practical application in yards of different sizes and disciplines</li> </ul>	
<b>4. Understand breeding programmes for horses</b>	4.1 <b>Assess</b> a mare for its suitability for breeding	<b>Assessment</b> may include: <ul style="list-style-type: none"> <li>• Static assessment only</li> <li>• Shape</li> <li>• Weight</li> <li>• Udder</li> <li>• Conformation and behaviour</li> <li>• Age</li> <li>• Purpose/use of foal</li> </ul>	Observation and discussion
	4.2 Evaluate the <b>practicalities</b> of a specific breeding programme	<b>Practicalities</b> may include: <ul style="list-style-type: none"> <li>• Inducing ovulation</li> <li>• Time of year</li> <li>• Facilities available</li> <li>• Costs</li> </ul>	Discussion
	4.3 Explain the process of <b>Artificial Insemination</b> and <b>Embryo Transfer</b>	<b>Artificial Insemination process</b> may include: <ul style="list-style-type: none"> <li>• Selection of stallion</li> <li>• Ovulation and oestrus cycle</li> <li>• Semen (fresh vs chilled vs frozen)</li> <li>• Preparation of mare</li> <li>• Insemination of mare</li> </ul> <b>Embryo Transfer process</b> to include: <ul style="list-style-type: none"> <li>• Selection of stallion</li> <li>• Selection of suitable recipient mare(s)</li> <li>• Synchronising of oestrus cycle in both mares</li> <li>• Insemination of donor mare</li> <li>• Flushing and transferring the embryo</li> </ul>	Discussion
	4.4 Explain the <b>ethics</b> of breeding	<b>Ethics</b> may include: <ul style="list-style-type: none"> <li>• Indiscriminate breeding</li> <li>• Welfare of mare and foal</li> <li>• Breeding from a mare out of work due to injury</li> <li>• Suitability of breeder and yard</li> </ul>	Discussion
	4.5 Evaluate how methods of handling young horses affects their development and behaviour	<b>Methods of handling and training</b> may include: <ul style="list-style-type: none"> <li>• Daily routine attention: general handling</li> <li>• Work in hand: leading, trotting up</li> <li>• Loose jumping</li> <li>• Castration</li> <li>• Weaning</li> <li>• Preparation for ridden work</li> <li>• Introduction to loading and</li> </ul>	Discussion

		transportation	
<b>5. Deliver training to develop staff and/or students</b>	5.1 Deliver a <b>training session</b>	<b>Training session</b> in one or more of the following topics: <ul style="list-style-type: none"> <li>• How to assess a horse's conformation</li> <li>• How to apply a knee or hock bandage</li> <li>• How to fit a double bridle</li> <li>• The use and fitting of a training aid (may include, Market Harborough, Bungees, Draw Reins, Harbridge, De Gogue)</li> <li>• How to check a dressage saddle for comfort</li> <li>• Methods of restraint</li> </ul>	Observation and discussion
	5.2 Demonstrate appropriate <b>technical knowledge</b> and <b>skills</b>	Correct <b>technical knowledge</b> and <b>skills</b> appropriate to Stage 4 level with regards to safety and welfare of horse and others	Observation and discussion

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## Unit Structure



## Unit 2: Literature Review

### Unit Aim

This unit aims to enable learners to explore a topic of their choice relating to horse care. Learners will research their topic and sources of evidence, read and critique the evidence and present their findings to a panel of industry experts. The learner will have knowledge of useful resources for keeping current with industry research and practice and make informed decisions based on the reliability and value of the literature. The learner will also consolidate their presentation and communication skills to ensure they are confident communicating in the workplace or delivering training and demonstrations.

### Unit Introduction

The learner will present on a topic of their choice relating to **Stage 4 Care**. For example, topics could come from within areas such as:

- Care and management of mares and youngstock
- Specialist tack for competition
- Nutrition
- Maintaining health and wellbeing in horses
- Health, management and fitness of competition horses
- Quality of life and euthanasia
- Equine learning theory (young horse handling)

Learners will be expected to review a minimum of three sources of evidence within their critique; this can be in the form of books, journals, magazines (for example, *Equine Health*), websites, expert testimony (expert opinion of an industry leading professional) or research articles. Only one expert testimony is permitted.

Learners have the option to present their review using software such as Microsoft PowerPoint, although this is not compulsory.

The learner will present their review to a small panel of up to three industry professionals (for example, BHS Assessor, veterinarian, farrier or proprietor). The presentation should last between 15-20 minutes, with an additional allowance for questions from the panel.

Supporting evidence and literature reviewed should be brought to the assessment for possible review from the panel. If an expert testimony is used as a source, a recording of the testimony must be brought to the assessment.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Present the findings of a review on equine care related literature	1.1 Demonstrate <b>presentation skills</b>	<b>Presentation skills</b> to include: <ul style="list-style-type: none"><li>• Eye contact</li><li>• Tone of voice</li><li>• Body language</li><li>• Use of props and supporting materials</li></ul>	Observation
	1.2 Critically analyse <b>sources of evidence</b> and draw <b>conclusions</b>	<b>Sources of evidence</b> may include: <ul style="list-style-type: none"><li>• Books</li><li>• Case studies</li><li>• Internet research</li><li>• Assignments</li><li>• Journal articles</li><li>• Projects</li><li>• Magazines</li></ul>	Observation and discussion

		<ul style="list-style-type: none"> <li>• Expert testimony</li> <li>• Appropriate alignment to BHS Stage 4</li> <li>• Appropriate alignment to chosen topic</li> </ul> <p><b>Conclusions:</b></p> <ul style="list-style-type: none"> <li>• Reliability</li> <li>• Validity</li> <li>• Recommendations from review ie, management changes or further research ideas</li> </ul>	
	1.3 Demonstrate <b>technical understanding</b>	<p><b>Technical understanding:</b> Good understanding of technical content, language and terminology</p>	Observation and discussion

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## Unit Structure



## Unit 3: Business Management Skills

### Unit Aim

This unit aims to enable learners to demonstrate that they have the business management skills and knowledge required for a performance centre manager, freelance performance coach or consultant.

### Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the management of an equestrian business.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
<b>1. Understand the training requirements for the strategic organisation of a business</b>	1.1 Explain methods for implementing a <b>range of policies, procedures and working practice</b>	<b>Range = 3 or more Policies, procedures and working practice</b> may include: <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• GDPR</li> <li>• Fire procedure and prevention</li> <li>• Risk assessment procedures</li> <li>• Accident/incident (procedure and reporting (including RIDDOR))</li> <li>• Health and Safety (including COSHH)</li> <li>• Equality and Diversity</li> <li>• Radicalisation and the Prevent Duty</li> </ul>	Discussion
<b>2. Understand managerial responsibilities and requirements for business success</b>	2.1 Explain how to <b>support staff wellbeing</b>	<b>Support</b> may include: Legal requirements: <ul style="list-style-type: none"> <li>• Contract</li> <li>• Working hours and conditions</li> <li>• Paid leave</li> </ul> Other support: <ul style="list-style-type: none"> <li>• Development and career progression</li> <li>• Motivation</li> <li>• Incentives and rewards</li> <li>• Wage structure</li> <li>• Appraisals / regular meetings</li> <li>• Staff initiatives (ie mental health first aiders)</li> <li>• Recruitment and retention</li> </ul> <b>Wellbeing</b> to include: <ul style="list-style-type: none"> <li>• Physical and mental health</li> </ul>	Discussion
	2.2 Evaluate the <b>impact of employment regulations</b> on business growth	<b>Impact</b> may include: <ul style="list-style-type: none"> <li>• Cost</li> <li>• Forward planning requirements</li> <li>• Resources (ie HR department / consultant)</li> <li>• Security for employers and employees</li> </ul> <b>Employment regulations</b> may include: <ul style="list-style-type: none"> <li>• Contract requirements</li> <li>• Pension (auto enrolment)</li> <li>• Working hours</li> <li>• Paid leave</li> <li>• Wage / minimum wage / cost of living wage</li> <li>• Apprentices</li> <li>• Number of staff</li> <li>• Health and Safety</li> </ul>	Discussion

	2.3 Evaluate the <b>impact</b> of business growth on <b>financial requirements</b>	<p><b>Impact</b> may include:</p> <ul style="list-style-type: none"> <li>• Cost</li> <li>• Governance and structure</li> <li>• Forward planning requirements</li> <li>• Resources (Finance team in house / consultant / accountant)</li> <li>• Economy of scale</li> </ul> <p><b>Financial requirements</b> may include:</p> <ul style="list-style-type: none"> <li>• Fixed and variable costs</li> <li>• Banking facilities</li> <li>• VAT</li> <li>• Account preparation</li> <li>• Income and expenditure</li> <li>• Invoicing</li> <li>• Tax</li> <li>• Financial capitalisation</li> <li>• Budgeting and regular forecasting</li> </ul>	Discussion
	2.4 Analyse a <b>range</b> of risks to an equestrian business and the <b>impact</b> on the success of the business	<p><b>Range</b> = 2 or more</p> <p><b>Risks</b> may include:</p> <ul style="list-style-type: none"> <li>• Fraud</li> <li>• Cyber security</li> <li>• Burglary</li> <li>• Not keeping up with modern technology (offering different payment options / plans, lost marketing opportunities)</li> <li>• Social media</li> <li>• Sustainability of business model</li> <li>• Carbon footprint of business</li> <li>• Brexit / EU</li> <li>• Contagious disease outbreak</li> <li>• Major accident / fatality</li> <li>• Serious welfare concern</li> <li>• Ageing of horses / illness / injury</li> </ul> <p><b>Impact</b> may include:</p> <ul style="list-style-type: none"> <li>• Costs (rent, rates, insurance)</li> <li>• Risk Assessments</li> <li>• Forward planning requirements</li> <li>• Resources</li> <li>• Offering additional services to maintain business (livery, holiday B&amp;B, competitions)</li> <li>• Loss of business</li> <li>• Closure / shut down</li> </ul>	Discussion
	2.5 Explain a strategic plan	<ul style="list-style-type: none"> <li>• Definition of a strategic plan</li> <li>• What a strategic plan is used for</li> <li>• Benefit to the business</li> <li>• Development of a strategic plan</li> <li>• Who has responsibility for implementation</li> <li>• Review of strategic plan</li> </ul>	Discussion
	2.6 Explain the essential elements of a business plan for the application of finance	<p>The learner should be able to explain a business plan required for the application of finance towards the development of a facility or facilities within the business.</p> <p><b>Finance</b> may include:</p> <ul style="list-style-type: none"> <li>• Bank loan</li> <li>• Overdraft</li> <li>• Re-mortgage</li> </ul> <p><b>Plan</b> may include:</p> <ul style="list-style-type: none"> <li>• Reasons to develop</li> <li>• Planning permission</li> <li>• Legal requirements and regulations</li> <li>• Cost and added value to business</li> <li>• Maintenance plan or development plan</li> </ul>	Discussion

		<b>Facility or facilities</b> may include: <ul style="list-style-type: none"><li>• Surfaces / arenas</li><li>• Grassland</li><li>• Car park</li><li>• Out buildings / communal rooms</li><li>• Stables</li></ul>	
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## Unit Structure



## Unit 4: Business Management Presentation

### Unit Aim

This unit aims to enable learners to plan a response to manage a major incident on a yard or other equestrian business. Learners will present their proposed response to a panel of industry professionals.

### Unit Introduction

This unit assumes an understanding of terminology, concepts and techniques used in the management of an equestrian business. Learners will present a response to a major incident to include the management of horses, staff and stakeholders (if applicable).

The learner will present on a pre-defined scenario, scenarios will be one of the below:

- Outbreak of an infectious / contagious disease
- Repercussions following a riding fatality on site
- Serious welfare concern
- Celebrity / media visit
- Social media fake news
- Break in / burglary
- Flooding or fire
- IT failure / GDPR breach / power cut
- Serious safeguarding concern

At the assessment, the learner will be given a case study that includes details of the business and a major incident relating to one of the above scenarios. The learner will be given at least 60 minutes of preparation time to prepare a response as if they were presenting to their Chief Executive or Board of Directors (of the business). The learner will assume the role of Senior Manager and will have responsibility for the management of the incident.

The learner will present their response to an assessor. The discussion will last no longer than 30 minutes.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Present a response to a major incident	1.1 Demonstrate communication skills	<b>Communication skills</b> may include: <ul style="list-style-type: none"><li>• Eye contact</li><li>• Tone/clarity of voice</li><li>• Body language</li></ul>	Observation
	1.2 Demonstrate technical understanding	<ul style="list-style-type: none"><li>• Technical content meets industry requirements and good practice</li><li>• Good understanding of technical content, language and terminology</li><li>• Appropriate to current law and legislation</li></ul>	Observation and discussion
	1.3 Explain the nature and possible <b>impact</b> to the business	<b>Impact</b> may include: <ul style="list-style-type: none"><li>• Staff and horses</li><li>• Cost</li><li>• Resources</li><li>• Adverse publicity</li><li>• Reputation</li></ul>	Observation and discussion
	1.4 <b>Plan</b> a response	<b>Plan</b> may include: <ul style="list-style-type: none"><li>• Risk assessment (if appropriate)</li><li>• Immediate response (first few hours)</li><li>• Medium term (1-5 days)</li></ul>	Observation and discussion

		<ul style="list-style-type: none"> <li>• Long term (weeks after)</li> <li>• Management of staff and horses</li> <li>• Consideration for staff and horse welfare</li> <li>• Minimising disruption to business as usual</li> <li>• Resources required</li> <li>• Cost</li> <li>• Stakeholder involvement</li> <li>• Damage limitations</li> <li>• Management of negative or adverse publicity</li> <li>• External communications</li> <li>• Any changes in future management to prevent reoccurrence</li> <li>• Other relevant actions specific to the incident</li> </ul>	
	1.5 Analyse potential <b>repercussions</b>	<b>Repercussions</b> may include: <ul style="list-style-type: none"> <li>• Staff morale</li> <li>• Horsepower</li> <li>• Loss of income</li> <li>• Loss of sponsorship/partnerships</li> <li>• Reputation</li> <li>• Future business</li> </ul>	Observation and discussion

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## Unit Structure



## Unit 5: Working the Horse from the Ground

### Unit Aim

This unit aims to enable learners to demonstrate their practical skills and underpinning knowledge related to the non-ridden training and development of competition and performance horses.

### Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the care and training of horses.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
<b>1. Understand how to work horses from the ground using two reins</b>	1.1 Evaluate the <b>process</b> of working <b>horses</b> between two reins	<b>Process</b> to include: <ul style="list-style-type: none"> <li>• Lungeing with two reins and long reining</li> <li>• Different types of long reining in different environments</li> <li>• Position of reins and handler</li> </ul> <b>Horses</b> to include: <ul style="list-style-type: none"> <li>• Young horses</li> <li>• Experienced horses</li> </ul>	Discussion
<b>2. Work the horse between two reins to develop its way of going</b>	2.1 Maintain <b>health, safety and welfare</b> of horse, self and others at all times	<b>Health, safety and welfare</b> in relation to: <ul style="list-style-type: none"> <li>• Use of schooling area</li> <li>• Awareness of space and other users</li> <li>• Horse fitness and level of education considered</li> <li>• Checking tack for safety</li> <li>• Lungeing with two reins or long reining</li> <li>• Use of poles (if appropriate)</li> </ul>	Observation
	2.2 Assess the horse's <b>way of going</b>	<b>Way of going</b> to include: <ul style="list-style-type: none"> <li>• Informed observation of the horse working in walk, trot and canter</li> <li>• Comparison of way of going on both reins</li> <li>• With and without side reins (if appropriate)</li> </ul>	Observation and discussion
	2.3 Utilise <b>techniques</b> appropriate for the horse	<b>Techniques</b> to include; <ul style="list-style-type: none"> <li>• Handling of equipment</li> <li>• Stance, authority</li> <li>• Working at relevant rhythm and tempo</li> <li>• Work over poles (as appropriate) to develop the way of going</li> <li>• Developing balance</li> <li>• On a circle and straight lines</li> <li>• Shortening and lengthening the stride</li> <li>• Transitions</li> </ul>	Observation
	2.4 Utilise a range of exercises to improve the horse's way of going	<b>Exercises</b> may include: <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Shortening and lengthening stride</li> <li>• Increasing and decreasing the size of the circle</li> <li>• Use of poles (as appropriate) to develop the way of going</li> </ul>	Observation

	2.5 Develop an <b>effective rapport</b> with the horse	<b>Effective rapport</b> to include: <ul style="list-style-type: none"> <li>• Manner with the horse</li> <li>• Effectiveness of aids</li> <li>• Control and influence over horse's way of going</li> <li>• Empathy with the horse's needs</li> </ul>	Observation
	2.6 <b>Evaluate</b> the effectiveness of the session	<b>Evaluation</b> may include: <ul style="list-style-type: none"> <li>• Reflection on the content of session</li> <li>• Logical sequence and timing</li> <li>• Analysis of effectiveness of exercises chosen</li> <li>• Identify strategies to improve personal performance</li> <li>• Identify effective techniques used</li> </ul>	Discussion
	2.7 Develop a <b>plan</b> for progression	<b>Plan</b> to include: <ul style="list-style-type: none"> <li>• Identify areas for improvement</li> <li>• Consider progression for future sessions for the development of the horse</li> </ul>	Discussion

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## Unit Structure

### Unit 8: Ride for Training Show Jumping



#### Unit Aim

This unit aims to enable learners to showcase their experience and skills riding and training competition and performance horses.

#### Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the development, training, care and welfare of horses.

As part of assessment criteria 1.2, the learner can bring a logbook (of their training) or similar to the assessment. The logbook will support the learner during their analysis of the training they have delivered, and to aid discussion with the assessor. A template logbook is available to download from the BHS website: [www.bhs.org.uk/pathways](http://www.bhs.org.uk/pathways) or the learner can supply their own log of evidence. The learner can also bring photos or videos (on your own device) s evidence to support your discussion.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
<b>1. Understand the progressive training of horses</b>	1.1 Explain methods to progressively develop a horse's training	<p>As part of Unit 6: Ride for Training, <b>training</b> to include:</p> <ul style="list-style-type: none"> <li>Dressage training up to Advanced Medium</li> <li>Jump training up to 1.20m</li> </ul> <p>As part of Unit 7: Ride for Training Dressage, <b>training</b> to include:</p> <ul style="list-style-type: none"> <li>Dressage training up to Advanced Medium</li> </ul> <p>As part of Unit 8: Ride for Training Show Jumping, <b>training</b> to include:</p> <ul style="list-style-type: none"> <li>Jump training up to 1.20m</li> </ul> <p>All, making reference to:</p> <ul style="list-style-type: none"> <li>Training and retraining</li> <li>Problem solving</li> <li>Competition training</li> <li>The Training Scale</li> </ul>	Discussion
	1.2 Analyse the progressive training of a horse	<p>Candidate to discuss a training programme with a horse they have trained over a minimum period of six months.</p> <p><b>Analysis</b> to include:</p> <ul style="list-style-type: none"> <li>Logbook of training, or similar</li> <li>Goals and aims of the training programme</li> <li>Progression of training programme</li> <li>Training methods, exercises and type of work carried out</li> <li>Resources, equipment and assistance utilised</li> <li>Evaluation of the training programme</li> <li>Self-reflection</li> <li>Consideration for the welfare of horse throughout the training programme</li> <li>Plan for continuation of training and development of horse</li> </ul> <p><b>Horse</b> may include:</p>	Discussion / logbook (optional)



		<ul style="list-style-type: none"> <li>• Young horse for backing</li> <li>• Riding school horse used for training others</li> <li>• Competition horse (any level)</li> <li>• Retraining for a different discipline</li> </ul>	
<b>2. Ride safely</b>	2.1 Maintain the <b>health, safety and welfare</b> of horse, self and others	<b>Health, safety and welfare</b> to include: <ul style="list-style-type: none"> <li>• Ride with consideration for other users of the school space</li> <li>• Consideration of individual horses</li> <li>• Consideration of ground conditions</li> </ul>	Observation
<b>3. Assess a horse</b>	3.1 <b>Evaluate</b> the horse prior to mounting	<b>Evaluation</b> to include: <ul style="list-style-type: none"> <li>• Static and dynamic conformation assessment</li> <li>• Condition</li> <li>• Musculature</li> <li>• Age and type</li> <li>• Temperament</li> </ul>	Discussion
	3.2 <b>Assess</b> the horse under saddle	As part of Unit 6: Ride for Training and Unit 8: Ride for Training Show Jumping, <b>assessment</b> to include: <ul style="list-style-type: none"> <li>• On the flat and over fences</li> </ul> As part of Unit 7: Ride for Training Dressage, <b>assessment</b> to include: <ul style="list-style-type: none"> <li>• On the flat</li> </ul> All, <b>assessment</b> to include: <ul style="list-style-type: none"> <li>• A ridden assessment on grass</li> <li>• All three paces</li> <li>• Assessment for potential use</li> </ul>	Observation
	3.3 <b>Evaluate</b> the horse	<b>Evaluation</b> to include: <ul style="list-style-type: none"> <li>• Describe way of going in relation to the Training Scale</li> <li>• Balance and carriage</li> <li>• Level of training</li> <li>• Responsiveness to aids</li> <li>• Fitness</li> </ul>	Discussion
<b>4. Ride horses up to Advanced Medium dressage to develop their way of going</b>	<b>NOT APPLICABLE FOR THIS UNIT</b>		
<b>5. Ride a horse over show jumps up to 1.20m to develop its way of going</b>	5.1 Ride in an <b>influential, balanced position</b>	<b>Influential, balanced position</b> to include: <ul style="list-style-type: none"> <li>• A secure, balanced position whilst maintaining integrity of the aids</li> <li>• Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training</li> <li>• Demonstrate empathy and feel</li> </ul>	Observation
	5.2 Warm the horse up and <b>evaluate</b> way of going	A progressive <b>evaluation</b> of the horse with reference to: <ul style="list-style-type: none"> <li>• The horse's strengths and weaknesses</li> <li>• Assessment of horse in all paces</li> <li>• Change of pace between fences</li> <li>• Reactiveness and response to aids</li> <li>• Ability to influence the canter</li> <li>• Balance through turns and corners</li> <li>• Relevance of tack</li> <li>• Gymnastic ability</li> <li>• Attitude / rideability</li> <li>• Jumping from trot or canter</li> <li>• Use of a placing pole</li> <li>• Relating fences</li> </ul>	Observation and discussion

	5.3 Use <b>exercises</b> appropriately and a range of fences to develop the horse	<b>Exercises</b> may include: <ul style="list-style-type: none"> <li>• Relating fences to show understanding of training and the process for jumping a 1.20m course</li> <li>• Improving technique</li> <li>• Logical progression of exercises</li> </ul>	Observation
	5.4 <b>Evaluate</b> the session	<b>Evaluation</b> to include: <ul style="list-style-type: none"> <li>• Justify reasoning for the selection of the work</li> <li>• Effectiveness of the work</li> </ul>	Observation and discussion
	5.5 Plan a <b>training schedule</b> to develop the horse	<b>Training schedule</b> to include: <ul style="list-style-type: none"> <li>• Future possible work; short term (one month) and medium term (six months), and long term (twelve to 24 months)</li> <li>• Reference to the Training Scale</li> <li>• Use of alternative work programmes which may include lungeing, hacking and outside work</li> <li>• Use of grids and gymnastic exercises to improve the horse's technique</li> <li>• Progression towards jumping more technically demanding tracks</li> <li>• Awareness of FEI and discipline specific rules and regulations</li> </ul>	Discussion
<b>6. Ride a horse over technical cross country fences up to 1.10m to develop its way of going</b>	<b>NOT APPLICABLE FOR THIS UNIT</b>		
<b>7. Ride a horse that is training towards Advanced level dressage to develop its way of going</b>	<b>NOT APPLICABLE FOR THIS UNIT</b>		
<b>8. Ride a horse used for training others on the flat over poles to develop its way of going</b>	8.1 Ride in an <b>influential, balanced position</b>	<b>Influential, balanced position</b> to include: <ul style="list-style-type: none"> <li>• Riding in a GP or jump saddle</li> <li>• A secure, balanced position whilst maintaining integrity of the aids</li> <li>• Demonstrate empathy and feel</li> <li>• An influential position that has a positive effect</li> </ul>	Observation
	8.2 Warm the horse up and <b>assess</b> way of going	A progressive <b>assessment</b> with reference to the Training Scale and reference to: <ul style="list-style-type: none"> <li>• All three paces</li> <li>• Pace</li> <li>• Balance</li> <li>• Way of going with reference to conformation</li> <li>• Relevance of tack</li> <li>• Gymnastic ability</li> <li>• Attitude / rideability</li> <li>• Technique</li> </ul>	Observation and discussion
	8.3 Use <b>exercises</b> appropriately to develop the horse's <b>athletic performance</b>	<b>Exercises</b> may include: <ul style="list-style-type: none"> <li>• Use of poles to create a variety of floor patterns relative to the horse</li> <li>• Raised poles, if appropriate</li> <li>• Logical progression of exercises</li> </ul> <b>Athletic performance</b> may include: <ul style="list-style-type: none"> <li>• Ability to influence the canter</li> <li>• Paces, forwardness, attitude</li> <li>• Rhythm, bend, straightness, outline</li> <li>• Ease of movement</li> </ul>	Observation

	8.4 <b>Evaluate</b> the session	<b>Evaluation</b> to include: <ul style="list-style-type: none"> <li>• Paces, forwardness, attitude</li> <li>• Rhythm, bend, straightness, outline</li> <li>• Softer/stiffer side</li> <li>• Ease of movement</li> <li>• Stronger and weaker movements</li> <li>• Response to the aids</li> <li>• Reference to the Training Scale</li> </ul>	Discussion
	8.5 Plan a training schedule to develop the horse	<b>Plan</b> to include: <ul style="list-style-type: none"> <li>• Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months)</li> <li>• Reference to the Training Scale</li> <li>• Use of alternative work programmes which may include lungeing, hacking, gymnastic development and flatwork</li> </ul>	Discussion
<b>9. Ride horses over show jumps of up to 1.25m to develop their way of going</b>	<b>Learners will be required to ride two horses in this section. One horse will be working towards the level. One horse will be more established at this level. The assessment criteria relate to both horses.</b>		
	9.1 Ride in an <b>influential, balanced position</b>	<b>Influential, balanced position</b> to include: <ul style="list-style-type: none"> <li>• A secure, balanced position whilst maintaining integrity of the aids</li> <li>• Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training</li> <li>• Demonstrate empathy and feel</li> </ul>	Observation
	9.2 Warm the horse up and <b>evaluate</b> way of going	A progressive <b>evaluation</b> of the horse with reference to: <ul style="list-style-type: none"> <li>• The horse's strengths and weaknesses</li> <li>• Assessment of horse in all paces</li> <li>• Change of pace between fences</li> <li>• Reactiveness and response to aids</li> <li>• Ability to influence the canter</li> <li>• Balance through turns and corners</li> <li>• Relevance of tack</li> <li>• Gymnastic ability</li> <li>• Attitude / rideability</li> <li>• Jumping from trot or canter</li> <li>• Use of a placing pole</li> <li>• Relating fences</li> </ul>	Observation and discussion
	9.3 Use <b>exercises</b> appropriately and a range of fences to develop the horse	<b>Exercises</b> may include: <ul style="list-style-type: none"> <li>• Relating fences to show understanding of training and the process for jumping a course</li> <li>• Improving technique</li> <li>• Logical progression of exercises</li> </ul>	Observation
	9.4 <b>Evaluate</b> the session	<b>Evaluation</b> to include: <ul style="list-style-type: none"> <li>• Justify reasoning for the selection of the work</li> <li>• Effectiveness of the work</li> </ul>	Observation and discussion
	9.5 Plan a training schedule to develop the horse	<b>Plan</b> to include: <ul style="list-style-type: none"> <li>• Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months)</li> <li>• Reference to the Training Scale</li> <li>• Use of alternative work programmes which may include lungeing, hacking and outside work</li> <li>• Use of grids and gymnastic exercises to improve the horse's technique</li> <li>• Progression towards jumping more technically demanding tracks</li> <li>• Awareness of FEI and British</li> </ul>	Discussion

		Showjumping (BS) rules and regulations	
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## Unit Structure



## Unit 9: Coaching Presentation

### Unit Aim

This unit aims to enable learners to showcase their experience of training and developing rider and horse combinations in an area or discipline. Learners will present their evidence, drawing conclusions from their training and suggesting future development for the rider and horse.

### Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the development, training, care and welfare of horses and the coaching of riders.

The coach can either present the development of a rider and horse combination towards competition or a career rider training on multiple horses.

Learners will be expected to have trained the rider over a minimum period of six months. The learner will present their review to a BHS Assessor. The presentation should last between 15-30 minutes, with an additional allowance of 15-30 minutes for questions. Learners have the option to present their review using IT and software such as Microsoft PowerPoint, although this is not compulsory.

Supporting evidence should be brought to the assessment for review.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
<b>1. Understand how to develop the skills of riders</b>	1.1 Analyse <b>methods</b> to develop the skills of <b>riders</b>	<p><b>Methods</b> may include:</p> <ul style="list-style-type: none"> <li>• Different coaching styles</li> <li>• Goal setting</li> <li>• Differentiation in group lessons</li> <li>• Empowering the rider</li> <li>• Introducing new skills</li> <li>• Periodisation</li> <li>• Performance profiling</li> <li>• Use of technology</li> <li>• Career progression</li> </ul> <p><b>Rider</b> may include:</p> <ul style="list-style-type: none"> <li>• Young and mature riders</li> <li>• Recreational and competition riders</li> <li>• Riding Advanced Medium (dressage), Foxhunter/1.20m (show jumping) or Intermediate (eventing)*</li> </ul> <p>*Discipline the learner chooses to discuss must relate to their coaching pathway discipline</p>	Observation and discussion
<b>2. Understand how to develop the training of horses</b>	2.1 Analyse <b>methods</b> to develop the training of <b>horses</b>	<p><b>Methods</b> may include:</p> <ul style="list-style-type: none"> <li>• Training and retraining</li> <li>• Problem solving</li> <li>• Competition training</li> <li>• The Training Scale</li> <li>• Systematic development of horse and rider</li> <li>• Providing guidance to rider</li> </ul> <p><b>Horses</b> may include:</p> <ul style="list-style-type: none"> <li>• From novice to advanced competition or school master up to Advanced Medium (dressage), Foxhunter/1.20m (show jumping) or Intermediate</li> </ul>	Observation and discussion

		(eventing)* *Discipline the learner chooses to discuss must relate to their coaching pathway discipline	
<b>3. Select and justify a coaching plan for the development of a rider</b>	3.1 <b>Justify</b> the selection of the rider	<b>Justification</b> may include: <ul style="list-style-type: none"> <li>• Skills or experience of coach</li> <li>• Coach's area of interest</li> <li>• Coach's client base</li> <li>• Available resources</li> </ul>	Observation and discussion
	3.2 <b>Evaluate</b> the rider and identify area/s for training and development	<b>Evaluation</b> may include: <ul style="list-style-type: none"> <li>• Experience of rider (and horse/s)</li> <li>• Assessment of rider's ability</li> <li>• Strengths and weaknesses of rider (and horse/s)</li> <li>• Learning style of rider</li> </ul>	Observation and discussion
	3.3 <b>Justify the aims and goals</b> of the coaching plan	<b>Justification</b> to include: <ul style="list-style-type: none"> <li>• Reasons why the aims and goals were chosen (over other areas of development identified)</li> <li>• Prioritisation of aims</li> <li>• Timescale</li> <li>• Welfare of horse/s</li> </ul> <b>Aims and goals</b> to include: <ul style="list-style-type: none"> <li>• Short (one month), medium term (six months) and future long term goals</li> <li>• Relation to the Training Scale</li> </ul>	Observation and discussion
<b>4. Analyse the coaching and development of a rider</b>	4.1 <b>Present the coaching and development</b> of a rider	<b>Presentation skills</b> may include: <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Tone/clarity of voice</li> <li>• Body language</li> <li>• Use of props and supporting material/s</li> </ul> <b>Coaching and development</b> to include: <ul style="list-style-type: none"> <li>• Detailed account of work undertaken</li> <li>• Work schedule including rest days</li> <li>• Coaching methods used</li> <li>• Resources, equipment and assistance utilised</li> <li>• Feedback from rider</li> <li>• Over a minimum period of six months</li> </ul>	Observation and discussion
	4.2 Demonstrate technical merit	<ul style="list-style-type: none"> <li>• Technical content meets industry requirements and good practice</li> <li>• Competent understanding of technical content, language and terminology</li> </ul>	Observation and discussion
	4.3 Identify <b>strategies</b> to support the <b>wellbeing</b> of rider and horse/s	<b>Wellbeing</b> to include: <ul style="list-style-type: none"> <li>• Physical health</li> <li>• Mental health</li> </ul> <b>Strategies</b> for rider may include: <ul style="list-style-type: none"> <li>• Rider psychology</li> <li>• Motivation techniques</li> <li>• Overcoming barriers</li> </ul> <b>Strategies</b> for horse/s may include: <ul style="list-style-type: none"> <li>• Rest periods</li> <li>• Variation of work</li> <li>• Equine learning theory</li> </ul>	Observation and discussion
	4.4 Critically <b>analyse</b> the coaching program and draw conclusions from the training	<b>Analysis</b> to include: <ul style="list-style-type: none"> <li>• Any adjustments or changes to the coaching plan</li> <li>• Strengths and weaknesses of chosen coaching methods</li> <li>• Justification of different exercises / work chosen</li> <li>• Welfare of the horse/s considered throughout</li> <li>• Feedback of rider considered</li> </ul>	Observation and discussion

		throughout <ul style="list-style-type: none"> <li>• Overall performance and development of rider and horse/s</li> </ul>	
<b>5. Evaluate the coaching plan implemented</b>	5.1 <b>Evaluate</b> the outcome against the initial aims and goals	<b>Evaluation</b> to include: <ul style="list-style-type: none"> <li>• Identify areas that went well and further development opportunities</li> <li>• Identify areas / behaviours that didn't go to plan</li> <li>• Rider's influence on horse's way of going in relation to the Training Scale</li> </ul>	Observation and discussion
	5.2 <b>Evaluate</b> own performance	<b>Evaluation</b> to include: <ul style="list-style-type: none"> <li>• Reflection on content of coaching plan</li> <li>• Delivery of coaching</li> <li>• Effectiveness of coaching</li> <li>• Identify strategies to improve personal performance, including CPD opportunities</li> <li>• Identification of own coaching philosophy</li> </ul>	Observation and discussion
	5.3 Produce a <b>plan</b> making justified recommendations for the rider's future training	<b>Plan</b> to include: <ul style="list-style-type: none"> <li>• Future possible work; short term (one month), medium term (six months) and long term (six to twelve months)</li> <li>• Use of alternative work programmes or exercises not utilised in coaching plan</li> <li>• Development of horse/s (if applicable)</li> </ul>	Observation and discussion

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## Unit Structure

### Unit 12: Coaching Show Jumping



#### Unit Aim

This unit aims to enable learners to showcase their experience and skills coaching riders and horses.

#### Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the development, training, care and welfare of horses and coaching of riders.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
<b>1. Self-reflect on own coaching</b>	1.1 Evaluate coaching styles and practices	Self-reflection relates to each session. <b>Evaluation to include:</b> <ul style="list-style-type: none"> <li>• Analysis of riders and the application of coaching theory to assist their development</li> <li>• Self-reflect on coaching sessions</li> <li>• Understanding rider mind-set and psychology</li> </ul>	Discussion
<b>2. Coach safely</b>	2.1 Maintain the <b>health, safety and welfare</b> of horse, self and others	Learners must risk assess for each coaching session to include: <ul style="list-style-type: none"> <li>• Hazards</li> <li>• Control measures</li> </ul> Learners must demonstrate safe coaching in all sessions, including consideration of: <ul style="list-style-type: none"> <li>• Riding area and surfaces</li> <li>• Equipment</li> <li>• Tack, including balance and suitability of saddle, bridle and bit</li> <li>• Suitability of horse and exercises</li> </ul>	Observation
<b>3. Understand how a rider can influence a horse's way of going</b>	3.1 Assess the <b>influence</b> of a rider on a horse's way of going	As part of Unit 10: Coaching Eventing Disciplines and Unit 12: Coaching Show Jumping, <b>influence</b> may include: <ul style="list-style-type: none"> <li>• Pace</li> <li>• Straightness</li> <li>• Lateral movements</li> <li>• Bascule</li> <li>• Jump technique</li> </ul> As part of Unit 11: Coaching Dressage, <b>influence</b> may include: <ul style="list-style-type: none"> <li>• Pace</li> <li>• Straightness</li> <li>• Lateral movements</li> </ul>	Discussion
<b>4. Coach to develop the performance of rider(s) and/or horse(s) on the flat and over fences</b>	<b>NOT APPLICABLE FOR THIS UNIT</b>		
<b>5. Coach to develop the performance of horse(s) and/or rider(s) on the flat and over poles</b>	<b>NOT APPLICABLE FOR THIS UNIT</b>		
<b>6. Coach to develop the performance of rider(s) and/or horse(s) using poles and fences</b>	6.1 Coach a <b>differentiated session to BHS career students</b> to develop their knowledge and skills	<b>Differentiated session:</b> Coaching riders of varying levels in the same session. <b>Session to include:</b> <ul style="list-style-type: none"> <li>• A session on the flat using poles and/or</li> </ul>	Observation and discussion



		<p>floor patterns</p> <ul style="list-style-type: none"> <li>• Improve the knowledge and skills of rider and develop their ability to influence the horse's show jumping performance</li> <li>• Differentiation of session to suit each rider</li> <li>• Inclusion of each rider, discussion and feedback</li> <li>• Assessing each rider during the warm up</li> <li>• Giving feedback to the riders</li> <li>• Explaining the BHS career structure</li> <li>• Developing each rider's performance</li> <li>• Evaluate the effectiveness of the session for each horse and rider</li> <li>• Self-reflection</li> </ul> <p><b>BHS career students:</b></p> <ul style="list-style-type: none"> <li>• Two riders at different levels of training and ability; one rider at Stage 3 working towards Stage 4 and one rider at Stage 4 working towards Performance level</li> </ul>	
	6.2 Coach a <b>show jumping training session</b> to improve competition performance of <b>horse and rider</b>	<p><b>Show Jumping training session</b> to include:</p> <ul style="list-style-type: none"> <li>• Walking the course with the rider</li> <li>• Use of individual fences for warm up</li> <li>• Jumping and linking fences in a competitive context</li> <li>• Giving feedback to the rider</li> <li>• Developing the horse and rider's performance</li> <li>• Evaluate the effectiveness of the session for the horse and rider</li> <li>• Self-reflection</li> </ul> <p><b>Horse and rider:</b></p> <ul style="list-style-type: none"> <li>• A horse and rider combination capable of jumping a 1.10m-1.15m course</li> </ul>	Observation and discussion
	6.3 Coach a <b>show jumping training session</b> to improve performance of <b>horse and rider</b>	<p><b>Show jumping training session</b> to include:</p> <ul style="list-style-type: none"> <li>• Variety of fences up to 1.20m</li> <li>• Assessing the rider during the warm up</li> <li>• Giving feedback to the rider</li> <li>• Developing the horse and rider's performance</li> <li>• Evaluate the effectiveness of the session for the horse and rider</li> <li>• Self-reflection</li> </ul> <p><b>Horse and rider:</b></p> <ul style="list-style-type: none"> <li>• A horse and rider combination capable of jumping a 1.20m course</li> </ul>	Observation and discussion

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