

The
British
Horse
Society

PERFORMANCE COACH BHSI

TRAINER GUIDE



Career
Pathways



INTRODUCTION

This guide is divided into 4 sections:

SECTION 1: Care and Welfare

Unit 1: Care and Welfare

Unit 2: Literature Review

SECTION 2: Business Management

Unit 3: Business Management Skills

Unit 4: Business Management Presentation

SECTION 3: Training Horses (Lunge and Ride)

Unit 5: Working the Horse from the Ground

Candidates to choose one riding unit in relation to the chosen discipline.

Unit 6: Ride for Training

Unit 7: Ride for Training Dressage

Unit 8: Ride for Training Show Jumping

SECTION 4: Coaching

Unit 9: Coaching Presentation

Candidates to choose one practical coaching unit in relation to the chosen discipline.

Unit 10: Coaching Eventing Disciplines

Unit 11: Coaching Dressage

Unit 12: Coaching Show Jumping

This trainer guide has been designed to support you as you train and support candidates. Examples of the level and depth of knowledge required for theory based learning outcomes are provided. These examples typically cover only one element of each assessment criteria, candidates should be able to provide this level and depth of knowledge for each point listed in the assessment criteria.

COMMAND VERBS

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

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

PERFORMANCE QUALIFICATION STRUCTURE

There are a total of 12 units within the Performance suite of qualifications.

The qualifications within the suite are:

- ✓ BHS Performance Centre Manager
- ✓ BHS Performance Centre Manager with Riding
- ✓ BHS Performance Coach BHSI
- ✓ BHS Performance Dressage Coach BHSI
- ✓ BHS Performance Show Jumping Coach BHSI

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

	PERFORMANCE CENTRE MANAGER	PERFORMANCE CENTRE MANAGER WITH RIDING*	PERFORMANCE COACH BHSI	PERFORMANCE DRESSAGE COACH BHSI**	PERFORMANCE SHOW JUMPING COACH BHSI**
Unit 1: Care and Welfare	C	C	C	C	C
Unit 2: Literature Review	C	C	C	C	C
Unit 3: Business Management Skills	C	C	C	C	C
Unit 4: Business Management Presentation	C	C	C	C	C
Unit 5: Working the Horse from the Ground		C	C	C	C
Unit 6: Ride for Training		O	C	O	O
Unit 7: Ride for Training Dressage		O		O	
Unit 8: Ride for Training Show Jumping		O			O

	PERFORMANCE CENTRE MANAGER	PERFORMANCE CENTRE MANAGER WITH RIDING*	PERFORMANCE COACH BHSI	PERFORMANCE DRESSAGE COACH BHSI**	PERFORMANCE SHOW JUMPING COACH BHSI**
Unit 9: Coaching Presentation			C	C	C
Unit 10: Coaching Eventing Disciplines			C		
Unit 11: Coaching Dressage				C	
Unit 12: Coaching Show Jumping					C

C - Compulsory units O - Optional units

* Achievement of the Performance Centre Manager with Riding requires completion of the five compulsory units and one optional unit.

** Achievement of Performance Dressage Coach BHSI or Performance Show Jumping Coach BHSI requires completion of the seven compulsory units and one optional unit.

RESOURCES AVAILABLE

All of the current Performance syllabi can be downloaded from the website or the BHS Accredited Professional hub (free resource for the accredited professional community).

SECTION 1

This section covers the horse care elements of the BHS Performance qualifications: Unit 1: Care and Welfare and Unit 2: Literature Review.

UNIT 1 CARE AND WELFARE

This unit aims to provide candidates with the skills and knowledge in horse care and stable management that are required by a performance groom or equestrian centre manager.

All learning outcomes within the unit structure are required to be passed in one attempt. If one or more learning outcomes are not achieved, the candidate will need to be reassessed for all learning outcomes.



RESOURCES AVAILABLE

The BHS Complete Horsemanship Volume 4 is available to purchase from the BHS Bookshop (<https://www.britishhorshop.com/>) this covers both Stage 4 and Performance level

1. Understand how horses' conformation may affect their potential use and purchase value

Candidates are required to analyse two horses on their assessment day. The horses may be of any age, type, breed, size and conformation. An assistant will be available to hold and trot up the horses as per instructions. Candidates should be confident in assessing horses and directing the assistant.

TOP TIP

The candidate is assessing the horse for its potential use and purchase, and this should be in the forefront of their mind. They should consider the breed and general condition of both horses and consider the horses statically and when moving.

1.1 Analyse static conformation

The candidate will be required to assess each horse's conformation. They should observe the horse from all angles and from a distance.

The candidate will be expected to **analyse** the horse's strengths and weaknesses in relation to:

- Type and breed
- Age
- Temperament
- Condition
- Muscle development
- Conformational strengths and weaknesses
- Expected dynamic conformation from initial static assessment

From the static assessment the candidate should be able to discuss how they think the horse might move during the walk and trot up.

1.2. Analyse dynamic conformation

The candidate will need to instruct the handler to walk and trot the horse in order to assess dynamic conformation. The candidate should position themselves appropriately in order to observe the horse from all relevant angles.

The candidate is expected to **analyse** the horse's:

- Straightness of movement
- Conformational strengths and weaknesses
- Soundness
- Performance capability

The candidate should be able to relate this to the horse's static conformation and discuss the relevance of the static assessment. They should be able to discuss the quality of the movement (strengths and weaknesses).

1.3 Analyse limb conformation and foot balance

The candidate will be required to assess the horse's limbs and foot balance.

The candidate is expected to **analyse** the horse's:

- Hoof balance
- Hoof pastern axis
- Conformational strengths and weaknesses
- Potential performance capability

The candidate should be able to identify if the horse's legs are clean and include this in the justification of their estimated value of the horse.

1.4 Evaluate potential use and market value of the horse

The candidate's **evaluation** of the horse, its potential use and market value should be based on the observations made in 1.1, 1.2 and 1.3, the evaluation should include;

- Identification of possible use (competition, riding school)
- Longevity of use and conformational factors that may affect this
- Management and workload recommendations
- Vetting procedures
- Awareness of market forces (for example, geographical variation)
- Different sales opportunities and values including horse sales, private sales and dealers
- Conclusion of estimated market value

TRAINING TIPS

- ✓ Look for opportunities to look at the conformation of horses, performance sales and competitions can be useful places to see a wide range of horses.
- ✓ Ensure candidates don't forget the basics with regards to safety around horses and good practice.
- ✓ Encourage candidates to build an awareness for the market value of horses, the types of horses in demand and what can devalue a horse.

2a Understand the management and health of competition horses

2a.1 Analyse the management and health of a range of different groups of horses

Candidates should explore positives and negatives for the management of each group of horses and be able to make recommendations for their management. They will need to discuss patterns and similarities between the management of the different groups. The candidate should be able to discuss how to manage different groups of horses together and the practicalities of this on a yard. They should consider; turnout and stabling, expected behaviour of the different types of horses, resources (staff/costs/time) and facilities available/required.

Groups of horses to include:

- Competition horses
- Young horses
- Horses in training
- Horses at rest
- Horses in rehabilitation (including post-operative care)

Example depth and level of knowledge

Young horses

Young horses (not in work) may be turned out in a group, ideally with horses of a similar age. If not, they must have suitable companions with the right temperament.

Positives – Horses may live out 24/7, they will require regular checking and routine care but it may not be a requirement to bring them in daily – hence this method is not as labour intensive as the care required for some other groups and it is more cost effective. Group turnout also promotes socialisation and horses will benefit from being able to move around freely.

Negatives – More experienced staff members may be required to handle the horses. Routine handling is required and young horses will need training to be introduced to this. To wean foals the yard will need facilities to ensure the process is as stress free as possible. Safety of young horses whilst out in the field must be considered, especially foals and newly weaned youngsters, hazards must be identified and rectified. Groups of horses will need management, you will need to consider at what age to separate fillies and colts. Land will need to be carefully managed to ensure it remains in good condition especially where larger groups are permanently turned out.

Recommendations – Candidates should be able to present their own opinion on how to best manage a group of young horses. They should be able to compare the management of young horses to that of the other groups listed and explain how they would manage these different groups on a yard.

2a.2 Explain Fédération Equestre Internationale (FEI) 'Clean Sport' rules and recommendations

The candidate should be able to **explain** the FEI Clean Sport initiative rules and recommendations, with reference to:

- Horses and humans
- Drug testing
- Withdrawal periods
- Sanctions

Example depth and level of knowledge:

Horses and humans

- The FEI is the international governing body of equestrian sports. The FEI runs two anti-doping programs, one for horses and one for humans. The purpose of the programs is to protect the welfare of all athletes and to protect the integrity of the sport.

- Anti-doping rules for humans are based on the World Anti-Doping Agency (WADA) code. Human rules are similar to equine.
- The equine rules fall under the FEI's Equine Anti-Doping and Controlled Medication Regulations. The regulations contain two lists; banned substances and controlled medication substances (collectively known as prohibited substances). Banned substances are substances the FEI consider should never be used for sport horses at any time. Controlled medication substances are substances commonly used in equine medicine but that should not be used during competition as it could give athletes an unfair advantage and/or be a welfare risk to the horse. Any substance that has a similar chemical structure or effect to a substance on the list, is also prohibited.
- Tests are carried out for prohibited substances and it is the rider's responsibility to ensure no prohibited substance is in their system or their horse's. It is the rider that will face sanctions if any prohibited substances are found.

2a.3 Explain commonly used medication for a range of ailments

On the assessment day a selection of empty medication packaging will be available. Candidates will need to be familiar with a range of medications in current use, both over the counter and POM-V.

Candidates should be able to explain the following in relation to specific medication:

- Uses, costs, contra-indications
- Pain relief
- Over the counter and medication only prescribed by a veterinary surgeon (POM-V)

Candidates should explain how the medication should be handled and disposed of, to include:

- Commonly used drugs listed on the dangerous substance list
- Those that can be administered by a groom
- Usage restrictions and storage

Example depth and level of knowledge:

Peptizole

This is used for treatment of, or prevention of ulcers. Paste is given orally like a wormer in a syringe. One syringe is one dose for a 700kg horse; first treatment is usually one dose per day for 28 days; so can be quite expensive. Not for use in horses under 4 weeks or weighing less than 70kg, or pregnant or lactating mares. This medication should be kept in a locked cupboard and the cap replaced after use. Section IX of the passport is not required to be signed off. You would also look to reduce stress in horses as this may be a contributing factor; so as much turnout as possible, company, trickle feed (for example small holed haynets) and diet mainly fibre based.

2a.4 Evaluate the use of a range of diagnostic tests

The candidate will be required to evaluate the use of diagnostic tests. They should explain the positives and negatives and the value of their use in the management of competition horses.

Diagnostic tests may include:

- Radiography
- Ultrasonography
- Blood tests
- Gastroscopy
- Joint and nerve blocks
- Swabs
- Joint tap

Example depth and level of knowledge:

Gastroscopy

Gastroscopy is performed under sedation and the horse will need to be starved for 16 hours prior to the procedure. The purpose of the procedure is to examine the horse's stomach, usually for ulcers. The process involves a 3m long endoscope with a camera which is passed up one of the horse's nostrils, the horse then swallows the gastroscopy which is passed down into the stomach. It is the most accurate tool for evaluating gastric disorders as it allows clear observation of the gastric mucosa (stomach lining). With this test the vet can determine which part of the stomach is ulcerated and the extent, type and severity of any ulcers. Other diagnostic tests for this area could include radiography, however this is less sensitive in the evaluation of the mucosal disorders. Faecal blood detectors have also been proven not accurate. Gastroscopy, on occasion, could be used to investigate choke (determine the cause of obstruction), stomach impactions or to take biopsies of tumours in the stomach or upper small intestine (rare). Gastroscopy can be useful for competition horses as usually their management can result in the occurrence of stomach ulcers. A gastroscopy can determine the type of ulcers and the cause so the management of the horse can be changed accordingly.

2a.5 Analyse the implementation of biosecurity measures

The candidate should be able to **analyse** biosecurity measures implemented for competition horses, to include:

- Regulations for vaccinations (FEI rules)
- Biosecurity before, during and after a competition

With consideration for:

- Method of travel
- International travel
- Timescales

RESOURCES AVAILABLE

<https://inside.fei.org/fei/your-role/veterinarians/biosecurity-movements/biosecurity>
<https://inside.fei.org/fei/your-role/veterinarians/biosecurity-movements/intl-movements>

Candidates should be able to identify where and when contamination/infection is most at risk, and where biosecurity measures could be improved (making recommendations).

Example depth and level of knowledge:

Method of travel

There is potential for a greater level of risk in relation to the spread of disease when a horse is travelling via sea or air. Both methods of travel will require strict biosecurity (not allowing horses to touch noses and not sharing equipment), however it is unavoidable that horses will share the same air space. The horse may be travelling with unknown horses and there is likely to be a greater concentration of horses in a small space. The importance for hygiene both for horses and people is essential. This includes the lorry, clothing, rugs, tack and equipment.

Air travel will nearly always involve international travel therefore strict biosecurity measures and an awareness of the potential diseases in the destination country will be needed. There may be a requirement for additional vaccinations and quarantine, advice should be sought from your vet and the national governing body.

With road travel it is likely that you may be travelling with horses from the same yard, but biosecurity should be implemented throughout the journey. If one horse catches

a disease whilst at a competition, good practice with biosecurity may prevent the disease spreading to the other horses.

With any method of travel internationally, upon return, consult with a vet as to the isolation period required, this may depend on the incubation period of potential diseases from the country of travel.

2a.6 Explain the requirements for travelling horses for long distances and internationally

The candidate will be required to **explain** the requirements before, during and after travelling horses long distances, including international travel. This may include:

- Quarantine before and after travel
- Destination country's import rules
- Certification/declaration requirements
- Vet requirements
- Other documents
- Horse welfare including resting, feeding and hydration
- Skills of groom

Travelling:

- Air
- Sea
- Road

RESOURCES AVAILABLE

<https://www.gov.uk/guidance/export-horses-and-ponies-special-rules>
<https://www.britishequestrian.org.uk/equine/transport/brexit>

Example depth and level of knowledge:

Horse welfare

Planning is essential, you should plan when and where on the route you will stop to check and water horses. For longer journeys horses may need to be unloaded to stretch and possibly graze.

A horse being transported by road will expend energy, horses also lose weight during road or air transport at the rate of around 2-3kg per hour – most of this is water.

Long haul travel risks include; temperature deviations/extremes and humidity, air quality issues and disease exposure. It is essential the horse is healthy, fit and in good condition before traveling. The horse's temperature should be monitored in the run up to travel and monitored throughout and after travel. Horses with a high temperature should not be travelled as this could indicate stress or fever. On the journey you should stop every four to five hours to offer water and allow horses to rest their muscles and untie them so they can put their head down. The maximum should be eight hours travel before stopping for a break and a graze – if grazing is not possible the horse should be untied so they can put their head down. An elevated head position prevents proper clearance of debris and mucus from the lungs so this is essential. Maintain air flow and ventilation - keeping windows open. Monitor the horse for signs of dehydration (dark urine, not passing urine, red mucous membranes, excessive sweating). Electrolytes can be added on the run up to travel to help to ensure the horse is fully hydrated. During travel provide good quality dust free hay or haylage, and sufficient dust free bedding (shavings are preferable over straw) to absorb urine and reduce ammonia exposure. The horse's respiratory system is most often affected by travel, the most common problem is known as 'shipping fever' and is a form of pneumonia due to bacterial infection (this is rare in the UK as distances travelled are not usually long enough for this).

The risk of shipping fever is increased by long distance travel (over 10 hours) and poor ventilation.

TRAINING TIPS

- ✓ Encourage candidates to observe or assist with vet visits to their yard. They should be proactive with questions and the treatment given and medication used.
- ✓ Candidates may be able to arrange a day with a vet or at an equine vet practice.

2b. Understand the use of tack and training aids

This learning outcome will assess the candidate's ability to evaluate the use of a wide variety of tack for different horses in commercial and competitive environments.

2b.1 Evaluate tack and training aids relevant to requirements

The candidate will be required to show competency when **evaluating** saddlery for a given horse and discipline.

Saddlery available may include:

- A range of modern bridles ergonomically designed for comfort. Shaped and designed to fit without undue pressure
- Examples of bridles where the noseband is attached within the bridle and a variety of other nosebands which should include; flash, drop, two-point attachment to a drop noseband and cavesson
- A range of bits of innovative design, for example Myler
- Saddles across all disciplines which show variety in design and concept, this may include; light close contact, Dressage and Jumping
- Numnahs, pads, cloths
- A range of schooling aids; balancing and stretch reins, side reins, running reins, lunge equipment

Example depth and level of knowledge:

Tack for competition

The candidate should be able identify tack that is permitted for the given discipline, choose tack suitable for the horse and explain their choice. Candidates should be familiar with current issues within the topic as these will also be discussed. This may include welfare issues associated with tack, specifically related to competition. The pressure of modern competition has often led to fitting of tack which has a negative bearing on the welfare of the horse, for example, tight nosebands. Candidates should be able to discuss the fit of nosebands and selection of bits that promote welfare. Historically some disciplines have over bitten in order to provide control. Bits or gadgets should not replace schooling. Training should be evaluated and planned, ahead of the choice of bits.

TRAINING TIPS

- ✓ Candidates should read the tack section in the rule book for each discipline
- ✓ Encourage candidates to research the types of tack currently in use. Candidates should be encouraged to be observant when attending competitions of all levels and identify the types of tack in use.
- ✓ Candidates need to be aware of current issues, and trends in relation to tack and should be able to discuss these and present their own opinion.

3. Analyse horse condition, feeding and management

The candidate will be required to assess the condition and muscle development of a fit horse. From their assessment they should be able to make suggestions regarding the discipline this horse may be suitable for.

3.1 Analyse health, condition and muscle development

The candidate will be presented with a fit horse to assess. This could be a competition horse or a fit horse working at a high level in a riding school. **Analysis** to include:

- Static assessment only
- Development of main muscle groups
- Justification for estimation of level of fitness
- Type, breed, age, health and condition of horse
- Identification of competition use or type of work the horse is carrying out

The candidate should be able to identify the main muscle groups and understand how the development of these muscles may differ depending on the horse's age, use, training and workload. From their assessment they should be able to justify their reasoning behind how fit they estimate the horse to be and what type of work the horse is doing.

3.2 Plan the management of the horse to maintain its condition

The candidate should be able to explain a management plan for the horse assessed in 3.1 to maintain its condition for performance purposes. The plan should include;

- Planning and implementation of diet, fitness work and management regimes to maintain health in the competition horse
- Impact of health issues
- Practical application in yards of different sizes and disciplines
- Adaptations if the horse is to be used for breeding

3.3 Evaluate the management for different horses with specific focus on feeding and fitness

The candidate should be able to expand on discussions had in 3.1 and 3.2 to discuss feeding and fitness, how condition is maintained for specific purpose (use), and any particular management requirements specific to the type/group of horses.

Types of horses may include;

- Point to point
- Endurance (Advanced 80-160km)
- Show jumping (1.20m and above)
- Dressage (Advanced Medium)
- Eventing (Advanced Intermediate)
- Stallions
- Colts
- Rigs
- Riding school horses
- Older horses

Management of horses to include:

- Planning and implementation of diet, fitness work and management regimes to maintain health and condition
- Impact of health issues
- Practical application in yards of different sizes and disciplines

Example depth and level of knowledge:

Older horses

Older horses can be prone to specific health problems such as; Cushings, EMS, Degenerative Joint Disease and Arthritis. A diet may need to be formulated to support the management of these conditions.

Workloads may need to be decreased and diet should be adjusted in line with this. Obesity is a common problem for horses of all ages, where workload is decreased a lower calorie diet may need to be fed. This is especially important for horses who may be arthritic as excess weight can exacerbate this.

Conversely some older horses will struggle to keep weight on and will require higher calorie feeds and may need to be kept in overnight during winter months.

As horses age, problems with teeth can become more common. These horses may require more palatable food. Feed such as grass nuts and sugar beet, require soaking in advance of feeding, quick soak options are available – candidates should provide their own opinions on food they prefer to use for specific horses and the management of these types of foods within feeding routines on a yard.

Keeping older horses active can promote their health and wellbeing. Careful consideration needs to be paid to a work programme, for example, schoolmasters working in a riding school should undertake varied work to prevent undue strain. It is especially important that these horses are sufficiently warmed up and cooled down and are worked on a good surface to reduce the risk of injury. The type of work needs to be selected carefully to prevent the aggravation of any underlying conditions, coaches must be briefed appropriately with regards to this.

Physical activity for the older horse is essential to maintain mobility and mental well-being. Where work is decreased alternative exercise may need to be provided, this could be substituted with turn out. Where turn out is limited it may be beneficial to provide work in hand or long reining.

The key in these situations is often in the monitoring of these horses to ensure a healthy weight, condition and soundness is maintained along with supporting the horse's mental well-being.

TRAINING TIPS

- ✓ Encourage candidates to attend equine biomechanics and/or anatomy clinics and demonstrations to observe variety of horses with a variety of potential issues

- ✓ Experience working or assisting at a competition yard could provide valuable insight into fitness and feeding programmes.
- ✓ Experience caring for a range of horses is vital.

4. Understand breeding programmes for horses

4.1 Assess a mare for its suitability for breeding

The candidate will be required to assess a mare's suitability for breeding.

The **assessment** should include:

- Static assessment only
- Shape
- Weight
- Udder
- Conformation and behaviour
- Age
- Purpose/use of foal

4.2 Evaluate the practicalities of a specific breeding programme

Candidates will be required to evaluate a breeding programme which may include; natural covering, Artificial Insemination, Embryo Transfer, breeding competition horses, breeding race horses, a client breeding from their own mare or another situation. The candidate should evaluate the strengths and weaknesses of a breeding programme. Candidates should be able to suggest what they would recommend for a specific type of horse.

Practicalities may include:

- Inducing ovulation
- Time of year
- Facilities available
- Costs

Example depth and level of knowledge:

Inducing ovulation

A mares oestrous cycle is influenced by daylight hours. In the winter months the mare will go into a state of anoestrous, so will not come into season. Increasing daylight along with the increase in grass in the spring time naturally influences hypothalamic-pituitary function. Thoroughbreds are often put under artificial lights for at least 12hours a day, (along with good nutrition) to encourage them to start their cycle earlier in the year. It is important for racing Thoroughbreds to be foaled as early in the year as possible as they start work very young and months of maturity matter. Thoroughbred breeding is a specialist area and most often undertaken at specialist race horse studs, specifics of the plan change with geographic location.

4.3 Explain the process of Artificial Insemination and Embryo Transfer

The candidate should be able to explain both processes.

Artificial Insemination process may include:

- Selection of stallion
- Ovulation and oestrus cycle
- Semen (fresh vs chilled vs frozen)
- Preparation of mare
- Insemination of mare

Embryo Transfer process to include:

- Selection of stallion
- Selection of suitable recipient mare(s)
- Synchronising of oestrus cycle in both mares
- Insemination of donor mare
- Flushing and transferring the embryo

Example depth and level of knowledge:

Selection of a stallion

A licensed stallion should always be used, this certifies that the stallion is healthy and sound.

Specifics as to the requirements for licensing and grading can be obtained from each breed society and these should be checked when considering stallions registered with those societies. If breeding for competition it is sensible to look into the success of the stallions current progeny. It is worth while to also look into the stallions breeding success rate, for instance how many mares have been served successfully each year.

Cost and availability are practical considerations. The reason for breeding should also be considered i.e. whether the foal is being bred to sell on and the profitability of this. The quality of the mare must also be considered and the success of other offspring from her before making the investment. The availability of the stallion must also be considered, competing stallions and very popular stallions may not be available when required or limited in the number of mares they cover per year. Some stallion's services are only available in the form of frozen semen.

The stallion should be selected to complement the mare both in terms of temperament and conformation. It is advantageous to seek recommendations from other breeders who have used a particular stallion and produced good offspring from a similar mare. Larger breeders may also have open days where offspring from stallions may be seen.

4.4 Explain the ethics of breeding

The candidate should be able to **explain** the ethics surrounding breeding horses.

Ethics may include:

- Indiscriminate breeding
- Welfare of mare and foal
- Breeding from a mare out of work due to injury
- Suitability of breeder and yard

Example depth and level of knowledge:

Breeding from a mare out of work due to injury

The mare must have good conformation, if the mare's lameness/injury is in any way related to conformation she should not be bred from. The type and severity of injury will also dictate whether the mare should be bred from and the mare's welfare must be the priority. Advice should be sought from a vet, if the strain from the extra weight of the foal could potentially worsen the injury or affect long term recovery the mare should not be bred from.

4.5 Evaluate how methods of handling young horses affects their development and behaviour

The candidate should be able to **evaluate** how handling young horses may affect their future development and behaviour. The candidate should be able to compare the strengths and weaknesses of different methods with relation to the horse's future development and behaviour and its success. They should be able to explain the impact on the young horse's development and behaviour if the handling was done incorrectly/rushed or with force.

Methods of handling and training may include:

- Daily routine attention: general handling
- Work in hand: leading, trotting up
- Loose jumping
- Castration
- Weaning
- Preparation for ridden work
- Introduction to loading and transportation

Example depth and level of knowledge:

Daily routine attention: general handling

Young horses should be handled correctly with consistency from the start. Their education will start very early on with the introduction of a foal slip and simple tasks such as picking up their feet. Consistent and regular handling will ensure the horse becomes confident and trusting of humans, and as a result well mannered. Daily handling for short periods of time is ideal, however where large groups of young horses are turned out 24/7 bringing them in each day may not be practical.

Youngsters that have been turned out with little handling will require more time to build trust when they begin training however, little handling can be a preference to poor handling. A young horse that has been handled roughly will be distrustful of people and this can be difficult to rebuild, as a result they will be more difficult to handle and this could lead to a nervous disposition or aggression. Similarly a young horse may not have been roughly handled, but handled by an inexperienced or nervous handler, and as a result may have developed bad habits. Candidates should be able to explain how they introduce various types of handling and how to ensure the horse's education is consistent.

TRAINING TIPS

- ✓ Large studs will often hold open days, it can be valuable to attend these to see the services provided, the stallions and young stock produced.
- ✓ Attend foal grading days
- ✓ Experience working or assisting at a stud is beneficial.
- ✓ Encourage candidates to talk to people who have bred their own horses for insight into their experience of the process
- ✓ Volunteering at a BHS Castration and Education Clinic will provide candidates insight into the castration process.

5. Deliver training to develop staff and/or students

5.1 Deliver a training session

The candidate will be required to deliver a training session on one of the following topics:

- 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

TOP TIP

The session should be aimed at a participant working towards BHS Stage 4. The session should last no more than 10 minutes. The candidate is not required to present a lesson plan, however it is good practice to prepare a plan for each topic.

5.2 Demonstrate appropriate technical knowledge and skills

The candidate is required to demonstrate **technical knowledge** and **skills** appropriate to Stage 4 level within the session delivered for 5.1. They should show regard for safety and welfare of the horse and others at all times.

TRAINING TIPS

- ✓ Encourage candidates to plan each session and practise delivering sessions to time.
- ✓ Candidates should be familiar with the Stage 4 syllabus in relation to each given topic.
- ✓ Candidates should practise delivering sessions to a variety of students using tack/horses they are unfamiliar with.

UNIT 2

LITERATURE REVIEW

This unit has been designed to raise the candidate's awareness of industry influences and sources of information for developments in the care, management and welfare of horses. Candidates will be required to use the information in order to inform their management decisions and choices. They will be required to demonstrate their presentation and communication skills showing their competence in this area.



The candidate will present a topic of their choice from the Stage 4 Care syllabus.

For example, topics 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

Candidates will be expected to review a minimum of three sources of evidence within their analysis; this can be in the form of books, journals, magazines (for example, Equine Health), websites, research articles or expert testimony (expert opinion of an industry leading professional). **Only one expert testimony is permitted** unless special requirements have been confirmed before the assessment (for example, via a reasonable adjustment). Candidates should show an understanding of the quality and currency of the sources chosen.

All learning outcomes within the unit structure are required to be passed in one attempt. If one or more learning outcomes are not achieved, the candidate will be required to be reassessed for all learning outcomes.

TOP TIP

The presentation should last between 15-20 minutes. It will be presented to a small group of up to three industry professionals. Candidates have the option to present using IT and software such as Microsoft PowerPoint, although this is not compulsory. After the candidate has given their presentation the panel will ask questions in relation to the topic chosen.

1. Present the findings of a review on equine care related literature

1.1 Demonstrate presentation skills

The candidate will be required to show confidence and clarity in their presentation skills to include;

- Eye contact
- Tone of voice
- Body language
- Use of props and supporting material/s

1.2 Critically analyse sources of evidence and draw conclusions

Candidates are expected to analyse at least three sources of evidence.

Sources of evidence may include:

- Books
- Case studies
- Internet research
- Assignments
- Journal articles
- Projects
- Magazines
- Expert testimony

Their conclusions should be based on:

- Reliability
- Validity
- Recommendations from review, for instance, management changes or further research ideas

The candidate will be required to analyse the content of the literature/sources of evidence in order to form their own opinions and conclusions, simply repeating or describing the information will not be sufficient. They should question the reliability or validity of the text and justify their opinion. Critical analysis also involves exploring a particular problem or situation (finding out the why or how rather than simply describing it), breaking it down into the various facts and examining the strengths and weaknesses of different ideas about it, and any evidence relating to it.

TOP TIP

The following points should be covered as part of the candidate's review:

- An overview of key concepts of the sources
- Identify major relationships or patterns
- Identify strengths and weaknesses
- Identify any gaps in research
- Identify any conflicting evidence

1.3 Demonstrate technical understanding

Candidates are required to show good understanding of technical content, language and terminology in relation to their chosen topic.

TRAINING TIPS

- ✓ Encourage candidates to choose a topic they are interested in
- ✓ Candidates should thoroughly read around the topic from numerous sources, they can then choose the best three sources. Discussing the topic with others is also a good way to gain different points of view.
- ✓ Practice delivering presentations to a variety of audiences. Encourage the audience to ask questions.



SECTION 2

This section covers the business management sections of the BHS Performance qualifications: Unit 3: Business Management Skills and Unit 4: Business Management Presentation.

UNIT 3 BUSINESS MANAGEMENT SKILLS

This unit covers the essential knowledge and skills required to run a successful equestrian business with confidence and competence. Candidates are required to have a comprehensive understanding of terminology, concepts and techniques used in the management of an equestrian business.

All learning outcomes within the unit structure are required to be passed



in one attempt. If one or more learning outcomes are not achieved, the candidate will need to be reassessed for all learning outcomes.

TOP TIP

During the assessment candidates may be asked questions in relation to scenarios in order to provide context to the questions.

1. Understand the training requirements for the strategic organisation of a business

1.1 Explain methods for implementing a range of policies, procedures and working practice

The candidate should be able to explain methods for implementing policies and procedures and working practice. This would include suggestions such as staff induction and refreshers, and the relevant notices displayed and renewed as necessary.

Policies, procedures and working practice may include:

- Safeguarding
- GDPR
- Fire procedure and prevention
- Risk assessment procedures
- Accident/incident (procedure and reporting (including RIDDOR))
- Health and Safety (including COSHH)
- Equality and Diversity
- Radicalisation and the Prevent Duty

Example depth and level of knowledge:

Fire Procedure and Prevention

The yard manager has overall responsibility, but they may allocate a member of staff to oversee the policy and they may wish to allocate fire marshals to ensure the safe evacuation of different areas of the yard in a drill. Fire safety policy will also detail location of fire alarms, fire notices, fire extinguishers, water points, no smoking areas and signs. There should be a well-documented policy in place for initial training and induction, and a review of this training should be carried out regularly. Fire notices should also be reviewed to ensure details of contacts and assembly points (humans and horses) are current. Any external organisations to be communicated with for support (HSE, RIDDOR, BHS Safeguarding/Approvals team). Full records of fire precautions should be kept in a fire log. This information should be entered by the "responsible person" and should include:

- Times and dates of fire drills and the time between sounding the alarm and the last person and horse being evacuated from the building.
- Times and dates of training events, who attended and what was covered. All new staff should read the policy on fire safety as part of their induction process.
- All members of staff should be aware of the procedures in case of a fire.
- Regular contractors such as vets and farriers must be informed of the policies and actions to be taken in case of a fire.

It is good practice to organise a visit from the local fire brigade who can advise on fire safety on your specific yard and accessibility for fire crew.

RESOURCES AVAILABLE

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<https://www.gov.uk/government/publications/prevent-duty-guidance>

TRAINING TIPS

- ✓ Candidates can review their yard's health and safety policy and risk assessments
- ✓ Candidates should be familiar with all current legislation which applies specifically to equine businesses, but should also be familiar with general policies and strategies that can be applied to all businesses as a course of good practice.

2. Understand managerial responsibilities and requirements for business success

2.1 Explain how to support staff wellbeing

The candidate should have an appreciation for the importance placed on supporting the wellbeing of staff. This includes both physical and mental health. Support can come in various forms from feeling secure in the workplace and within their role, to incentives and benefits. The candidate should be able to explain various forms of support that may include:

Legal requirements:

- Contract
- Working hours and conditions
- Paid leave

Other support:

- Development and career progression
- Motivation
- Incentives and rewards
- Wage structure
- Appraisals / regular meetings
- Staff initiatives (for instance, mental health first aiders)
- Recruitment and retention

Wellbeing to include:

- Physical and mental health

Example depth and level of knowledge:

Communication:

Appraisals / regular meetings

Staff feel more valued and appreciated if they are kept in the loop about the business. This may include any future changes or developments. Good communication is key, staff should be aware of their responsibilities, but also need regular positive feedback to boost morale and provide them with confidence that they are doing their job well. It's also essential that you encourage feedback and that your staff feel that they can approach you with any questions or issues they want to address, so making yourself accessible to your staff is critical. There should be systems in place to promote interaction between individuals and members of staff including line managers, basic systems of appraisals, regular meetings and pastoral care. Regular team meetings for staff to share ideas/concerns/suggestions will encourage communication between the team and for everyone to feel part of the team. Individual meetings/appraisals will allow staff to talk confidentially, plan their progress, CPD, further training, aims and future goals to help keep staff motivated.

2.2 Evaluate the impact of employment regulations on business growth

The candidate should be able to evaluate the positive and negative impact that employment regulations may have on business growth. The candidate should be able to identify times when it is not viable for a business to expand and explain why.

The candidate should have knowledge of the employment regulations required for businesses of different sizes and how business size is measured.

RESOURCES AVAILABLE

<https://www.gov.uk/browse/business>

<https://www.gov.uk/browse/employing-people>

Impact may include:

- Cost
- Forward planning requirements
- Resources (for instance HR department / consultant)
- Security for employers and employees

Employment regulations may include:

- Contract requirements
- Pension (auto enrolment)
- Working hours
- Paid leave
- Wage / minimum wage / cost of living wage
- Apprentices
- Number of staff
- Health and Safety

Example depth and level of knowledge:

Apprentices

Employing an apprentice can be mutually beneficial for both the growing business and the apprentice. The business benefits from an employee they can train in place of paying the full National Minimum Wage or National Living Wage. If you have an apprentice they must have apprenticeship contracts in place and be paid the apprenticeship wage. Whilst employing an apprentice may seem attractive, it is essential the business considers this carefully. They must make sure they have the resources to handle apprentices (time and facilities) to accommodate the individual's training requirements. Apprentices must be able to work with experienced staff, learn job-specific skills and have allocated time to study during their working week. Depending on the size of the business, it may be necessary to pay an apprenticeship levy.

2.3 Evaluate the impact of business growth on financial requirements

The candidate should be able to evaluate the positive and negative impact that business growth has on financial requirements.

The candidate should have knowledge of governance and structure requirements of different types of business and how this is affected by the size of the business.

Impact may include:

- Cost
- Governance and structure
- Forward planning requirements
- Resources (Finance team in house / consultant / accountant)
- Economy of scale

Financial requirements may include:

- Fixed and variable costs
- Banking facilities
- VAT
- Account preparation
- Income and expenditure
- Invoicing
- Tax
- Financial capitalisation
- Budgeting and regular forecasting

Example depth and level of knowledge:

Governance and structure

If a business grows there may be potential to consider external investors. This could lead to a requirement to create a limited company and therefore have shareholders (governance and structure). Greater knowledge for the requirements and an understanding of company

structure will be required and the requirements for how shareholders and investors may be rewarded in this type of venture. If a business becomes a Ltd company, they fall under a piece of legislation called the Companies Act. It then becomes necessary to employ an accountant or engage with an external accountant to prepare or check accounts.

2.4 Analyse a range of risks to an equestrian business and the impact on the success of the business

The candidate should be aware of potential risks to a business. They will be required to analyse risks by breaking them down, explaining their significance and potential damage and make recommendations to reduce the risk.

Risks may include:

- Fraud
- Cyber security
- Burglary
- Not keeping up with modern technology (offering different payment options / plans, lost marketing opportunities)
- Social media
- Sustainability of business model
- Carbon footprint of business
- Brexit / EU
- Contagious disease outbreak
- Major accident / fatality
- Serious welfare concern
- Ageing of horses / illness / injury

Impact may include:

- Costs (rent, rates, insurance)
- Risk Assessments
- Forward planning requirements
- Resources
- Offering additional services to maintain business (livery, holiday B&B, competitions)
- Loss of business
- Closure / shut down

Example depth and level of knowledge:

Burglary:

The most common type of theft to an equestrian business is the theft of tack and equipment, which is abundant at yards and often concentrated in one area (tack room). This is fairly easy to sell on, so an attractive proposition to criminals. This is a large risk to a business as expensive equipment may have to be replaced at a high cost. Burglary can also include cash sums, theft of vehicles or even horses. There will be the likely incidence of damage to the property if external doors have been forced open. There will need to be consideration as to whether this poses a risk to staff entering the property to come to work. Potential damage will depend on amount and what has been stolen and the cost to replace this. If tack has been stolen at a riding school they may be unable to provide lessons and all or some of the business activity may need to be halted until tack can be replaced. This could potentially result in lost clients if they seek lessons elsewhere.

To reduce the risk the business should ensure they have adequate security; alarm systems, red line system (auto call to police), sufficiently secured buildings with reinforced doors where required and insurance cover (consideration for excess amount – what is practical for the business). Where possible staff living onsite can act as a deterrent.

2.5 Explain a strategic plan

The candidate should be able to **explain** what a strategic plan is, how it is created, implemented, reviewed and updated. The candidate should include in the explanation:

- Definition of a strategic plan
- What a strategic plan is used for
- Benefit to the business
- Development of a strategic plan
- Who has responsibility for implementation
- Review of strategic plan

Example depth and level of knowledge:

Definition

A strategic plan is a document containing the business goals and aims and what actions or steps they need to take to achieve them. It ensures everyone in the business is working towards the same goals. The goals can be short, medium or long term within the plan

2.6 Explain the essential elements of a business plan for the application of finance

The candidate 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.

Finance may include:

- Bank loan
- Overdraft
- Re-mortgage

Plan may include:

- Reasons to develop
- Planning permission
- Legal requirements and regulations
- Cost and added value to business
- Maintenance plan or development plan

Facility or facilities may include:

- Surfaces / arenas
- Grassland
- Car park
- Out buildings / communal rooms
- Stables

Example depth and level of knowledge:

A business plan should consider:

- Overall objective (increase long term profitability)
- Investment (people, assets, equipment, premises)
- Competitor analysis
- Customer analysis
- Market analysis
- Pricing
- Budget

In relation to the development of an indoor school, the candidate should consider:

- Planning permission
- Legal requirements and regulations – building regulations and access regulations (will an additional driveway be required for access to the school?)
- Cost and added value to business
- Maintenance plan (maintaining the surface, for example), development plan or long-term replacement plan

TRAINING TIPS

- ✓ Encourage candidates to put their own business plan together, this could be for the development of their own business or for a mock business
- ✓ Candidates may be able to shadow the manager or owner of a business to gain practical insight into how they manage their business
- ✓ Encourage candidates to ask their colleagues or their own staff about their experience in other roles, the type of development they offered and the appraisal systems used. This will allow them to weigh up the positives and negatives from an employee's point of view.

UNIT 4

BUSINESS MANAGEMENT PRESENTATION

This unit aims to enable candidates to plan a response to manage a major incident on a yard or other equestrian business.

On the assessment day candidates 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.



This unit is made up of one learning outcome, which is required to be passed in full, and in one attempt for the candidate to be successful in achieving the unit.

The candidate 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

Candidates will present their plan to their assessor, the assessor will then ask questions to confirm the candidate's understanding.

TOP TIP

Candidates 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. The assessment will last approximately 30 minutes.

1. Present a response to a major incident

1.1 Demonstrate communication skills

The candidate should present their management response with clarity and confidence. Communication skills to include:

- Eye contact
- Tone/clarity of voice
- Body language

1.2 Demonstrate technical understanding

The candidate should demonstrate a good understanding of technical content, language and terminology related to business management. Their response needs to be accurate and relevant to current law and legislation.

1.3 Explain the nature and possible impact to the business

The candidate should be able to explain the incident and briefly what impact the incident could have, and/or already has had, on the business.

Impact to the business may include:

- Staff and horses
- Cost
- Resources
- Adverse publicity
- Reputation

The candidate should be able to summarise the incident to the panel, explain what has happened and what the impact to the business has been/could be.

1.4 Plan a response

The candidate should be able to present a plan for the management of the response to the incident. The plan may include:

- Risk assessment (if appropriate)
- Immediate response (first few hours)
- Medium term (1-5 days)
- Long term (weeks after)
- Management of staff and horses
- Consideration for staff and horse welfare
- Minimising disruption to business as usual
- Resources required
- Cost
- Stakeholder involvement
- Damage limitations

- Management of negative or adverse publicity
- External communications
- Any changes in future management to prevent reoccurrence
- Other relevant actions specific to the incident

The candidate should present a plan that considers all aspects of the management for the incident. If the presentation does not include all aspects relating to managing the incident; the candidate will be questioned further to cover the information required.

1.5 Analyse potential repercussions

The candidate should be able to **analyse** by explaining potential repercussions and the significance of each. Conclusions and recommendations for the management of potential repercussions should be made.

Repercussions may include:

- Staff morale
- Horsepower
- Loss of income
- Loss of sponsorship/partnerships
- Reputation
- Future business

If the presentation does not include all aspects relating to managing the incident; the candidate will be questioned further to cover the information required.

TRAINING TIPS

- ✓ Candidates should research each possible scenario and have a basic outline of the actions that may be required.
- ✓ Candidates could look at reports in the press of other businesses (both equine and non-equine) that have had to deal with similar situations.
- ✓ Discuss topics with people from outside the equine industry

EXAMPLE INCIDENT:

The local river has broken its banks and 90% of all available grazing land is under water. The yard itself is threatened by rising floodwater. There are 56 horses on site that need to be looked after as well as 16 staff due to be in work and visiting livery owners on site.

Example depth and level of knowledge:

Every yard should have a 'Disaster Management Cycle' that is reviewed regularly in order to enable planning for and reduction of the potential impact of any large incident or disaster. This should include plans on how to react during and immediately following the incident and take steps to recover after a disaster has occurred. The four stages to be considered are:

- Mitigation
- Preparation
- Response
- Recovery

Mitigation involves implementing measures on the yard for preventing future threat of disaster and/or minimising the effects of unavoidable incidents.

This may include:

- Become familiar with the geology of the area in which the yard is situated. The local council and the local Environment Agency will have information on floodplains in your area and proper land-use management.
- Shelters, barns and stables should be located in high lying areas sufficiently large enough to be used as a holding area for horses in the event of a flood.
- If there is a "flood alert" text system available in the area it would be beneficial for the manager/proprietor to sign up for it.

Preparation includes making plans or preparations in advance of an emergency that will help the staff get ready to either respond to or to recover after an incident on the yard. This includes; planning response mechanisms and procedures, rehearsals, considering long-term and short-term strategies, education of all those likely to be involved and thinking about early warning systems.

Preparing for floods on stable yards includes actions such as planning evacuation routes and ensuring equipment and vehicles are in proper working condition. You need to make sure that you have sufficient reserves of feed and water, to be self-reliant for 72 hours.

Response covers actions taken during or immediately following an emergency, including efforts to protect people and horses, and to prevent further property damage. Ideally, disaster response involves putting already established plans into motion. The focus in the response phase is on meeting the basic needs of the staff and horses until normal life has resumed. This phase may continue even when the recovery phase has already started.

In any potentially dangerous situation, it is important to stay alert through media in order to be in touch with the latest status from emergency officials. During any incident, staff need to know what's going on at the yard and what's expected of them. As the yard manager, it is up to you to be the voice of reason and source of comfort to your employees during this critical time.

Recovery is about restoring, rebuilding, and reshaping the affected area. It starts after damages have been assessed and involves actions to return the affected area to its pre-disaster state or better. Recovery from a major incident takes weeks, months, and sometimes even years, which can make it overwhelming when you're trying to get

things back on track. You will need to adjust your financial plans, if you run cost/sale projections these will be totally ineffective in this situation otherwise. At preparation stage you should have a "worst case scenario" set of financial accounts created.

Once things are back to normal, make sure you review and update your company's incident management plans while the event is still fresh on your mind. Consider what worked and didn't work during the recent crisis.



SECTION 3

This section covers the lungeing, long reining and riding content for the BHS Performance qualifications. All candidates will complete Unit 5: Working the horse from the ground. Candidates will choose to complete one of following riding units; Unit 6: Ride for Training, Unit 7: Ride for Training Dressage or Unit 8: Ride for Training Show Jumping.

UNIT 5 WORKING THE HORSE FROM THE GROUND

This unit provides candidates with the practical skills and underpinning knowledge to be able to undertake non-ridden and ridden training and development of competition horses.

All learning outcomes within the unit structure are required to be passed in one attempt. If one or more learning outcomes



are not achieved, the candidate will need to be reassessed for all learning outcomes.

TOP TIP

Candidates will have 30 minutes to complete this unit, this includes discussions with the assessor.

1. Understand how to work horses from the ground using two reins

1.1 Evaluate the process of working horses between two reins

Candidates are required to **evaluate** lungeing with two reins and long reining by examining the strengths and weaknesses of each and conclude how to make the process successful. The candidate should also be able to explain the benefits of long reining and its importance within a training programme.

Process to include:

- Lungeing with two reins and long reining
- Different types of long reining in different environments
- Position of reins and handler

Horses to include:

- Young horses
- Experienced horses

Example depth and level of knowledge:

Benefits of long reining for young horses

Long reining introduces rein and leg aids to the horse before the introduction of a rider, hence is a valuable tool to be used when training the young horse. It introduces the horse to a contact and the feeling of weight in the rein and it is useful for teaching the horse the concept of turning from a rein aid and halting in preparation for ridden work/backing process.

Long reining places less stress on the joints than lungeing as it is possible to work on

straight lines as well as circles. It can be used in an arena and out in the countryside in preparation for riding out. If the trainer has the skill and experience to lunge with two lines, using the desired light, elastic contact on both reins while creating energy from the additional line around the quarters, the horse will learn to seek and accept the contact before ridden work. It is also easier to keep the line of direction on a circle and prevent falling in or falling out because there are outside as well as inside aids in place. The young horse can be made supple by encouraging the correct bend and changing the rein regularly. A level of fitness is required of the trainer as they will need to be able to move with the horse as required.

Training the young horse in this way should be conducted by an experienced handler, incorrect handling can be detrimental to a young horse. It is beneficial for less experienced trainers to develop their skills first with experienced horses. Very sensitive horses may not take to accepting a lunge line around their quarters so will need time to desensitise, this could lengthen the process of starting the young horse. Long reining and lungeing with two reins are deemed to be essential in the training process.

2. Work the horse between two reins to develop its way of going

The horse provided may be of any size, type, sex or age from three years upwards. The horse may be of any level of training and experience. Candidates should carry out an initial assessment of the horse before deciding on their plan of work.

The candidate will be expected to work the horse on two lines for the purpose of training.

The horse will be presented in a bridle, saddle or suitable roller, two lines, unattached side reins and leg protection on all four legs. Poles will be available which can be positioned in the arena. Poles should only be used if it is considered appropriate or beneficial to the horse.

2.1 Maintain health, safety and welfare of horse, self and others at all times

The candidate should be able to implement relevant health and safety and consider the welfare of the horse within the session in relation to:

- Use of schooling area
- Awareness of space and other users
- Horse fitness and level of education considered
- Checking tack for safety
- Lunging with two reins or long reining
- Use of poles (if appropriate)

2.2 Assess the horse's way of going

The candidate should be able to assess the horse throughout the session and discuss their assessment with the assessor.

The candidate should be able to consider the strengths and weaknesses of the horse's way of going and the horse's overall effectiveness in its movement.

Way of going to include:

- Informed observation of the horse working in walk, trot and canter
- Comparison of way of going on both reins
- With and without side reins (if appropriate)

TOP TIP

The candidate will be expected to assess the horse's physical condition and way of going in all three paces and select appropriate exercises. The candidate should be aware of the horse's level of fitness and its temperament.

2.3 Utilise techniques appropriate for the horse

Candidates should be able to use techniques that are appropriate for the horse they are lunging.

Techniques to include;

- Handling of equipment
- Stance, authority
- Working at relevant rhythm and tempo
- Work over poles (as appropriate) to develop the way of going
- Developing balance
- On a circle and straight lines
- Shortening and lengthening the stride
- Transitions

TOP TIP

If poles are used, the work chosen should be relevant to what the candidate is trying to achieve or develop. The candidate's technique must be safe and correct. Candidates must show confidence and competence with their lunge/long reining technique.

2.4 Utilise a range of exercises to improve the horse's way of going

The candidate should be experienced in working horses using two reins as a means of schooling and improvement and not just exercising.

Candidates should be able to use the following exercises appropriately during their session:

- Transitions
- Shortening and lengthening stride
- Increasing and decreasing the size of the circle
- Use of poles (as appropriate) to develop the way of going

The exercises should be progressive towards showing an improvement in the horse's way of going if possible (discussed in 2.2).

The candidate can choose to lunge (with two reins) or long rein or a mix of both, depending on the horse provided.

2.5 Develop an effective rapport with the horse

The candidate should develop a rapport with the horse to produce the best work from them.

Effective rapport to include:

- Manner with the horse
- Effectiveness of aids
- Control and influence over horse's way of going
- Empathy with the horse's needs

2.6 Evaluate the effectiveness of the session

Candidates should be able to examine the strengths and weaknesses of the session, and to come to a conclusion as to the effectiveness of the session. **Evaluation** may include:

- Reflection on the content of session
- Logical sequence and timing
- Analysis of effectiveness of exercises chosen
- Identify strategies to improve personal performance
- Identify effective techniques used

Candidates are expected to talk about the horse's paces, their outline and carriage, straightness, suppleness and willingness.

2.7 Develop a plan for progression

From their assessment and evaluation of the session, the candidate should be able to **develop a suitable plan** for the horse's non-ridden work. The plan should include:

- Identify areas for improvement
- Consider progression for future sessions for the development of the horse

TRAINING TIPS

- ✓ Candidates should gain experience lunging with two reins and long reining with a variety of horses.
- ✓ Clinics and demonstrations on working horses from the ground will provide further insight into this area.

Candidates will choose to complete one of the following units.

UNIT 6 RIDE FOR TRAINING EVENTING

UNIT 7 RIDE FOR TRAINING DRESSAGE

UNIT 8 RIDE FOR TRAINING SHOW JUMPING



LEARNING OUTCOME COMBINATIONS FOR RIDING UNITS

This section covers all the learning outcomes required for all three Performance Riding units. Not all learning outcomes are required to be completed for each unit. The table below outlines the learning outcomes required to be completed for each unit.

LEARNING OUTCOME	UNIT		
	UNIT 6: RIDE FOR TRAINING	UNIT 7: RIDE FOR TRAINING DRESSAGE	UNIT 8: RIDE FOR TRAINING SHOW JUMPING
LO1. Understand the progressive training of horses	✓	✓	✓
LO2. Ride safely	✓	✓	✓
LO3. Assess a horse	✓	✓	✓
LO4. Ride horses up to Advanced Medium dressage to develop their way of going	✓	✓	
LO5. Ride a horse over show jumps up to 1.20m to develop its way of going	✓		✓
LO6. Ride a horse over technical cross country fences up to 1.10m to develop its way of going	✓		
LO7. Ride a horse that is training towards Advanced level dressage to develop its way of going		✓	
LO8. Ride a horse used for training others on the flat over poles to develop its way of going		✓	✓
LO9. Ride horses over show jumps of up to 1.25m to develop their way of going			✓

All learning outcomes within the unit structure are required to be passed in one attempt. If one or more learning outcomes are not achieved, the candidate will need to be reassessed for all learning outcomes.

TOP TIP

Please ensure the candidate is aware of the current dress code for BHS assessments and the accepted hat and body protector standards
<https://pathways.bhs.org.uk/resource-hub/forms-and-guidance/dress-guidance/>

TRAINING TIPS

- ✓ Candidates should gain as much experience as possible riding a range of different horses of varying, age, ability and type and identifying strengths and weaknesses and creating a plan of work to improve/continue the training of the horse
- ✓ Encourage candidates to formulate a plan as to how to assess a horse in the period of time given (approximately 30 minutes), and practise working through the plan. For jumping this could be practised when hiring a show jumping course, or XC/arena event course.
- ✓ Candidates should practise directing a helper to alter fences as required, giving clear instructions.
- ✓ Plan work programmes/training plans for horses to improve technique
- ✓ Practise using a variety of techniques to improve a horse's way of going such as grid work so the candidate can discuss from experience
- ✓ Candidates should practise using poles when schooling horses and become familiar with a range of exercises and their benefits.
- ✓ Encourage candidates to keep notes for horses that they have worked with in the past and horses they are currently working with. These should include the approach they have taken, the problems encountered and how they overcame them.
- ✓ Demos by elite riders showcasing their training methods/techniques are beneficial for candidates to attend

UNIT 6: RIDE FOR TRAINING

The candidate will ride five horses during the assessment for this unit. The candidate will ride the following:

- One horse in order to assess the horse for purchase either for personal use or for centre use (LO3).
- Two dressage horses, one or both horses will be able to work at Advanced Medium level (LO4).
- One horse over show jumps, the horse will be capable of jumping up to 1.20m (LO5).
- One horse over cross country fences, the horse will be capable of jumping technical cross country fences up to 1.10m (LO6).

UNIT 7: RIDE FOR TRAINING DRESSAGE

The candidate will ride five horses during the assessment for this unit. The candidate will ride the following:

- One horse, in order to assess the horse for purchase either for personal use or for centre use (LO3).
- Two dressage horses, one or both horses will be able to work at Advanced Medium level (LO4).
- One horse training towards Advanced level (LO7).
- One horse over poles, the horse provided will be any age from 4 years old upwards and may be at any level of training (LO8).

UNIT 8: RIDE FOR TRAINING SHOW JUMPING

The candidate will ride five horses during the assessment for this unit. The candidate will ride the following:

- One horse in order to assess the horse for purchase either for personal use or for centre use (LO3).
- One horse over show jumps, the

horse will be capable of jumping up to 1.20m (LO5).

- One horse over poles, the horse provided will be any age from 4 years old upwards and may be at any level of training (LO8).
- Two horses over show jumps, one horse will be working towards 1.25m and one horse will be more established at this level (LO9).

1. Understand the progressive training of horses

1.1 Explain methods to progressively develop a horse's training

As part of Unit 6: Ride for Training, **training** to include:

- Dressage training up to Advanced Medium
- Jump training up to 1.20m

As part of Unit 7: Ride for Training Dressage, **training** to include:

- Dressage training up to Advanced Medium

As part of Unit 8: Ride for Training Show Jumping, **training** to include:

- Jump training up to 1.20m

The candidate will be required to explain methods used to develop horses, for example the training provided to progress a horse up to the next level of competition.

The candidate should be able to **explain** their training methods, referring to:

- Training and retraining
- Problem solving
- Competition training
- The Training Scale

Example depth and level of knowledge:

Problem solving

The seriousness of a problem depends on the nature of the problem and whether it has become learned behaviour. Learned behaviour can be difficult to rectify as a horse will often not see a reason for changing. In some instances, there may be a very easy fix, however in many cases implanting desirable behaviour in training can be difficult and must follow a very consistent approach. When in doubt it is best to go back to basics and rebuild. Often tackling a problem head on is not conducive, retraining and thinking outside of the box is the best course of action. In all situations safety must be considered. Candidates should be able to give examples of problems they have encountered and how they dealt with these whilst training the horse.

1.2 Analyse the progressive training of a horse

The candidate will be required to analyse a training programme they have followed with a horse they have trained.

TOP TIP

The candidate will spend time with their assessor discussing a horse they have worked with for a minimum of six months. They will analyse the training programme they used reflecting on what they did well and what they might do differently in the future in a similar situation.

The analysis should include:

- Log book of training, or similar
- Goals and aims of the training programme
- Progression of training programme
- Training methods, exercises and type of work carried out
- Resources, equipment and assistance utilised
- Evaluation of the training programme
- Self-reflection
- Consideration for the welfare of the horse throughout the training programme
- Plan for continuation of training and development of the horse

Horse may include:

- Young horse for backing
- Riding school horse used for training others
- Competition horse (any level)
- Retraining for a different discipline

The candidate should be able to explore all the points above with regards to their selected horse.

The logbook is optional but is a useful tool to work through the elements required. If the candidate does not produce a logbook they must be able to fulfil the assessment criteria by robust discussion.

TOP TIP

A logbook is available for candidates to download from the BHS website. www.bhs.org.uk/lunge-and-ride

2. Ride safely

2.1 Maintain the health, safety and welfare of horse, self and others

The candidate should show regard for health, safety and welfare of self, others and horses **throughout all riding sessions**, to include:

- Ride with consideration for other users of the school space
- Consideration of individual horses
- Consideration of ground conditions

3. Assess a horse

This will be the first ridden session on the assessment day. Candidates are required to assess a horse for purchase either for personal use or for centre use; firstly, with a static and dynamic assessment of conformation and then a ridden assessment.

For Unit 6: Ride for Training and Unit 8: Ride for Training Show Jumping candidates will assess the horse in all three paces, on the flat and over fences.

For Unit 7: Ride for Training Dressage candidates will assess the horse in all three paces in relation to use for dressage.

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 fitness level. The horse may be shod, unshod, studded or not studded.

Following the ridden assessment, the candidate is required to discuss their evaluation with the assessor.

TOP TIP

The assessment will take place outdoors on grass, candidates need to be familiar with riding on grass and adapting their riding to the ground conditions.

3.1 Evaluate the horse prior to mounting

The candidate should make an **evaluation** of the horse, to include:

- Static and dynamic conformation assessment
- Condition
- Musculature
- Age and type
- Temperament

3.2 Assess the horse under saddle

The candidate will warm the horse up. This should include flatwork and use of a practice fence/s for Unit 6: Ride for training and Unit 8: Ride for Training Show Jumping. For Unit 7: Ride for Training Dressage this will include dressage work only.

The **assessment** must include:

- A ridden assessment on grass
- All three paces
- On the flat
- Over fences (Units 6 and 8)
- Assessment for potential use

The candidate needs to be able to assess the horse sufficiently in order to be able to evaluate the horse.

3.3 Evaluate the horse

The candidate should be able to **evaluate** the horse by discussing its' strengths and weaknesses in relation to the Training Scale. For Units 6 and 8 the candidate should be able to relate this to the horse's jumping ability, performance and longevity. For Unit 7 the candidate should be able to relate this to the horse's dressage ability, performance and longevity.

Evaluation to include:

- Describe way of going in relation to the Training Scale
- Balance and carriage
- Level of training
- Responsiveness to aids
- Fitness

4. Ride horses up to Advanced Medium dressage to develop their way of going

Candidates will be required to ride two horses in this section. One horse will be working at Advanced Medium and one horse will be working towards this level. The assessment criteria relate to both horses.

4.1 Ride in an influential, balanced position

Throughout their work the candidate should maintain an **influential, balanced position** to include:

- A secure balanced position whilst maintaining integrity of the aids
- Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training
- Demonstrate empathy and feel

4.2 Warm the horse up and evaluate way of going

The candidate should be able to warm horses up appropriately. Whilst warming up they should be able to make a progressive **evaluation** with reference to the Training Scale for the following points:

- Pace
- Balance
- Way of going with reference to conformation
- Relevance of tack
- Gymnastic ability
- Attitude / rideability
- Technique

4.3 Use exercises appropriately to develop the horse

Candidates should be able to select appropriate exercises for the horses they ride in order to develop each horse's work. Candidates should be capable of developing horses towards Advanced Medium level.

Exercises may include:

- Dressage movements up to and including Advanced Medium level
- Range of paces within the gait, collected to extended
- Shoulder in, travers and renvers
- Half pass
- Walk pirouette
- Single flying change
- Logical progression of exercises

4.4 Evaluate the session

The candidate should be able to **evaluate** the exercises they have used; they should discuss what worked well and what may not have been as effective.

Evaluation to include:

- Justify reasoning for the selection of the work
- Effectiveness of the work

4.5 Plan a training schedule to develop the horse

The candidate should discuss what they would like to develop with the horse to progress its' training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.

Training schedule to include:

- Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months)
- Reference to the Training Scale

- Use of alternative work programmes which may include lungeing, hacking and outside work
- Progression beyond Advanced Medium level work
- Awareness of Fédération Equestre Internationale (FEI) and discipline specific rules and regulations

5. Ride a horse over show jumps up to 1.20m to develop its way of going

The candidate will ride one horse in this session. 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 from four years upwards. The horse may be of any level of fitness. 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 related combinations. An assistant will be available to alter fences as required.

5.1 Ride in an influential, balanced position

Throughout their work the candidate should maintain an **influential balanced position** both on the flat and over fences, to include:

- A secure, balanced position whilst maintaining integrity of the aids
- Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training
- Demonstrate empathy and feel

5.2 Warm the horse up and evaluate way of going

The candidate should be able to warm the horse up appropriately for working over fences up to 1.20m. Whilst warming up they should be able to make a progressive **evaluation** with reference to the following points:

- The horse's strengths and weaknesses
- Assessment of horse in all paces
- Change of pace between fences
- Reactiveness and response to aids
- Ability to influence the canter
- Balance through turns and corners
- Relevance of tack
- Gymnastic ability
- Attitude / rideability
- Jumping from trot or canter
- Use of a placing pole
- Relating fences

5.3 Use exercises and fences appropriately to develop the horse

Candidates should be able to select appropriate exercises in order to develop the horse's work. The exercises should be appropriate to develop the horse's performance for working towards jumping 1.20m.

Exercises and fences may include:

- Relating fences to show understanding of training and the process for jumping a 1.20m course
- Improving technique
- Logical progression of exercises
- A range of fences

5.4 Evaluate the session

The candidate should be able to **evaluate** the exercises they have used; they should discuss what worked well and what may not have been as effective.

Evaluation to include:

- Justify reasoning for the selection of the work
- Effectiveness of the work

5.5 Plan a training schedule to develop the horse

The candidate should discuss what they would like to develop with the horse to

progress its training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.

Training schedule to include:

- Future possible work; short term (one month) and medium term (six months), and long term (twelve to 24 months)
- Use of alternative work programmes which may include lungeing, hacking and outside work
- Reference to the Training Scale
- Use of grids and gymnastic exercises to improve the horse's technique
- Progression towards jumping more technically demanding tracks
- Awareness of FEI and discipline specific rules and regulations

6. Ride a horse over technical cross country fences up to 1.10m to develop its way of going

The candidate will ride one horse in this session. The horse will be experienced and capable of jumping technical cross country fences up to 1.10m and may be a competition or school horse of any type, size, sex or age from four years upwards. There will be a pre-prepared jumping area. The fences will not be numbered but the direction of the jump will be indicated by white and reg flags.

6.1 Ride in an influential, balanced position

Throughout their work the candidate should maintain an **influential, balanced position** both on the flat and over fences, to include:

- A secure, balanced position whilst maintaining integrity of the aids
- Demonstrate empathy and feel
- An influential position that has a positive effect

6.2 Warm the horse up and evaluate way of going

The candidate should warm the horse up appropriately for working over technical cross country fences. Whilst warming up they should be able to make a progressive **evaluation** with reference to the following points:

- The horse's strengths and weaknesses
- Assessment of horse in all paces
- Change of pace between fences
- Reactiveness and response to aids
- Ability to influence the canter
- Balance through turns and corners
- Relating appropriate fences together (fixed and simulated)
- Relevance of tack
- Gymnastic ability
- Attitude / rideability
- Moving at an appropriate pace

6.3 Assess and develop the horse using a range of cross country fences

Candidates will be required to ride over a range of cross-country fences and make a progressive **assessment** of the horse. The candidate should be able to select the fences and link them appropriately. The work should show development of the horse.

A progressive **assessment** may include:

- Relating fences to show understanding of training and the process for jumping a course that includes technical fences
- Independent fences
- Repeating fences to show development
- Logical progression of exercises

Cross country fences may include:

- Fixed and simulated fences
- Angles
- Corners, related skinnies, arrowheads

- Ditches
- Steps, slopes and drops
- Dog legs
- Technical lines to related combinations
- Water
- Simulated fences

The candidate should be working to improve the horse's skill and jumping ability. They should be familiar using fences of technical difficulty.

6.4 Evaluate the session

The candidate should be able to **evaluate** the work carried out; they should discuss what worked well and what may not have been as effective.

Evaluation to include:

- Justify reasoning for the work undertaken
- Effectiveness of the work

6.5 Plan a training schedule to develop the horse

The candidate should discuss what they would like to develop with the horse to progress its training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.

Training schedule to include:

- Future possible work; short term (one month) and medium term (six months) and long term (twelve to 24 months)
- Use of alternative work programmes which may include lungeing, hacking, gymnastic development and flatwork
- Reference to the Training Scale
- Developing horse's confidence
- Progression towards jumping more technically demanding tracks
- Awareness of FEI and British Eventing (BE) rules

7. Ride a horse that is training towards Advanced level dressage to develop its way of going

The candidate will ride one horse in this session. The horse will be training towards advanced level and may be a competition or school horse of any type, size, sex or age. The horse may be any level of fitness.

7.1 Ride in an influential, balanced position

Throughout their work the candidate should maintain an **influential, balanced position** to include:

- A secure, balanced position whilst maintaining integrity of the aids
- Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training
- Demonstrate empathy and feel

7.2 Warm the horse up and evaluate way of going

The candidate should warm the horse up appropriately for working towards Advanced level. Whilst warming up they should be able to make a progressive **evaluation** with reference to the Training Scale for the following points:

- Pace
- Balance
- Way of going with reference to conformation
- Relevance of tack
- Gymnastic ability
- Attitude / rideability
- Technique

7.3 Use exercises appropriately to develop the horse

Candidates should be able to select appropriate exercises to develop the horse's work. Candidates should be

capable of developing horses towards Advanced level.

Exercises may include:

- Dressage movements towards Advanced level
- Range of paces within the gait, collected to extended
- Shoulder in, travers and renvers
- Half pass
- Work towards canter pirouettes
- Work towards tempi changes
- Logical progression of exercises

7.4 Evaluate the session

The candidate should be able to **evaluate** the exercises they have used; they should discuss what worked well and what may not have been as effective.

Evaluation to include:

- Justify reasoning for the selection of the work
- Effectiveness of the work

7.5 Plan a training schedule to develop the horse

The candidate should discuss what they would like to develop with the horse to progress its' training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.

Training schedule to include:

- Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months)
- Reference to the Training Scale
- Use of alternative work programmes which may include lungeing, hacking and outside work
- Progression to Advanced level work
- Awareness of FEI and British Dressage (BD) rules and regulations

8. Ride a horse used for training others on the flat over poles to develop its way of going

The candidate will ride one horse in this session. The horse may be a competition or school horse of any type, size, sex or age from four years upwards. There will be an assistant on the ground to help move poles as per the candidate's instructions. The candidate can use the poles for floor patterns or raised poles with blocks.

8.1 Ride in an influential, balanced position

Throughout their work the candidate should maintain an **influential, balanced position** to include:

- Riding in a GP or jump saddle
- A secure, balanced position whilst maintaining integrity of the aids
- Demonstrate empathy and feel
- An influential position that has a positive effect

8.2 Warm the horse up and evaluate way of going

The candidate should warm the horse up appropriately for working over ground poles. Whilst warming up they should be able to make a progressive **assessment** with reference to the Training Scale for the following points:

- All three paces
- Pace
- Balance
- Way of going with reference to conformation
- Relevance of tack
- Gymnastic ability
- Attitude / rideability
- Technique

8.3 Use exercises appropriately to develop the horse's athletic performance

Candidates should be able to select appropriate exercises to develop the horse's athletic ability appropriate to its level of training.



TOP TIP

There will up to 12 poles available for use.

Exercises may include:

- Use of poles to create a variety of floor patterns relative to the horse
- Raised poles, if appropriate
- Logical progression of exercises

Athletic performance may include:

- Ability to influence the canter
- Paces, forwardness, attitude
- Rhythm, bend, straightness, outline
- Ease of movement

8.4 Evaluate the session

The candidate should be able to **evaluate** the exercises they have used; they should discuss what worked well and what may not have been as effective.

Evaluation to include:

- Paces, forwardness, attitude
- Rhythm, bend, straightness, outline
- Softer/stiffer side
- Ease of movement
- Stronger and weaker movements
- Response to the aids
- Reference to the Training Scale

8.5 Plan a training schedule to develop the horse

The candidate should discuss what they would like to develop with the horse to progress its' training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.

Plan to include:

- Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months)
- Reference to the Training Scale
- Use of alternative work programmes which may include lungeing, hacking and outside work
- Reference to the Training Scale.

9. Ride horses over show jumps of up to 1.25m to develop their way of going

Candidates 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 relates to both horses.

The horses will be working towards jumping up to 1.25m and may be a competition or school horses of any type, size, sex or age. The horses may be of any level of fitness. There will be a pre-prepared jumping area. The fences will not be numbered but will allow for the linking of two or more fences. The fences will be a mixture of uprights, spreads, oxers and related distances. An assistant will be available to alter fences as requested.

9.1 Ride in an influential, balanced position

Throughout their work the candidate should maintain an **influential, balanced position** both on the flat and over fences, to include:

- A secure, balanced position whilst maintaining integrity of the aids
- Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training
- Demonstrate empathy and feel

9.2 Warm the horse up and evaluate way of going

The candidate should warm the horse up appropriately for working over fences up to 1.25m. During this time, they should be able to make a progressive **evaluation** with reference to the following points:

- The horse's strengths and weaknesses
- Assessment of horse in all paces
- Change of pace between fences
- Reactiveness and response to aids
- Ability to influence the canter
- Balance through turns and corners
- Relevance of tack
- Gymnastic ability
- Attitude / rideability
- Jumping from trot or canter
- Use of a placing pole
- Relating fences

9.3 Use exercises appropriately and a range of fences to develop the horse

Candidates should be able to select appropriate exercises and fences to progressively develop the horse. The exercises should be appropriate to developing the horse's performance.

Exercises may include:

- Relating fences to show understanding of training and the process for jumping a course
- Improving technique
- Logical progression of exercises

9.4 Evaluate the session

The candidate should be able to **evaluate** the exercises they have used; they should discuss what worked well and what may not have been as effective.

Evaluation to include:

- Justify reasoning for the selection of the work
- Effectiveness of the work

9.5 Plan a training schedule to develop the horse

The candidate should discuss what they would like to develop with the horse to progress its' training if they were given the horse for a period of time. They should be able to justify their plan by giving reasoning for the work chosen.

Plan to include:

- Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months)
- Reference to the Training Scale
- Use of alternative work programmes which may include lungeing, hacking and outside work
- Use of grids and gymnastic exercises to improve the horse's technique
- Progression towards jumping more technically demanding tracks
- Awareness of FEI and British Show Jumping (BS) rules and regulations



SECTION 4

This section covers the coaching content of the BHS Performance qualifications. All candidates are required to complete Unit 9: Coaching Presentation, in addition they will choose to complete one of the following units; Unit 10: Coaching Eventing Disciplines, Unit 11: Coaching Dressage or Unit 12: Coaching Show Jumping.

UNIT 9 COACHING PRESENTATION

UNIT 10 COACHING EVENTING DISCIPLINES

UNIT 11 COACHING DRESSAGE

UNIT 12 COACHING SHOW JUMPING



UNIT 9: COACHING PRESENTATION

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

Candidates will be required to present their experience coaching a rider over a minimum period of six months. The rider can either be a rider and horse combination working towards competition or a career rider training on multiple horses. The focus should be on the development of the rider's skills, confidence and influence on the horse, although horse improvement and development can be discussed.

All learning outcomes within the unit structure are required to be passed in one attempt. If one or more learning outcomes are not achieved, the candidate will be required to be reassessed for all learning outcomes.

*Candidates who have been awarded the UKCC Level 4 qualification will be exempt from completing Unit 9: Coaching Presentation. Proof of qualification certificate will be required.

TOP TIP

The presentation should last between 15-30 minutes. Candidates have the option to present using IT and software such as Microsoft PowerPoint. Following the presentation, the panel will have an opportunity to ask the candidate questions.

1. Understand how to develop the skills of riders

1.1 Analyse methods to develop the skills of riders

The candidate should be able to **analyse** coaching methods, practices and principles for the training of riders. Their **analysis** should include strengths and weaknesses of different methods and recommendations for using different methods depending on the rider.

Methods may include:

- Different coaching styles
- Goal setting
- Differentiation in group lessons
- Empowering the rider
- Introducing new skills
- Periodisation
- Performance profiling
- Use of technology

Rider may include:

- Young and mature riders
- Recreational and competition riders

2. Understand how to develop the training of horses

2.1 Analyse methods to develop the training of horses

The candidate should be able to **analyse** coaching and training methods, practices and principles for the training of horses. Their **analysis** should include strengths and weaknesses of different methods and recommendations for using different methods depending on the horse and/or rider. The discipline the candidate chooses to discuss must relate to their coaching pathway discipline

Methods may include:

- Training and retraining
- Problem solving

- Competition training
- The Training Scale
- Systematic development of horse and rider
- Providing guidance to rider

Horses may include:

- From novice to advanced competition or school master up to Advanced Medium (dressage), Foxhunter/1.20m (show jumping) or Intermediate (eventing)*

Example depth and level of knowledge:

Training and retraining

When training or retraining horses with riders it is important to have a plan which is instigated from initial assessment. Individual riders should be clear in what they are trying to achieve, they should be able to identify an end goal to work towards. An initial assessment of any rider and horse will encompass recognition of way of going related to the Training Scale. It should see the horse ridden through all three paces to identify the strength of each pace, ridden on both reins to determine whether there is a better side and how supple the horse is bending to the left and to the right. The coach will need to consider whether the horse is around the rider's leg and moving over its back. They should also look at the quality of the contact including where the head is positioned high/low. The work should also include sufficient transitions to determine the horse's responsiveness to the aids. The coach should consider the horse's impulsion and desire to move forward. Straightness both on a straight line and linked to suppleness following through on a circle should also be assessed.

This gives opportunity to assess the rider's understanding of what they are doing, whether they are following a logical plan and assess the rider's understanding of the

work and the principles of training. Before providing feedback to the rider, it is worth getting them to discuss their horse's way of going. As a coach the aim is to not only assess the rider but to ascertain their understanding.

The age, type and breed of the horse, its conformation, wellbeing, temperament, and health should all be considered during training and when formulating training plans. It is also important to consider whether the rider and horse match physically and temperamentally and if not, the type of advice that should be given in relation to this or how to adapt training to cater for this.

3. Select and justify a coaching plan for the development of a rider

3.1 Justify the selection of the rider

The candidate should be able to **justify** the selection of the rider for purposes of this assessment. **Justification** may include:

- Skills or experience of candidate
- Candidate's area of interest
- Candidate's client base
- Available resources

3.2 Evaluate the rider and identify area/s for training and development

The candidate should explain their initial **evaluation** of the rider and the areas for development identified. **Evaluation** may include:

- Experience of rider (and horse/s)
- Assessment of rider's ability
- Strengths and weaknesses of rider (and horse/s)
- Learning style of rider

3.3 Justify the aims and goals of the coaching plan

From the evaluation described as part of 3.2, the candidate should be able to **justify** the goals of their coaching plan.

Justification to include:

- Reasons why the aims and goals were chosen (over other areas of development identified)
- Prioritisation of aims
- Timescale
- Welfare of horse/s

Aims and goals to include:

- Short (one month), medium term (six months) and future long term goals
- Relation to the Training Scale

4. Analyse the coaching and development of a rider

4.1 Present the coaching and development of a rider

The candidate should be able to present the coaching plan they implemented.

Presentation skills may include:

- Eye contact
- Tone/clarity of voice
- Body language
- Use of props and supporting material/s

Coaching and development to include:

- Detailed account of work undertaken
- Work schedule including rest days
- Coaching methods used
- Resources, equipment and assistance utilised
- Feedback from rider
- Over a minimum period of six months

4.2 Demonstrate technical merit

The candidate should demonstrate the following within their presentation:

- Technical content meets industry requirements and good practice
- Competent understanding of technical content, language and terminology

4.3 Identify strategies to support the wellbeing of rider and horse/s

The candidate should identify and explain the strategy implemented to support the wellbeing of the rider and horse/s throughout their coaching.

Wellbeing to include:

- Physical health
- Mental health

Strategies for rider may include:

- Rider psychology
- Motivation techniques
- Overcoming barriers

Strategies for horse/s may include:

- Rest periods
- Variation of work
- Equine learning theory

4.4 Critically analyse the coaching program and draw conclusions from the training

The candidate should be able to **critically analyse** the coaching plan they delivered and draw conclusions from the training.

The candidate's analysis should include:

- Any adjustments or changes to the coaching plan
- Strengths and weaknesses of chosen coaching methods
- Justification of different exercises / work chosen
- Welfare of the horse/s considered throughout

- Feedback of rider considered throughout
- Overall performance and development of rider and horse/s

5. Evaluate the coaching plan implemented

5.1 Evaluate the outcome against the initial aims and goals

The candidates should link their **evaluation** to the aims and goals of the coaching program identified in 3.3. Their **evaluation** should include:

- Identify areas that went well and further development opportunities
- Identify areas / behaviours that didn't go to plan
- Rider's influence on horse's way of going in relation to the Training Scale

5.2 Evaluate own performance

The candidate should be able to **evaluate** their own performance in the delivery of the coaching plan, to include:

- Reflection on content of coaching plan
- Delivery of coaching
- Effectiveness of coaching
- Identify strategies to improve personal performance, including CPD opportunities
- Identification of own coaching philosophy

5.3 Produce a plan making justified recommendations for the rider's future training

The candidate's plan should include:

- Future possible work; short term (one month), medium term (six months) and long term (six to twelve months)
- Use of alternative work programmes or exercises not utilised in coaching plan
- Development of horse/s (if applicable)

LEARNING OUTCOME COMBINATIONS FOR PRACTICAL COACHING UNITS

This section covers all the learning outcomes required for the three Performance Coaching units. Not all learning outcomes are required to be completed for each unit. The table below outlines the learning outcomes required to be completed for each unit.

LEARNING OUTCOME	UNIT		
	UNIT 10: COACHING EVENTING DISCIPLINES	UNIT 11: COACHING DRESSAGE	UNIT 12: COACHING SHOW JUMPING
LO1. Self-reflect on own coaching	✓	✓	✓
LO2. Coach safely	✓	✓	✓
LO3. Understand how a rider can influence a horse's way of going	✓	✓	✓
LO4. Coach to develop the performance of rider(s) and/or horse(s) on the flat and over fences	✓		
LO5. Coach to develop the performance of horse(s) and/or rider(s) on the flat and over poles		✓	
LO6. Coach to develop the performance of horse(s) and/or rider(s) using poles and fences			✓

All learning outcomes within the unit structure are required to be passed in one attempt. If one or more learning outcomes are not achieved, the candidate will need to be reassessed for all learning outcomes.

GENERAL GUIDANCE FOR THE COACHING ASSESSMENTS

Candidates will be required to assess the horse and rider partnerships and be able to coach to develop the partnership utilising suitable exercises. It is not compulsory to bring lesson plans to the assessment, however it should be clear that the candidate is working to a structured plan within their lessons.

Health and safety is important in all lessons and the area, tack, equipment

and exercises should be considered in all lessons.

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

TRAINING TIPS

- ✓ Candidates should gain experience coaching a range of riders.
- ✓ Candidates should practise using poles in coaching sessions where appropriate and become familiar with a range of pole exercises and their benefits.
- ✓ Candidates should be familiar with dressage tests up to Advanced Medium level and how to improve how these tests are ridden for a variety of horses.
- ✓ Candidates should be familiar with the BHS career structure and the requirements for riding at each level in order to be able to provide advice to riders preparing for BHS assessments.
- ✓ Consider whether there are any clients you know of that the candidate may be able to coach in order to gain experience coaching riders at a higher level. The candidates could offer a free training session.
- ✓ Watch coaching sessions or riders warming up at competitions. Discuss how the rider is influencing the horse and what the candidate might do in a training session to improve the combination.

UNIT 10: COACHING EVENTING DISCIPLINES

The candidate will coach three lessons during the assessment for this unit:

- An arena eventing lesson for two riders of differing levels of ability (4.1).
- A private show jump lesson, the horse and rider combination will be capable of jumping up to 1.15m (4.2).
- A private dressage lesson the horse and rider combination will working at or towards Advanced Medium (4.3).

In addition to the above the candidate will assess two horse and rider combinations, one for dressage and one for jumping, they will assess the riders and discuss with their assessor (LO3).

UNIT 11: COACHING DRESSAGE

The candidate will coach three lessons during the assessment for this unit:

- A pole work lesson for two riders of differing levels of ability (5.1).
- A private dressage lesson, the horse and rider combination will be working at Elementary/Medium level and will be assessed riding a dressage test (5.2).
- A private dressage lesson, the horse and rider combination will be working at Advanced Medium level (5.3).

In addition to the above the candidate will observe a horse and rider combination, they will assess the rider and discuss with their assessor (LO3).

UNIT 12: COACHING SHOW JUMPING

The candidate will coach three lessons during the assessment for this unit:

- A pole work lesson for two riders of differing levels of ability (6.1).
- A private show jump lesson, the horse and rider combination will be capable of jumping a 1.10m-1.15m course, this lesson will include a course walk with the rider (6.2).
- A private show jump lesson, the horse and rider combination will be capable of jumping a 1.20m course (6.3).

In addition to the above the candidate will observe a horse and rider combination over fences, they will assess the rider and discuss with their assessor (LO3).

1. Self-reflect on own coaching

1.1 Evaluate coaching styles and practices

Candidates will be required to evaluate each session they coach through self-reflection.

Evaluation to include:

- Analysis of riders and the application of coaching theory to assist their development
- Self-reflect on coaching sessions
- Understanding rider mind-set and psychology

2. Coach safely

2.1 Maintain the health, safety and welfare of horse, self and others

Candidates must risk assess for each coaching session to include:

- Hazards
- Control measures

Candidates must demonstrate safe coaching in all sessions, including consideration of:

- Riding area and surfaces
- Equipment
- Tack, including balance and suitability of saddle
- Suitability of horse and exercises

3. Understand how a rider can influence a horse's way of going

For this learning outcome candidates will be required to observe horse and rider combinations. Observations will last 10 minutes and the candidate will make a verbal assessment of riders, their skills and the influence they have over the horse's way of going.

For Unit 10: Coaching Eventing Disciplines the candidate will observe one horse and rider working on the flat and one working over fences.

For Unit 11: Coaching Dressage the candidate will observe one horse and rider combination working on the flat.

For Unit 12: Coaching Show Jumping the candidate will observe one horse and rider combination working over fences.

Horses and riders 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 and rider may be capable of varying quality of work.

3.1 Assess the influence of a rider on a horse's way of going

The candidate should observe the horse and rider combinations and be able to assess the rider's influence on the horse.

As part of Unit 10: Coaching Eventing Disciplines and Unit 12: Coaching Show Jumping, **influence** may include:

- Pace
- Straightness
- Lateral movements
- Bascule
- Jump technique

As part of Unit 11: Coaching Dressage, **influence** may include:

- Pace
- Straightness
- Lateral movements

4. Coach to develop the performance of rider(s) and/or horse(s) on the flat and over fences

4.1 Coach a differentiated session to BHS career students to develop their knowledge and skills

The candidate will coach a semi-private arena eventing lesson. There will be two riders in this session, the riders will be of a different skill level and the candidate

will be expected to adapt their session to accommodate each rider's ability. One rider will be at Stage 3 (90cm) working towards Stage 4 and one rider will be at Stage 4 (1m) working towards Performance level (1.10m). The riders will be career students working towards BHS qualifications.

There will be a pre-prepared jumping area. The fences may not be numbered but the direction of the jump will be indicated by white and red flags.

On the assessment day candidates will walk the course or lines with the riders before the session and then assess each rider in the warm up. They will then coach the riders over single and linked fences to develop their skills and knowledge and ability to influence their horse. The fences chosen for each rider to jump may be the same or different, but exercises and heights of fences must suit the different ability of each rider and the level they are working towards.

Candidates can bring technology with them to assist with their coaching (for example a headset and earpiece), but this is not compulsory.

TOP TIP

Candidates will have approximately 60 minutes to complete this section; 10 minutes for a course walk, 35-40 minutes for the coaching session, and an additional 10 minutes allowed for discussion with the assessor.

Session to include:

- Arena eventing training session
- Differentiation of session to suit each rider
- Inclusion of each rider, discussion and feedback
- Walking the course/lines with the riders

- Assessing each rider during the warm up
- Use of practice fences
- Jump/link fences to improve the skills and knowledge of each rider to develop their ability to influence the horse's performance
- Giving feedback to the riders
- Explaining the BHS career structure
- Developing each rider's performance
- Evaluate the effectiveness of the session for each horse and rider
- Self-reflection

4.2 Coach a show jumping training session to improve performance of horse and rider

The candidate will coach a private show jump lesson, the horse and rider combination will be capable of jumping up to a 1.15m course. This may 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 their existing level. The horse may be of any level of fitness.

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.

Candidates will be required to assess the horse and rider, from the assessment they should be able to develop a clear structure, plan and goal. Any exercises may be used providing the rider has a clear understanding and it is within the horse and rider's capabilities.

i TOP TIP

Candidates will have approximately 50 minutes to complete this section; the coaching session should last 40 minutes, with an additional 10 minutes allowed for discussion with the assessor.

Show jumping training session to include:

- Variety of fences up to 1.15m
- Jumping and linking fences in a competitive context
- Assessing the rider during the warm up
- Giving feedback to the rider
- Developing the horse and rider's performance
- Evaluate the effectiveness of the session for the horse and rider
- Self-reflection

4.3 Coach a dressage training session to improve horse and rider

The candidate will coach a private dressage lesson, the horse and rider combination will be capable of working at BD Advanced Medium level. This may 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 or want to improve at their existing level. The horse may be of any level of fitness.

Candidates will be required to assess the horse and rider, from the assessment they should be able to develop a clear structure, plan and goal. Any exercises may be used providing the rider has a clear understanding and it is within the horse and rider's capabilities. The exercises should aim to improve advanced medium level work.

i TOP TIP

Candidates will have approximately 50 minutes to complete this section; the coaching session should last 40 minutes, with an additional 10 minutes allowed for discussion with the assessor.

Dressage training session to include:

- Exercises to improve Advanced Medium level work
- Assessing the rider during the warm up
- Giving feedback to the rider
- Developing the horse and rider's performance
- Evaluate the effectiveness of the session for the horse and rider
- Self-reflection

5. Coach to develop the performance of horse(s) and/or rider(s) on the flat and over poles

5.1 Coach a differentiated session to BHS career students to develop their knowledge and skills

The candidate will coach a semi-private flatwork lesson with poles, there will be two riders in this session, the riders will be of a different skill level and the candidate will be expected to adapt their 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.

There will be a pre-prepared area with 12 poles available to the candidate. Candidates will be expected to set up and move the poles as required.

Candidates are required to coach the riders to develop their skills and knowledge and ability to influence their horse. The same exercises may be used for each rider, or the candidate may decide to use different exercises for each rider, in each instance they must suit the different abilities of each rider and the level they are working towards. Candidates can bring technology with them to assist with their coaching (for example a headset and earpiece), but this is not compulsory.

i TOP TIP

Candidates will have approximately 60 minutes to complete this section; 10 minutes to set up the pole exercises, 35-40 minutes for the coaching session, and an additional 10 minutes allowed for discussion with the assessor.

Session to include:

- A session on the flat using poles and/or floor patterns
- Assessing each rider during the warm up
- Differentiation of session to suit each rider
- Inclusion of each rider, discussion and feedback
- Explaining the BHS career structure
- Improve the knowledge and skills of each rider to develop their ability to influence the horse's performance
- Giving feedback to the riders
- Developing each rider's performance
- Evaluate the effectiveness of the session for each horse and rider
- Self-reflection

5.2 Coach a dressage training session to improve horse and rider competition performance

The candidate will coach a private dressage lesson, the horse and rider combination will be capable of working at elementary/medium level. This may 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 or want to improve at their level. The horse may be of any level of fitness.

The candidate will observe the rider perform a test of the rider's choice (the rider will have warmed the horse up in advance) at elementary or medium level. Candidates are required to assess the horse and rider during the test, from the assessment they should be able to develop a clear structure, plan and goal. Any exercises may be chosen providing the rider has a clear understanding and they are within the horse and rider's capabilities. The exercises should aim to improve the work observed and overall horse and rider performance. The candidate will have sole or shared use of an enclosed arena.

i TOP TIP

Candidates will have approximately 60 minutes to complete this section; 10 minutes allowed for the riding of the test, the coaching session should last 35-40 minutes, and an additional 10 minutes allowed for discussion with the assessor.

Dressage training session to include:

- Exercises to improve Elementary/ Medium level work
- Observation of rider performing a test
- Giving feedback to the rider
- Developing the horse and rider's performance
- Evaluate the effectiveness of the session for the horse and rider
- Self-reflection

5.3 Coach a dressage training session to develop horse and rider

The candidate will coach a private dressage lesson, the horse and rider combination will be capable of working at BD Advanced Medium level. This may 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 or want to improve at their existing level. The horse may be of any level of fitness.

Candidates will be required to assess the horse and rider, from the assessment they should be able to develop a clear structure, plan and goal. Any exercises may be used providing the rider has a clear understanding and it is within the horse and rider's capabilities. The exercises should aim to improve advanced medium level work.

TOP TIP

Candidates will have approximately 50 minutes to complete this section; the coaching session should last 40 minutes, with an additional 10 minutes allowed for discussion with the assessor.

Dressage training session to include:

- Exercises to improve Advanced Medium level work
- Assessing the rider during the warm up
- Giving feedback to the rider
- Developing the horse and rider's performance
- Evaluate the effectiveness of the session for the horse and rider
- Self-reflection

6. Coach to develop the performance of rider(s) and/or horse(s) using poles and fences

6.1 Coach a differentiated session to BHS career students to develop their knowledge and skills

The candidate will coach a semi-private flatwork lesson with poles, there will be two riders in this session, the riders will be of a different skill level and the candidate will be expected to adapt their 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.

There will be a pre-prepared area with 12 poles available to the candidate. Candidates will be expected to set up and move the poles as required.

Candidates are required to coach the riders to develop their skills and knowledge and ability to influence their horse. The same exercises may be used for each rider, or the candidates may decide to use different exercises for each rider, in each instance they must suit the different abilities of each rider and the level they are working towards.

Candidates can bring technology with them to assist with their coaching (for example a headset and earpiece), but this is not compulsory.

TOP TIP

Candidates will have approximately 60 minutes to complete this section, 10 minutes to set up the pole exercises, 35-40 minutes for the coaching session, and an additional 10 minutes allowed for discussion with the assessor.

Session to include:

- A session on the flat using poles and/or floor patterns
- Improve the knowledge and skills of riders and develop their ability to influence the horse's show jumping performance
- Differentiation of session to suit each rider
- Inclusion of each rider, discussion and feedback
- Assessing each rider during the warm up
- Giving feedback to the riders
- Explaining the BHS career structure
- Developing each rider's performance
- Evaluate the effectiveness of the session for each horse and rider
- Self-reflection

6.2 Coach a show jumping training session to improve competition performance of horse and rider

The candidate will coach a private show jump lesson, the horse and rider combination will be capable of jumping a 1.10m-1.15m course. This may 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 their existing level. The horse may be of any level of fitness.

There will be a pre-prepared jumping area with a course of approximately six to eight fences. The fences will be a mixture of uprights, spreads, oxers and combinations. The candidate will first warm the horse and rider up over a few fences, the rider will then dismount and the candidate will walk the course with the rider and talk through the fences and lines.

Candidates should coach 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.

TOP TIP

Candidates will have approximately 60 minutes to complete this section, 10 minutes for a warm up, 5-10 minutes for a course walk, the coaching session should last 30 minutes, and an additional 10 minutes allowed for discussion with the assessor.

Show Jumping training session to include:

- Walking the course with the rider
- Use of individual fences for warm up
- Jumping and linking fences in a competitive context
- Giving feedback to the rider
- Developing the horse and rider's performance
- Evaluate the effectiveness of the session for the horse and rider
- Self-reflection

Horse and rider:

- A horse and rider combination capable of jumping a 1.10m-1.15m course

6.3 Coach a show jumping training session to improve performance of horse and rider

The candidate will coach a private show jump lesson, the horse and rider combination will be capable of jumping a 1.20m course. This may 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 their existing level. The horse may be of any level of fitness.

There will be a pre-prepared jumping area with a course of approximately six to eight fences. The fences will be a mixture of uprights, spreads, oxers and combinations.

Candidates will be required to assess the horse and rider, from the assessment they should be able to develop a clear structure, plan and goal. Any exercises may be used providing the rider has a clear understanding and it is within the horse and rider's capabilities.

TOP TIP

Candidates will have approximately 50 minutes; the coaching session should last 35-40 minutes, and an additional 10 minutes allowed for discussion with the assessor.

Show jumping training session to include:

- Variety of fences up to 1.20m
- Assessing the rider during the warm up
- Giving feedback to the rider
- Developing the horse and rider's performance
- Evaluate the effectiveness of the session for the horse and rider
- Self-reflection



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