

BHSQ Level 4 (Stage 4) Qualification Specification



This document contains information and guidance for the following qualifications:

BHSQ Level 4 Senior Yard Manager (Stage 4)

BHSQ Level 4 Senior Yard Manager with Riding (Stage 4)

BHSQ Level 4 Senior Coaching Riders (Stage 4)

BHSQ Level 4 Senior Eventing Coach (Stage 4)

BHSQ Level 4 Senior Dressage Coach (Stage 4)

BHSQ Level 4 Senior Show Jumping Coach (Stage 4)



Contact details for BHSQ:

Address: BHS Qualifications
Abbey Park
Stareton
Kenilworth
Warwickshire
CV8 2XZ

Telephone: 02476 840544

Email: enquiries@bhsq.co.uk

Website: www.bhsq.co.uk

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PLEASE NOTE: This qualification specification is up to date at the time of publication. It will be regularly reviewed. However if there are any changes in legal requirements the most recent will take priority.

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Version	Revision date	Reason
9	5 January 2026	To ensure this specification is current, unambiguous and meets industry needs. Revision to coaching sessions learning outcomes 8, 10 and 11.

Please note: This document is uncontrolled once printed. Please check with BHSQ for the most up to date version.

The British Horse Society Qualifications Limited is a company registered in England and Wales and trades as BHS Qualifications (BHSQ).

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BHS Qualifications

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BHS Qualifications

BHS Qualifications (BHSQ) is an awarding organisation recognised and regulated by:

- the Office of the Qualifications and Examinations Regulator (Ofqual) in England
- SQA Accreditation in Scotland
- Qualifications Wales (QW)
- the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

BHSQ works in partnership with a variety of organisations to develop and award qualifications for the equestrian industry. This contributes to ensuring BHSQ qualifications are fit for purpose and meet the needs of the sector.

BHSQ is responsible for ensuring learners are registered and certificated accurately and fairly. It has many systems, policies, and procedures in place to ensure it does this. These are checked closely to ensure assessment is accurate and fair by verification and monitoring of BHSQ Approved Centres.

This specification is for all those involved in planning, delivery and assessment including learners.

BHSQ qualifications are:

- nationally recognised
- quality assured
- vocationally-related
- mapped to national occupational standards (NOS) where appropriate
- designed to meet the needs of employers
- regularly reviewed by industry practitioners.

BHSQ qualifications provide valuable opportunities for learners to:

- develop new skills
- develop existing skills
- gain underpinning knowledge and understanding
- progress to further study, education and training
- progress into employment.

How BHSQ uses personal information

Personal data is protected under current data protection regulations. BHS Qualifications, as a wholly owned subsidiary of The British Horse Society (BHS), abides by the BHS privacy policy. For more details please refer to the privacy policy detailed on the website:

or email dataprotection@bhs.org.uk

bhsq.co.uk/privacy-and-cookies

Definitions for Total Qualification Time, Credit and Guided Learning Hours

FOR GUIDANCE WHEN USING THESE SPECIFICATIONS, THE REGULATOR(S) USES THE FOLLOWING DEFINITIONS:

Total Qualification Time (TQT)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total qualification time is comprised of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for guided learning, and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by, but not under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

Credit

Where a credit value is assigned to a qualification, that value must be equal to one tenth of the total qualification time (TQT) assigned to that qualification, rounded to the nearest whole number.

Guided Learning Hours (GLH)

The activity of a learner in being taught or instructed by or otherwise participating in, education or training under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of 'participating in education or training' shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Introduction to BHS Qualifications at Level 4 (Stage 4)

BHS Qualifications (BHSQ) provide qualifications to support different career pathways allowing learners to choose the one best suited to their aspirations. BHSQ Level 4 (Stage 4) qualifications give learners specialist knowledge and technical skills, for employment in the equine industry and provide progression to the BHS Performance qualifications. These qualifications may also support learners in higher education and employment.

The qualifications within the suite are:

- BHSQ Level 4 Senior Yard Manager (Stage 4)
- BHSQ Level 4 Senior Yard Manager with Riding (Stage 4)
- BHSQ Level 4 Senior Coaching Riders (Stage 4)
- BHSQ Level 4 Senior Eventing Coach (Stage 4)
- BHSQ Level 4 Senior Dressage Coach (Stage 4)
- BHSQ Level 4 Senior Show Jumping Coach (Stage 4)

These qualifications have been developed in line with feedback from industry ensuring it meets the needs of employers and learners. BHSQ regularly review qualifications to ensure they are fit for purpose. If there are any aspects that are not clear, are ambiguous or do not sufficiently meet the needs of industry, please contact BHSQ on enquiries@bhsq.co.uk.

Qualification level

All BHSQ qualifications have a level in their title. The level is an indicator of expectations both for the requirements of the assessment, but also as an employee once qualified at that level. Learners are expected to have knowledge, understanding and skills identified by this level and its descriptors. The level descriptors are defined by the Regulators and are progressive.

In each qualification title BHSQ also identify a Stage. This is the same as the level. It is included because the equine industry is very familiar with Stages particularly when referring to British Horse Society qualifications. The term "Stage" has been historically used, as an alternative to level and BHS continues to use this terminology and branding for their assessments.

BHSQ state that:

- **Level 2 (Stage 2)** is for those at foundation level in equine. You would generally work with appropriate supervision.
- **Level 3 (Stage 3)** is for professional staff in equine. You would be able to work independently, managing your own workload perhaps in a small business or working as a freelance.
- **Level 4 (Stage 4)** is for established senior staff or freelancer in equestrian. You would be able to manage others and take on a more senior role within a business or as a consultant.

The learner at BHSQ Level 4 (Stage 4) is expected to:

- Analyse information to solve challenging problems in equine
- Understand different perspectives and approaches to working in equine
- Evaluate how effective they and others are, offering recommendations for improvement, in challenging situations
- Manage others in challenging situations
- Work in a managerial/leadership role.

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To achieve a BHSQ Level 4 (Stage 4) qualification the learner must complete all learning outcomes and assessment criteria. Learning outcomes broadly state what a learner will know about, understand or be able to do at the end of their learning. Assessment criteria state specifically what a learner must achieve. They are clear and measurable statements used by assessors to judge if a learner meets the required standard. There is also guidance for the assessor and learner offering greater clarity about the expectations of the assessment criteria.

Direct entry/Recognition of prior learning

Learners wishing to enter level 4 qualifications without having achieved the relevant prerequisite can enter through recognition of prior certified learning (RPCL) or recognition of prior experiential learning (RPEL). Qualifications accepted as RPCL are listed on the BHS website. Learners holding qualifications that are not listed and learners who do not hold any qualifications but have industry experience, can apply for entry through RPEL.

Details of the direct entry process for RPCL and RPEL direct entry applications can be found on the BHS website:

<https://www.bhs.org.uk/careers-recreational-awards/assessments-information/direct-entry-guidance/>

Training for BHSQ qualifications

Practical training is strongly recommended with a suitably qualified BHS Accredited Professional. Training can occur via many methods, such as attending a BHS Approved Riding Centre, in your place of employment or at home/your facilities with your own horse/s.

It is advised to choose a BHS Accredited Professional who is qualified to at least one level above the qualification the learner is training for. A list of Accredited Professionals, and BHS Approved Riding Centres is available on the BHS website:

<https://www.bhs.org.uk/go-riding/find-a-coach-or-groom/>

<https://www.bhs.org.uk/go-riding/find-a-riding-centre-or-livery-yard/>

The BHS also have supporting resources available to support training and development:

<https://www.britishhorseshop.com/collections/bhs-assessments>

The BHS also promote training courses and events suitable for learners training towards BHS qualifications. These can be found on the BHS website:

<https://www.bhs.org.uk/careers-recreational-awards/continuing-professional-development/>

<https://www.bhs.org.uk/events/find-a-cpd-course/>

<https://www.bhs.org.uk/events/>

Professional expectations

BHSQ work closely with the sector and employers in particular. Once a learner has achieved a BHSQ qualification, they are likely to be working in the sector. It is essential all those working in the sector have a sufficient understanding of their legal responsibilities to protect both the horse and their clients and colleagues. This includes safeguarding, health and safety, first aid, equality, diversity, inclusion and data protection.

It is always the responsibility of the employer or self-employed person to ensure practices are safe, effective and legal. BHSQ encourages all those working in the sector to have current BHS First Aid or First Aid at Work and Safeguarding for Equestrians.

BHS Qualifications

Delivery, assessment and quality assurance of BHSQ qualifications

Delivery

The BHSQ Level 4 (Stage 4) qualifications are delivered through The British Horse Society (BHS). The BHS is approved by BHSQ as a centre for the delivery of BHSQ qualifications. They are part of the BHS Career Pathways which offers learners the opportunity to progress their career and learn practical skills. The BHS provides advice and guidance through every stage of learner development.

Further details of the BHS Career Pathways can be found on the BHS website:

<https://www.bhs.org.uk/careers-recreational-awards/professional-qualifications/>

The BHS is responsible for the management and delivery of these qualifications ensuring resources are in place to support learners appropriately. It must have policies and procedures in place, and these must be made available to learners.

These include, but not limited to:

- Appeals
- Complaints
- Conflict of interest
- Data protection
- Equality, diversity and inclusion
- Health and safety including risk management
- Internal quality assurance/verification
- Malpractice and maladministration
- Reasonable adjustments
- Special consideration
- Recognition of prior learning
- Safeguarding
- Recruitment and selection
- Whistleblowing.

The BHS has a responsibility to recruit and develop a team of Assessors and Internal Quality Assurers to maintain the standard and quality of assessments. The BHS approve and monitor a network of approved assessment centres/venues that can deliver training and assessments in the UK and internationally. The BHS offers regular training to trainers, centres/venues and assessors to ensure the latest developments in standards are communicated and maintained.

It is the responsibility of the BHS to ensure the safety and suitability of all learners, including those who are under the age of 18.

The BHS may have entry requirements in addition to those detailed in this specification. BHSQ has age restrictions stated in its qualifications. These are carefully considered given the nature of equine, especially working with horses.

Assessment

Assessment will be carried out by an appointed assessor. How assessment is carried out is flexible; in general, the majority of assessment is carried out on site at a BHS approved assessment centre/venue. However there are other many other methods of assessment available. BHSQ encourages the BHS to use assessment methods that best meet the needs of learners.

If a learner considers additional time may be needed to complete their assessment fairly, they should contact the BHS for further information.

At all times, learners should wear appropriate clothing and personal protective equipment for the activities undertaken. They should be aware of health and safety for themselves, others and horses.

All learning outcomes and assessment criteria must be met for achievement.

BHSQ Level 4 (Stage 4) qualifications will be assessed by combination of a **Skills Record** and assessment days. Assessors will carry out 'vivas' (verbal assessments) to confirm learners' knowledge and understanding of each learning outcome covered via the 'trainer endorsements'.

Career Pathways Skills Record

It is a requirement that the **Skills Record** is completed prior to the learner's assessment day. Trainers are required to complete the 'trainer endorsements' for each Learning Outcome when they have assessed the learner's knowledge and understanding and deem them to be competent.

To be eligible to sign off trainer endorsements, trainers must be on the BHS Accredited Professional register and hold a Performance level or BHSI qualification in the section they are signing off. They must also have completed the BHS Stage 4 trainer induction.

Learners must present their completed **Skills Record** on the assessment day. Failure to do so will result in the learner not being able to take their assessment.

The **Skills Record** is available to view on the BHS website.

www.bhs.org.uk/skillsrecord

Trainer guides have been produced to provide support and guidance to those signing off **Skills Records**. These are available to download on the BHS website.

www.bhs.org.uk/approved-trainers

Access to fair and accurate assessment

BHSQ qualifications must be available to all learners who are able to achieve the required standards. Assessment must be free from unnecessary barriers which may restrict access and achievement. Assessment practice and procedure must not discriminate against learners who may require support to undertake assessment. However, the requirements of the qualification must be strictly adhered to, to ensure reliability and fairness for all.

Reasonable adjustments is the term used to describe alterations to assessment to mitigate a barrier such as a disability. The learner must meet the requirements of the qualification with a mitigation or adjustment in place.

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Special consideration is the term used to describe an adjustment to assessment, at the point of assessment or just after, due to a temporary injury or event outside of the learner's control. These are rare in equine as the learner would usually complete an assessment at a different time.

Conflicts of interest that may affect fair assessment include a family member assessing another family member or an owner paying for assessments and being an assessor too. Situations such as these, must be managed correctly so there can be no bias and the learner is assessed strictly to the requirements of the qualification in the same way as someone unknown would be.

Learners must be made aware of how to complain and appeal. They must know what to do should an error occur which impacts on assessment, whether on purpose or by accident.

If assessors and learners have any queries regarding fair assessment or particular assessment requirements, they should discuss this with the BHS.

Learning outcomes

The content of the qualification specification includes learning outcomes. These are statements that describe significant and essential learning that learners will achieve, and can reliably demonstrate at the end of a course or programme.

In other words, learning outcomes identify what the learners will know, understand and be able to do.

Assessment criteria

The content of the qualification specification includes assessment criteria. Assessment criteria identify what is expected from assessed work, whether this in practice or theory. They should clearly specify the standards that must be met and what evidence will be used to show achievement of the broader learning outcomes.

Assessment criteria are made up of 2 essential parts – the command verb and subject matter:

1. 'command' – instruction
'verb' – what is it you are to do, generally denotes the 'level' required
2. 'subject matter' – the topic

In order to achieve the assessment criteria, learners must complete both parts. The command verbs used are:

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 the effectiveness or validity. To decide the quality or importance of something. Similar to evaluate, though can be without the measure.
COMPARE	Identify and explain the similarities and differences of the topic
DEMONSTRATE	Carry out an activity or skill showing awareness and understanding
DESCRIBE	Paint a picture in words. Not including reasoning
EVALUATE	Examine the strengths and weaknesses and come to a conclusion about their success/importance/worth Evaluation is often against a measure or value
EXPLAIN	Give reasons so often starting with because

IDENTIFY	State, list, briefly
JUSTIFY	Provide reasons why something is valid
OUTLINE	Identify the main features
REVIEW	Produce a critical assessment of an existing situation

Assessors will use a range of techniques to ensure the learner understands the demands of assessment.

Guidance

Guidance offers more detailed information about the assessment criteria. It identifies content that will be learnt during training and then sampled during assessment. Not all aspects included in the guidance may be assessed. However, a candidate should be familiar with the content to prepare for assessment. All assessment criteria will be assessed.

Please note:

- Where it states, 'to include', this means aspects in the list must be learnt during training and may be assessed.
- Where it states, 'may include', this means aspects in the list will be learnt during training, along with many others. These may be assessed.
- Where a specific number in a range is stated, this means the list must be learnt during training and a minimum of that specific number may be assessed.
- An assessor will decide the number of aspects in the list to be assessed. This is so they can be secure in their assessment.

BHSQ regularly review qualifications to ensure clarity. If there are any aspects that are not clear or are ambiguous please contact BHSQ on enquiries@bhsq.co.uk.

Results

Assessment decisions will be recorded as either:

- Pass: the learner has passes/achieved the assessment criteria to the standard required
- Fail: the learner has failed/not met the standard required to achieve the assessment criteria.

If the assessment decision is a fail, re-assessment can take place as soon as the learner feels appropriate.

Only a learner, who has been judged to be competent against the assessment criteria, can be certificated. Accurate, successful and effective quality assurance depends on all individuals involved in BHSQ qualifications, having confidence in assessment and verification.

Internal Quality Assurance

The accuracy of assessment is verified using BHS quality assurance procedures. The BHS appoint internal verifiers to ensure that assessments are completed fairly and to the required standards.

BHS Qualifications

External Quality Assurance

BHSQ appoint external verifiers to check that internal verification and assessment by the BHS has been completed sufficiently, fairly and to the required standards.

BHSQ and the BHS produce a range of documents to support those involved with these qualifications, for example but not limited to:

- BHSQ Essential guide to assessment of BHSQ qualifications
- BHSQ Approved Centre Manual

These documents are distributed as required.

Contact the BHS

The BHS Education Team is available to answer any queries from learners or education providers. Email at pathways@bhs.org.uk or call 02476 840508.

BHSQ Level 4 (Stage 4) qualification structure

This table shows an overview of the qualifications at level 4 and the units required for the achievement of each qualification.

C – Compulsory units O – Optional units	SENIOR YARD MANAGER	SENIOR YARD MANAGER WITH RIDING*	SENIOR COACHING RIDERS**	SENIOR EVENTING COACH***	SENIOR DRESSAGE COACH***	SENIOR SHOW JUMPING COACH***
Unit 1: Stage 4 Senior Care	C	C		C	C	C
Unit 2: Stage 4 Senior Management	C	C		C	C	C
Unit 3: Stage 4 Senior Lunge		C		C	C	C
Unit 4: Stage 4 Senior Ride for Training Eventing		O		O	O	O
Unit 5: Stage 4 Senior Ride for Training Dressage		O		O	O	
Unit 6: Stage 4 Senior Ride for Training Show Jumping		O		O		O
Unit 7: Stage 4 Senior Coaching Eventing			O	C		
Unit 8: Stage 4 Senior Coaching Dressage			O		C	
Unit 9: Stage 4 Senior Coaching Show Jumping			O			C

* Achievement of the BHSQ Level 4 Senior Yard Manager with Riding (Stage 4) requires completion of the three compulsory units and one optional unit.

** Achievement of the BHSQ Level 4 Senior Coaching Riders (Stage 4) qualification requires completion of one of three optional units.

*** Achievement of the BHSQ Level 4 Senior Coach (Stage 4) qualifications require completion of the four compulsory units and one optional unit.

BHS Qualifications

BHSQ Level 4 Senior Yard Manager (Stage 4)

Qualification Level – 4

Total Qualification Time (TQT) for this qualification is 610

Credits – 61

Guided Learning Hours (GLH) – 240

This qualification contains the following units:

- Unit 1: Stage 4 Senior Care
- Unit 2: Stage 4 Senior Management

Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses and the management of a business. By successfully completing this qualification learners will be able to take full responsibility for managing an equestrian business. They will be able to care for a range of horses using extensive knowledge of anatomy and physiology, horse health and nutrition to ensure the welfare of the horses in their care. They will be able to support trainee staff or students working towards qualifications up to level 3.

They will also understand the requirements for managing a yard and running a business including; customer care, managing staff, legislation and insurance requirements, financial requirements and marketing. In addition they will be able to plan the maintenance of yard facilities and annual grassland management programmes.

Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses and managing a business. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 3 Groom (Stage 3). Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

What could this qualification lead to?

This qualification is designed primarily to support career progression to a senior or management role. Learners completing this qualification could access roles in areas such as:

- Yard Manager in a variety of establishments
- Equine Centre Manager
- Senior Groom
- Freelance Senior Groom

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition/training yards (any discipline), livery yards, private yards, studs, racing yards, rehabilitation yard, trekking yard, welfare/rescue centres, police and military, and or veterinary centres.

This qualification offers progression to the:

- BHS Performance Centre Manager (*please refer to entry requirements*)

BHSQ Level 4 Senior Yard Manager with Riding (Stage 4)

Qualification Level – 4

Total Qualification Time (TQT) for this qualification is 980 minimum / 1030 maximum

Credits – 98 minimum / 103 maximum

Guided Learning Hours (GLH) – 415 minimum / 440 maximum

This qualification contains the following compulsory units:

- Unit 1: Stage 4 Senior Care
- Unit 2: Stage 4 Senior Management
- Unit 3: Stage 4 Senior Lunge

And one of the following optional units:

- Unit 4: Stage 4 Senior Ride for Training Eventing
- Unit 5: Stage 4 Senior Ride for Training Dressage
- Unit 6: Stage 4 Senior Ride for Training Show Jumping

Qualification purpose

This is a practical qualification which caters for individuals who wish to manage a yard and train horses as part of a business. By successfully completing this qualification learners will be able to take full responsibility for managing an equestrian business and caring for a range of horses. In addition they will be able to train horses from backing to competition level in a chosen discipline of either Eventing, Dressage or Show Jumping. Learners will be able to constructively assess the training needs of a range of horses when riding and lunging in order to identify areas for improvement and implement plans for their progression. Individuals will have chosen a specific riding discipline at level 4 and so will be able to apply this expertise when training horses.

Who is this qualification for?

This qualification is for learners who wish to base their career on managing a business and training and producing horses. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Learners may progress to this qualification after completing BHSQ Level 3 Groom with Riding. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

What could this qualification lead to?

This qualification is designed primarily to support career progression to a senior or management role. Learners completing this qualification could access roles in areas such as:

- Yard Manager in a variety of establishments
- Equine Centre Manager
- Senior Groom and Rider/Trainer
- Freelance Senior Groom and Rider/Trainer
- Work Rider/Trainer in a specific discipline

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition/training yards (any discipline), livery yards, private yards, studs, racing yards, rehabilitation yard, trekking yard, welfare/rescue centres, police and military, and or veterinary centres.

This qualification offers progression to the:

- BHS Performance Centre Manager with Riding (*please refer to entry requirements*)

BHS Qualifications

BHSQ Level 4 Senior Coaching Riders (Stage 4)

Qualification Level – 4

Total Qualification Time (TQT) for this qualification is 260 minimum / 300 maximum

Credits – 26 minimum / 30 maximum

Guided Learning Hours (GLH) – 65 minimum / 80 maximum

To achieve this qualification, learners will choose one (or more) of the three optional units:

- Unit 7: Stage 4 Senior Coaching Eventing
- Unit 8: Stage 4 Senior Coaching Dressage or
- Unit 9: Senior Coaching Show Jumping.

Qualification purpose

The purpose of this qualification is to offer a pathway for those who wish to focus on coaching riders. Learners completing this qualification will have achieved Level 3 (Stage 3) in coaching riders.

As a result of industry consultation demand has been identified for discipline specific routes at Level 4 (Stage 4). At this level individuals often have a preferred discipline in which they wish to focus and develop expertise. There are many disciplines in equestrian sport, BHSQ qualifications focus on the three Olympic disciplines (Eventing, Dressage and Show Jumping).

By successfully completing this qualification, learners will be able to coach horse riding at a senior level for competition and commercially within the discipline they have chosen. Learners will be able to deliver lessons that implement coaching techniques whilst maintaining the safety and welfare of horses and riders. Learners will be able to show genuine improvement in horse and rider combinations and develop plans for their future progression.

Who is this qualification for?

This qualification is for learners who wish to base their career on coaching clients, students and staff. It is likely that learners will be working in the industry and seeking career advancement by progressing their coaching to a higher level. Learners may progress to this qualification after completing a BHSQ Level 3 Coach qualification. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

What could this qualification lead to?

The BHSQ Level 4 Senior Coaching Riders (Stage 4) qualification has been developed in consultation with employers and professional bodies to ensure that the content is appropriate for those working in the sector. This qualification has been designed primarily to support career progression to a senior coaching role. Learners completing this qualification could access roles in areas such as:

- Senior Coach in a centre
- Freelance Senior Coach

This qualification offers progression to:

- BHS Performance Coach (BHSI) qualifications (*please refer to entry requirements*)

BHSQ Level 4 Senior Coach Qualifications – Eventing, Dressage or Show Jumping

Qualification Purpose

Within the equine industry there is a need for all-round individuals with the ability to manage a business, train horses and teach clients, students and staff. The BHS Coaching qualifications encompass all these elements.

The BHS Stage 3 Coach qualification represents the minimum requirement for a coach working competently without supervision in the industry. The BHSQ Level 4 Senior Coach (Stage 4) qualifications build on the skills and knowledge attained at Stage 3, producing an individual who is able to take on more responsibilities for running a yard and is able to back young horses and train riders and horses to a higher level for competition. By successfully completing this qualification, learners will be able to coach horse riding at a senior level for competition and commercially. Learners will be able to deliver lessons that implement coaching techniques whilst maintaining the safety and welfare of horses and riders. Learners will be able to show genuine improvement in horse and rider combinations and develop plans for their future progression.

As a result of industry consultation demand has been identified for discipline specific pathways at Level 4 (Stage 4). This recognises that at this level individuals often have a preferred discipline in which they wish to focus and develop expertise. There are many disciplines in equestrian sport, BHSQ qualifications focus on the three Olympic disciplines (Eventing, Dressage and Show Jumping).

What could these qualifications lead to?

BHSQ Level 4 Senior Coach qualifications have been developed in consultation with employers and professional bodies to ensure that the content is appropriate for those working in the sector.

These qualifications have been designed primarily to support career progression to a senior or management role. Learners completing these qualifications could access roles in areas such as:

- Riding School/Yard/Centre Manager and Senior Coach
- Senior Coach in a variety of establishments
- Senior Coach supervising and mentoring trainee and new coaches
- College or University Coach/Lecturer
- Presenting demonstrations and events
- Freelance Senior Coach
- Freelance Senior Coach, Senior Groom and Rider/Trainer

These qualifications offer progression to:

- BHS Performance Coach (BHSI) qualifications (*please refer to entry requirements*)

BHS Qualifications

BHSQ Level 4 Senior Eventing Coach (Stage 4)

Qualification Level – 4

Total Qualification Time (TQT) for this qualification is 1280 minimum / 1330 maximum

Credits – 128 minimum / 133 maximum

Guided Learning Hours (GLH) – 495 minimum / 520 maximum

This qualification contains the following units:

- Unit 1: Stage 4 Senior Care
- Unit 2: Stage 4 Senior Management
- Unit 3: Stage 4 Senior Lunge
- Unit 7: Stage 4 Senior Coaching Eventing

And one of the following optional units:

- Unit 4: Stage 4 Senior Ride for Training Eventing
- Unit 5: Stage 4 Senior Ride for Training Dressage
- Unit 6: Stage 4 Senior Ride for Training Show Jumping

A person holding the BHSQ Level 4 Senior Eventing Coach (Stage 4) qualification will hold the technical knowledge to coach dressage up to Elementary level, show jumping up to 1m and cross country up to 1.10m. They will be able to coach a range of lessons. Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles.

Who is this qualification for?

This qualification is for learners who wish to base their career on managing a business, training and producing horses and coaching clients, students and staff. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Individuals may hold the BHS Stage 3 Coach qualification and wish to progress their coaching to a higher level with a focus on coaching riders in eventing covering dressage, show jumping and cross country. Learners may progress to this qualification after completing a BHSQ Level 3 Coach qualification. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

BHSQ Level 4 Senior Dressage Coach (Stage 4)

Qualification Level – 4

Total Qualification Time (TQT) for this qualification is 1240 minimum / 1290 maximum

Credits – 124 minimum / 129 maximum

Guided Learning Hours (GLH) – 480 minimum / 505 maximum

This qualification contains the following compulsory units:

- Unit 1: Stage 4 Senior Care
- Unit 2: Stage 4 Senior Management
- Unit 3: Stage 4 Senior Lunge
- Unit 8: Stage 4 Senior Coaching Dressage

And one of the following optional units:

- Unit 4: Stage 4 Senior Ride for Training Eventing
- Unit 5: Stage 4 Senior Ride for Training Dressage

A person holding the BHSQ Level 4 Senior Dressage Coach (Stage 4) qualification will hold the technical knowledge to coach dressage up to Elementary level. They will be able to coach a range of lessons. Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles.

Who is this qualification for?

This qualification is for learners who wish to base their career on managing a business, training and producing horses and coaching clients, students and staff. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Individuals may hold the BHS Stage 3 Coach qualification and wish to progress their coaching to a higher level with a focus on coaching riders in dressage. Learners may progress to this qualification after completing a BHSQ Level 3 Coach qualification. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

BHS Qualifications

BHSQ Level 4 Senior Show Jumping Coach (Stage 4)

Qualification Level – 4

Total Qualification Time (TQT) for this qualification is 1250 minimum / 1300 maximum

Credits – 125 minimum / 130 maximum

Guided Learning Hours (GLH) – 490 minimum / 515 maximum

This qualification contains the following compulsory units:

- Unit 1: Stage 4 Senior Care
- Unit 2: Stage 4 Senior Management
- Unit 3: Stage 4 Senior Lunge
- Unit 9: Stage 4 Senior Coaching Show Jumping

And one of the following optional units:

- Unit 4: Stage 4 Senior Ride for Training Eventing
- Unit 6: Stage 4 Senior Ride for Training Show Jumping

A person holding the BHSQ Level 4 Senior Show Jumping Coach (Stage 4) qualification will hold the technical knowledge to coach show jumping up to 1.10m. They will be able to a range of lessons. Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles.

Who is this qualification for?

This qualification is for learners who wish to base their career on managing a business, training and producing horses and coaching clients, students and staff. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Individuals may hold the BHS Stage 3 Coach qualification and wish to progress their coaching to a higher level with a focus on coaching riders in show jumping. Learners may progress to this qualification after completing a BHSQ Level 3 Coach qualification. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

Unit 1: Stage 4 Senior Care

Unit Level – 4

Credits – 30

Guided Learning Hours (GLH) – 90

Unit purpose

Learners successfully completing this unit will be able to manage the care of a range of horses including youngsters, competition and older horses. They will be able to use their extensive knowledge and understanding of horse anatomy and physiology, health and nutrition to manage the welfare of the horses in their care. Learners are required to handle and work with and around the horse with consideration for welfare and safety for themselves, the horse and others at all times.

Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 1: Stage 3 Care or direct entry via RPCL/RPEL

Pre-assessment criteria

Part of the Stage 4 Care assessment is covered within the **Skills Record**. All learners must present their signed **Skills Record** on the day of assessment. If a learner does not present their **Skills Record** they will not be allowed to continue with their assessment.

Additional information

Assessment for this unit may take up to 3½ hours. The assessment methodology is as follows:

Learning outcome	Assessment method
LO1. Be able to use specialist tack in a safe and efficient manner	Assessed fully on assessment day
LO2. Understand nutritional requirements of horses	Trainer endorsement (Skills Record) and VIVA on assessment day
LO3. Understand the management of competition horses	Trainer endorsement (Skills Record) and VIVA on assessment day
LO4. Be able to maintain a horse's physical wellbeing	Assessed fully on assessment day
LO5. Understand the care of horses	Trainer endorsement (Skills Record) and VIVA on assessment day
LO6. Understand the care of mares and youngstock	Trainer endorsement (Skills Record) and VIVA on assessment day
LO7. Understand the care of older horses	Trainer endorsement (Skills Record) and VIVA on assessment day

Learners should be sufficiently fit in order to carry out practical tasks. They should work efficiently and with confidence. In each section learners should speak from their experience and be able to put their points forward clearly with reasons. When assessing horses in practical situations learners should handle horses safely and direct assistants where relevant.

Unit structure – Unit 1: Stage 4 Senior Care

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Be able to use specialist tack in a safe and efficient manner	1.1 Maintain safe handling and working procedures for health, safety and welfare	<p>Health, safety and welfare of self, others and horses to be considered whilst:</p> <ul style="list-style-type: none"> Handling fit horses in the stable Showing respect for the horse and their surroundings Awareness of how the horse may react to the task/s Safe positioning of tack in and around stable Positioning self and horse for designated task 	Observation
	1.2 Manage own time efficiently	<p>Manage own time</p> <ul style="list-style-type: none"> Prioritising tasks Work efficiently 	Observation
	1.3 Explain a range of methods of restraint to ensure safety of horse and handler	<p>Range = 2 or more</p> <p>Methods of restraint:</p> <ul style="list-style-type: none"> Bridle Lunge cavesson Control headcollar Skin pinch Lip twitch (and unacceptable twitches – ear twitch) Chifney Stallion chains Veterinary prescribed sedative 	Discussion
	1.4 Select, fit and evaluate tack for different situations	<p>Select and fit tack for the following:</p> <p>Dressage tack:</p> <ul style="list-style-type: none"> Modern comfort bridle Variations of nosebands in current use Double bridle Dressage saddle Pad, cloth, numnah Girth (including ergonomic) <p>Show jumping tack:</p> <ul style="list-style-type: none"> Bridle (this can be a double bridle) Martingale/breast plate Noseband(s) Jumping saddle Alternative stirrups Spur guard Leg protection Girth/stud girth, ergonomic <p>Cross country tack:</p> <ul style="list-style-type: none"> Bridle (this can be a double bridle) Martingale Suitable reins 	Observation and discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
		<ul style="list-style-type: none"> • Noseband(s) • Jumping saddle • Girth/stud girth, ergonomic • Breast plate (to include five point) • Leg protection • Modern safety and comfort stirrups <p>Endurance / trekking / long distance riding tack:</p> <ul style="list-style-type: none"> • Washable or lightweight bridle • General purpose saddle (synthetic or leather) • Girth (including ergonomic) • Stirrups (toe cages) • Seat saver • Comfortable pad for horse • Saddle bag • Coiled leadrope on saddle • Neck strap <p>Evaluate tack, including:</p> <ul style="list-style-type: none"> • Consideration of horse welfare • Effectiveness for purpose • Consideration of competition rules 	
1.5 Evaluate a range of training aids for riding		<p>Range = 3 or more</p> <p>Evaluate the use of training aids.</p> <p>Aids may include:</p> <ul style="list-style-type: none"> • Draw reins • Bungees • Market Harborough • Harbridge • De Gogue <p>Evaluate through discussion, including:</p> <ul style="list-style-type: none"> • Consideration of horse welfare • Effectiveness for purpose • Consideration of competition rules 	Discussion
1.6 Evaluate use of a range of bits		<p>Range = 3 or more</p> <p>Evaluate suitability of bits in relation to anatomy of the mouth and horse's way of going. Bits to include:</p> <ul style="list-style-type: none"> • Snaffles • Double bridle bits • Gags • Pelhams • Bitless bridles • Dressage legal bits • Other bits in common use <p>Evaluate through discussion, including:</p> <ul style="list-style-type: none"> • Consideration of horse welfare • Effectiveness for purpose • Consideration of competition rules 	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	1.7 Evaluate leg protection for a range of situations	<p>Range = 2 or more</p> <p>Evaluate leg protection for:</p> <ul style="list-style-type: none"> • Cross country • Show jumping • Dressage • Endurance / trekking (riding over a distance) • Turning horses out <p>Evaluate through discussion, including:</p> <ul style="list-style-type: none"> • Consideration of horse welfare • Effectiveness for purpose • Consideration of competition rules 	Discussion
2. Understand nutritional requirements of horses	2.1 Explain nutritional and dietary needs for a range of horses	<p>Range = 2 or more</p> <p>Horses to include</p> <ul style="list-style-type: none"> • Dressage (medium) • Eventing (intermediate) • Show jumping (foxhunter) • Endurance / trekking (50 miles / 80km) • Show horses • Stallions • Developing young stock (including fast growing young stock) <p>Nutritional and dietary needs, for example:</p> <ul style="list-style-type: none"> • Type of feed • Bulk to concentrate ratios • To include consideration to the stage of fitness of the horse • How and when to feed 	Trainer endorsement*
	2.2 Evaluate the use of vitamin and mineral supplements in horses' diets	<p>Supplements to include:</p> <ul style="list-style-type: none"> • Provision of vitamins and minerals within the food ration • Supplementary feeding, how and when 	Trainer endorsement*
	2.3 Analyse the management of a range of health conditions that may be linked to nutrition	<p>Range = 3 or more</p> <p>Management to include:</p> <ul style="list-style-type: none"> • How the condition may be linked to poor nutrition • Diet • Turnout vs stabling • Exercise • Routine <p>Health conditions to include:</p> <ul style="list-style-type: none"> • Exertional Rhabdomyolysis (ER) (tying up) • Lymphangitis • Filled legs • Equine Metabolic Syndrome (EMS) (diabetes) • Gastric ulcers • Colic • Laminitis • Obesity • Developmental Orthopaedic Disease (DOD) • Dehydration 	Trainer endorsement*

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
3. Understand the management of competition horses	3.1 Analyse the management of competition horses pre, during and post competition	Management to include: Pre competition: <ul style="list-style-type: none"> • Daily routine • Use of popular management techniques and equipment (for example; massage, massage pads, stretching, magnetic therapy, hydro treatments) • Workload • Transportation within home based country (regulations, passport and relevant paperwork) • Routine and care of horse upon arrival • Equine anti-doping guidelines • Clean sport • Testing procedures During competition: <ul style="list-style-type: none"> • Grooming and presentation of horse • Feeding, hydration • Care and management techniques at a competition • Cooling off and care of legs after competition (ice boots, hosing) • Checking for injury • Stabling away from home Post competition: <ul style="list-style-type: none"> • Checking for injury (strains, pulls etc.) • Routine, turnout • Use of popular management techniques and equipment (for example; massage, massage pads, stretching, magnetic therapy, hydro treatments) 	Trainer endorsement*
	3.2 Evaluate the different fitness processes required for a range of performance horses	Range = 2 or more Performance horses: <ul style="list-style-type: none"> • Show jumping (foxhunter) • Dressage (medium) • Eventing (intermediate) • Endurance/trekking (50 miles / 80km) • Show horses Fitness processes may include: <ul style="list-style-type: none"> • Interval training • Traditional methods • Fitness programs • Swimming • Treadmill • Gallops 	Trainer endorsement*

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
4. Be able to maintain a horse's physical wellbeing	4.1 Assess a horse's static conformation and physical condition	<p>Assessment to include consideration of type, size, sex, age, and evaluate the type of work the horse is suited for.</p> <p>Static conformation:</p> <ul style="list-style-type: none"> • Ageing the horse • Bone structure (length of bone/angles) • Strengths and weaknesses relating to the frame and covering muscular structure • Dividing horse into sections • How proportion and balance influence soundness and the ride <p>Physical condition:</p> <ul style="list-style-type: none"> • Condition/fat scoring • Level of fitness • Muscular development • Temperature, pulse and respiration (TPR) <ul style="list-style-type: none"> - will not need to take TPR but understand how it could be used to evaluate the condition • Skin conditions (sarcoids/sweet itch/melanoma) • Hoof condition 	Observation and discussion
	4.2 Analyse a horse's lower leg and foot balance	<p>Analysis to include:</p> <ul style="list-style-type: none"> • Front and hind • Conformation of limbs (bone spavin, bog spavin, thoroughpin, curb, windgalls, splints) • Relationship of hoof pastern axis • Foot balance implications and conditions (ringbone, sidebone, navicular disease, windgalls, splints) • Signs of previous injury 	Observation and discussion
	4.3 Assess a horse's dynamic conformation	<p>Assessment to include:</p> <ul style="list-style-type: none"> • Walk in hand • Trot in hand • Turning and reversing • Flexion test (discussion only) • Lunging for soundness (discussion only) • Quality of movement • Soundness in pace • Foot balance implications • Relate to static conformation 	Observation and discussion
	4.4 Explain how a range of remedial equipment would be used in the prevention or rehabilitation of lameness	<p>Range = 2 or more</p> <p>Remedial equipment to include:</p> <ul style="list-style-type: none"> • Standard shoe • Rolled toe shoe • Support shoe • Raised heel shoe • Bar shoe • Glue-on shoe • Heart bar shoe • Gel pads – silicon / impression materials • The use and fitting of hoof boots for unshod horses 	Discussion
	4.5 Analyse the use of current bandaging methods	<p>Bandaging methods:</p> <ul style="list-style-type: none"> • Support • Pressure • Stable • Foot 	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	4.6 Select and apply a suitable foot dressing or a figure of eight bandage	To include: <ul style="list-style-type: none">• Foot dressing with poultice (or substitute) and suitable bandages and duct tapeor• A figure of eight bandage for wound protection	Observation and discussion
	4.7 Explain the function of a range of muscle groups	Function – with reference to locomotion and pace Range of muscle groups = 2 or more of the following: <ul style="list-style-type: none">• Quarters• Back• Shoulders• Neck and top line• Abdominal	Observation and discussion
	4.8 Explain the role of the main tendons and ligaments in the lower leg	Learners will need to identify the relevant tendons and ligaments in the lower leg and explain their role. To include: <ul style="list-style-type: none">• Front and hind lower leg• Flexor and extensor tendons• Annular, check and suspensory ligaments• Connection to muscle (going to top of leg) and bone structure	Observation and discussion
	4.9 Explain a range of common injuries to tendons and ligaments and their treatment	Range = 2 or more Tendons and ligaments: <ul style="list-style-type: none">• Suspensory• Check• Flexor• Extensor• Collateral ligament damage Common injuries: <ul style="list-style-type: none">• Sprain / pull• Strain / tear• Laceration	Discussion
	4.10 Explain how to prevent injuries to tendons and ligaments	Prevention to include the importance of: <ul style="list-style-type: none">• Adjusting work to ground conditions• Correct warm up and cool down• Inspection and care of legs after competition• Injuries more commonly seen in specific disciplines• Fitness and initial work in fitness program	Discussion
	4.11 Explain a range of common treatments and therapies	Range = 3 or more Treatments and therapies: <ul style="list-style-type: none">• Veterinary intervention• Treadmill• Heat lamps or pads• Stretching• Circulatory treatments (massage, shockwave, magnetic, ultra sound, TENS, etc.)• Care of legs• Hydro treatments• Rehabilitation work• Walking in hand and under saddle• Cold and warm treatment	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
5. Understand the care of horses	5.1 Explain how to maintain health and wellbeing of horses	<p>To include:</p> <ul style="list-style-type: none"> • Horse welfare • Cleanliness • Isolation • Dealing with new horses (psychological wellbeing) • Contagion and infection, common conditions • Biosecurity measures • Recognising hazards • Risk management • Health and safety policy • Ensuring effective communication with all stakeholders 	Trainer endorsement*
	5.2 Explain procedures for managing a suspected outbreak of a contagious disease	<p>Procedures to include:</p> <ul style="list-style-type: none"> • Symptom identification • Immediate procedures • Short, medium and long term action planning 	Trainer endorsement*
	5.3 Evaluate end of life care	<p>End of life care to include:</p> <ul style="list-style-type: none"> • Assessing quality of life • Signs that may indicate the need for euthanasia • Procedure and veterinary intervention • Carcass disposal • Passport requirements 	Trainer endorsement*
6. Understand the care of mares and youngstock	6.1 Explain how mares in foal should be cared for	<p>To include:</p> <ul style="list-style-type: none"> • Feeding • Turn out • Vaccinations and worming 	Trainer endorsement*
	6.2 Describe the signs a mare is due to foal	<p>Signs in relation to:</p> <ul style="list-style-type: none"> • Shape • Udder • Behaviour • Muscle tone 	Trainer endorsement*
	6.3 Explain the foaling process	<p>Foaling process to include:</p> <ul style="list-style-type: none"> • Choice to foal inside or outside • Normal foaling process • Identifying problems and when veterinary intervention is required • Immediate after care (importance of colostrum, passing of meconium, retention of afterbirth) 	Trainer endorsement*
	6.4 Evaluate care options for the mare and foal	<p>Options may include:</p> <ul style="list-style-type: none"> • Stabling • Turning out • Handling • Company of others • Health checks • Breed of mare 	Trainer endorsement*

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	6.5 Explain the physical needs of young horses	<p>Physical needs to include:</p> <ul style="list-style-type: none"> • Group turn out; value of company for young horses, types of horses suitable for group turn out with young horses • Stabling; evaluate whether there is need to stable young horses compared to 24/7 turnout. Consider factors such as breed, time of year and turn out availability • Weaning; methods of weaning, age of foal • Castration; when required, age of horse • Feeding; requirements (consider factors such as breed, age and environment) • Health care including joint development 	Trainer endorsement*
	6.6 Explain methods of handling young horses	<p>Methods of handling to include:</p> <ul style="list-style-type: none"> • Daily routine attention; general handling, picking up/out feet, grooming, tying up • Work in hand; leading, trotting up • Introduction to loading and transportation 	Trainer endorsement*
7. Understand the care of older horses	7.1 Explain how to recognise the signs of ageing	<p>Signs of ageing in relation to:</p> <ul style="list-style-type: none"> • Muscle tone • Dental changes • Eating habits • Stiffness • Coat colour 	Trainer endorsement*
	7.2 Explain ongoing care of the older horse	<p>Ongoing care to include:</p> <ul style="list-style-type: none"> • Feeding • Management • Turn out • Work 	Trainer endorsement*

BHS Qualifications

Unit 2: Stage 4 Senior Management

Unit Level – 4

Credits – 31

Guided Learning Hours (GLH) – 150

Unit purpose

Learners successfully completing this unit will understand how to manage a business in equine. Learners must have the required skills and apply the principles of management to achieve results. They must be able to manage effectively and ensuring for the best results for the business. They have an awareness of commercial realities and marketing opportunities.

Entry requirements/prerequisites

- A minimum age of 18 years

Pre-assessment criteria

Part of the Stage 4 Management assessment is covered within the **Skills Record**. All learners must present their signed **Skills Record** on the day of assessment. If a learner does not present their **Skills Record** they will not be permitted to continue with their assessment.

Additional information

Assessment for this unit may take up to 3 hours. The assessment methodology is as follows:

Learning outcome	Assessment method
LO1. Understand the importance of customer care	Trainer endorsement (Skills Record) and VIVA on assessment day
LO2. Be able to use interpersonal skills	Assessed fully on assessment day and via trainer endorsement
LO3. Be able to manage staff	Trainer endorsement (Skills Record) and VIVA on assessment day
LO4. Understand requirements for self-employment	Trainer endorsement (Skills Record) and VIVA on assessment day
LO5. Understand the roles and responsibilities of a yard manager	Trainer endorsement (Skills Record) and VIVA on assessment day
LO6. Understand financial requirements for an equestrian business	Assessed fully on assessment day
LO7. Understand record keeping requirements for an equestrian business	Trainer endorsement (Skills Record) and VIVA on assessment day
LO8. Understand different marketing opportunities	Assessed fully on assessment day
LO9. Understand how to manage a yard	Trainer endorsement (Skills Record) and VIVA on assessment day
LO10. Understand how to manage grassland	Assessed fully on assessment day

Learning outcome 2 - Be able to use interpersonal skills

This will be assessed via a group discussion. The assessor will select a topic and the learner will be required to discuss arguments for and against the topic and come to a conclusion. Learners will be assessed only on the criteria from learning outcome 2, they will not be assessed on the technical knowledge in relation to the topic.

Topics are available on the BHS website (see below) for learners to access prior to the assessment day in order to prepare for the discussion.

Learning outcomes 6, 8 and 10

Learners will be provided with a case study to read for these learning outcomes. They will be given a time to read the case study and may write some notes if they wish. The assessor will then ask questions relating to the case study.

Discussion topics and an example of a case study is available on the BHS website, please click on the 'How will you be assessed?' section of the following page:

<https://www.bhs.org.uk/careers-recreational-awards/units/stage-4-senior-management/>

BHS Qualifications

Unit Structure – Unit 2: Stage 4 Senior Management

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand the importance of customer care	1.1 Compare different booking methods for equestrian businesses	Booking methods: <ul style="list-style-type: none">Online systems including applicationsPaper based	Trainer endorsement*
	1.2 Justify the allocation of resources in a range of situations	Range = 2 or more Situations may include: <ul style="list-style-type: none">Riding lessons horse to client, work loadsArenasStaff workloadsAllocation of horses/ coachesBalancing liveries use and riding school clients	Trainer endorsement*
	1.3 Evaluate a range of factors that contribute to successful customer care	Range = 3 or more Factors may include: <ul style="list-style-type: none">'Shop front' process - outward facing customer careHelpful languageTime to helpMaking the client feel importantHow to handle challenging and emergency situationsMaintaining the need for confidentiality and client contact	Trainer endorsement*
	1.4 Compare the benefits of different membership schemes for clients	Membership schemes to include: <ul style="list-style-type: none">BHS membership optionsDiscipline – Member BodiesPony ClubOther	Trainer endorsement*
2. Be able to use interpersonal skills	2.1 Evaluate own interpersonal skills	Interpersonal skills to include: <ul style="list-style-type: none">Setting realistic objectives, priorities and standardsReflect on own learning and progressUse of both verbal and non-verbal forms of communicationListening as an aid to meaningful communication, a two-way process	Discussion and trainer/employer endorsement*

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	2.2 Demonstrate effective verbal communication in a range of situations	<p>Verbal communication to include tone and volume of voice</p> <p>Range = 2 or more</p> <p>Situations may include:</p> <ul style="list-style-type: none"> Communication between different individuals and groups for example; co-workers, managers, junior staff, employees, customers, clients, visiting coaches/trainers, speakers Different contexts including training sessions, presentations, group meetings, performance appraisals, one-on-one discussions, interviews, disciplinary sessions 	Observation and trainer/employer endorsement*
	2.3 Demonstrate effective non-verbal communication in a range of situations	<p>Range = 2 or more</p> <p>Non-verbal communication to include:</p> <ul style="list-style-type: none"> Gestures displayed through body language and physical distance between the communicators Body movements for example; hand gestures, nodding or shaking the head Posture for example; how you stand or sit, whether your arms are crossed Eye contact Closeness or personal space Facial expressions (smiling, frowning, blinking) <p>Situations may include:</p> <ul style="list-style-type: none"> Communication between different individuals and groups for example; co-workers, managers, junior staff, employees, customers, clients, visiting coaches/trainers, speakers Different contexts including training sessions, presentations, group meetings, performance appraisals, one-on-one discussions, interviews, disciplinary sessions 	Observation and trainer/employer endorsement*
	2.4 Demonstrate effective listening skills	<p>Listening skills may include:</p> <ul style="list-style-type: none"> Informational Listening (listening to learn) Critical Listening (listening to evaluate and analyse) Empathetic Listening (listening to understand feeling and emotion), with consideration and awareness of mental health 	Observation and trainer/employer endorsement*
	2.5 Demonstrate effective negotiation skills	<p>Negotiation skills</p> <p>To include:</p> <ul style="list-style-type: none"> Listening actively to the other party - involving the ability to read body language as well as verbal communication Respond appropriately Ability to influence others Ability to compromise 	Observation and trainer/employer endorsement*

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	2.6 Demonstrate effective decision making skills	<p>May include:</p> <ul style="list-style-type: none"> • Goals - working to achieve set objectives • Problem solving • Learning to make correct choices from seeing, listening and doing 	Observation and trainer/employer endorsement*
3. Be able to manage staff	3.1 Evaluate different ways of employing staff	<p>Include contracts of employment and their content, including social media clauses.</p> <p>Ways of employing staff to include:</p> <ul style="list-style-type: none"> • Sub-contractors • Part time/ full time/ volunteers • Visiting lecturers • Zero hours • Apprentices • Self-employed 	Trainer endorsement*
	3.2 Explain the purpose and process of staff development	<p>Staff development to include:</p> <ul style="list-style-type: none"> • Use of appraisals • Criteria for assessment • Performance review • Action plans • Continual Professional Development (CPD) • Dealing with concerns, for example; grievance, disciplinary 	Trainer endorsement*
	3.3 Produce training plans to develop staff	<p>Training plans to include:</p> <ul style="list-style-type: none"> • Target setting • Identifying training needs against job role • Short (one month), medium (six months) and long term (one year) aims 	Trainer endorsement*
4. Understand requirements for self-employment	4.1 Explain the specific requirements of a self-employed coach	<p>Requirements to include:</p> <ul style="list-style-type: none"> • Insurance • Vehicles • Riding school license if using your own horses • Planning permission if on your own premises • Health and safety 	Trainer endorsement*
	4.2 Compare the benefits of different membership schemes for self-employed coaches	<p>Membership schemes may include:</p> <ul style="list-style-type: none"> • BHS Accredited Professional Coach • Discipline – British Equestrian Member Bodies • British Grooms Association • Other 	Trainer endorsement*
	4.3 Explain the benefits of Continued Professional Development for a self-employed coach	<p>To include:</p> <ul style="list-style-type: none"> • Assessing own performance • Target setting • Identifying need against job role • Type of CPD available 	Trainer endorsement*

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
5. Understand the roles and responsibilities of a yard manager	5.1 Explain the requirements of relevant legislation and your responsibilities	<p>Relevant legislation to include:</p> <ul style="list-style-type: none"> • Animal Welfare license • Planning permission regulations for business use • Stable yard risk assessment • Fire risk assessment requirements • Data protection legislation • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Control of Substances Hazardous to Health (COSHH) • Safeguarding • Equality, diversity and inclusion • Health and safety legislation <p>Responsibilities to include:</p> <ul style="list-style-type: none"> • Horse welfare • Social License to operate • Promote equestrianism in a positive way • Management and training of employees 	Trainer endorsement*
	5.2 Explain the purpose of different types of insurance	<p>Types of Insurance:</p> <ul style="list-style-type: none"> • Public liability • Employers liability • Horse insurance • Vehicles and buildings 	Trainer endorsement*
6. Understand financial requirements for an equestrian business	6.1 Evaluate pricing methods	<p>Pricing methods to include:</p> <ul style="list-style-type: none"> • Different pricing structures • Peak/off peak • Pricing of services such as liveries, facility hire, competition • Special rates • Importance of overheads 	Discussion
	6.2 Evaluate a range of methods of payment	<p>Range = 2 or more</p> <p>To include:</p> <ul style="list-style-type: none"> • Debit and credit cards • Cash • Cheque • Automatic bank transfers • Online payment • Recording payment • Advance payments • Cancellation policy 	Discussion
	6.3 Explain a range of accounting requirements	<p>Range = 2 or more</p> <p>Accounting requirements to include:</p> <ul style="list-style-type: none"> • Information an accountant needs • Invoices • Receipts • Profit and loss • Business viability • Business plans • Financial year • Accountant interaction • Online tax payments • Personal /business allowance 	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	6.4 Explain how to manage business costs	<p>Costs to include management of both fixed and variable costs</p> <p>Fixed costs (largely unmanageable)</p> <ul style="list-style-type: none"> • Rent • Business Rates • Licences • Insurance • Depreciation <p>Variable costs (manageable)</p> <ul style="list-style-type: none"> • Utilities (gas, water, electric, sewage etc.) • Stock • Feed • Professionals • Wages and salaries • Tack • Maintenance • Equipment • Expenses 	Discussion
	6.5 Explain pay requirements for a business	<p>Pay requirements to include:</p> <ul style="list-style-type: none"> • Minimum/living wage • Apprenticeship wage • Maternity • Sick pay • Pension • Redundancy 	Discussion
7. Understand record keeping requirements for an equestrian business	7.1 Explain records kept	<p>Records may include:</p> <ul style="list-style-type: none"> • Horse health records • Client records • Riding records/progress/review 	Trainer endorsement*
	7.2 Explain how business information is stored	<p>Information may include:</p> <ul style="list-style-type: none"> • Health and Safety (risk assessments, accident reporting, first aiders) • Employee records (contracts, bank details, emergency details, appraisals) • Financial records • Client records • Conflict of interest paperwork <p>Storage requirements may include:</p> <ul style="list-style-type: none"> • Filing requirements • Hard copy versus electronic • Confidentiality • Data protection legislation 	Trainer endorsement*
8. Understand different marketing opportunities	8.1 Evaluate different types of marketing	<p>Types of marketing to include:</p> <ul style="list-style-type: none"> • Using market research • Advertising (digital, press) • Electronic communication • Social media • Open days 	Discussion
	8.2 Justify different marketing campaigns	<p>Different = at least 2 to be justified</p> <p>Justification to include:</p> <ul style="list-style-type: none"> • Choices of marketing types • How to record success 	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
9. Understand how to manage a yard	9.1 Compare the benefits of different types of approval schemes for businesses	<p>Types of approval schemes to include reference to quality assurance systems provided by scheme. To include:</p> <ul style="list-style-type: none"> • The British Horse Society (BHS) • The Association of British Riding Schools, Livery Yards and Equestrian Centres (ABRS+) • The Pony Club (PCUK) • Riding for the Disabled Association (RDA) • Others 	Trainer endorsement*
	9.2 Explain working relationships with a range of associated professionals	<p>Range = 3 or more Associated professionals to include qualified and licensed:</p> <ul style="list-style-type: none"> • Farrier • Vet • Feed/Forage merchants • Equine dental technician • Physiotherapist • Saddle fitter 	Trainer endorsement*
	9.3 Explain how to maintain facilities	<p>Facilities may include:</p> <ul style="list-style-type: none"> • Yards • Stables • Arenas • Store and ancillary building • Fencing • Cross country course 	Trainer endorsement*
	9.4 Evaluate a range of security procedures on the yard	<p>Range = 3 or more Security procedures may include:</p> <ul style="list-style-type: none"> • Alarms • CCTV • Sensor lights • Security patrol • Effective access security 	Trainer endorsement*
10. Understand how to manage grassland	10.1 Analyse annual grassland maintenance programmes	<p>Grassland maintenance programmes to include:</p> <ul style="list-style-type: none"> • Topping • Harrowing • Rolling • Fertilizing • Spraying • Over sowing • Weed control • Fencing including electric • Shelter • Water • Gateways • Stocking rate • Removal of droppings • Soil analysis • Drainage 	Discussion

Unit 3: Stage 4 Senior Lunge

Unit Level – 4

Credits – 7

Guided Learning Hours (GLH) – 30

Unit purpose

Learners successfully completing this unit will be able to lunge a competition horse in order to develop its way of going. Learners are required to handle the horse with consideration for welfare and safety for themselves, the horse and others at all times.

Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 2: Stage 3 Lunge or direct entry via RPCL/RPEL

Pre-assessment criteria

Part of the Stage 4 Lunge assessment is covered within the **Skills Record**. All learners must present their signed **Skills Record** on the day of assessment. If a learner does not present their **Skills Record** they will not be permitted to continue with their assessment.

Additional information

Assessment for this unit may take up to 1 hour. The assessment methodology is as follows:

Learning outcome	Assessment method
LO1. Understand how to lunge competition horses	Trainer endorsement (Skills Record) and VIVA on assessment day
LO2. Be able to lunge a competition horse to develop its way of going	Assessed fully on assessment day

Learners will be allocated a horse that will be tacked up ready to lunge. Learners should check the equipment for safety and correct fit and then begin lunging.

Learners will be experienced in working horses on the lunge as a means of development and not just exercise. Learners will demonstrate a proficient lunge technique and handling of equipment and must feel confident to alter equipment as required.

Unit Structure – Unit 3: Stage 4 Senior Lunge

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand how to lunge competition horses	1.1 Evaluate the use of a range of training aids for lunging	<p>Range = 2 or more Any training aids in common use which may include:</p> <ul style="list-style-type: none"> • Side reins (variations of type and positions) • Pessoa/Whitaker • Chambon • Harbridge • Vienna reins • Bungees • Running reins • De Gogue • Waldhausen <p>Evaluate through discussion, including:</p> <ul style="list-style-type: none"> • Consideration of horse welfare • Effectiveness for purpose 	Trainer endorsement*
	1.2 Explain the use of long reining	<p>Use to include;</p> <ul style="list-style-type: none"> • Different types of long reining • Use for young horses • Use for experienced horses • Process of introducing long reining to a horse 	Trainer endorsement*
2. Be able to lunge a competition horse to develop its way of going	2.1 Maintain health, safety and welfare of horse, self and others at all times	<p>Health, safety and welfare in relation to:</p> <ul style="list-style-type: none"> • Appropriate personal protective equipment for handler • Use of schooling area • Awareness of space and other users • Horse fitness and level of education • Checking tack for safety • Leading the horse • Lunging the horse • Lunging with poles 	Observation
	2.2 Assess and evaluate the horse's way of going	<p>Way of going to include:</p> <ul style="list-style-type: none"> • Informed observation of the horse working in walk, trot and canter • Comparison of way of going on both reins • With and without side reins 	Discussion
	2.3 Demonstrate techniques appropriate for the horse	<p>Techniques to include;</p> <ul style="list-style-type: none"> • Handling of equipment • Stance, body language, position, tone of voice, influence • Appropriate circle size • Side reins attached appropriately • Working at relevant rhythm and tempo • Work over poles (as appropriate) • Developing balance 	Observation

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	2.4 Utilise a range of exercises to improve the horse's way of going	<p>Exercises may include:</p> <ul style="list-style-type: none"> • Transitions • Collecting and lengthening stride • Increasing and decreasing the size of the circle • Use of poles (as appropriate) to develop the way of going 	Observation
	2.5 Develop an effective rapport with the horse	<p>To include:</p> <ul style="list-style-type: none"> • Manner with the horse • Effectiveness of aids • Control and influence over horse's way of going • Empathy with the horse's needs 	Observation
	2.6 Evaluate the session	<p>May include:</p> <ul style="list-style-type: none"> • Reflection on the content of session • Logical sequence and timing • Debate effectiveness of exercises chosen • Identify strategies to improve personal performance • Identify effective techniques used 	Discussion
	2.7 Develop a plan for progression	<p>Plan to include:</p> <ul style="list-style-type: none"> • Identify areas for improvement • Consider progression for future sessions for the development of the horse 	Discussion

Unit 4: Stage 4 Senior Ride for Training Eventing

Unit Level – 4

Credits – 35

Guided Learning Hours (GLH) – 170

Unit purpose

Learners successfully completing this unit will be able to ride horses to develop their way of going and suggest plans for their future development. Learners will understand the training of horses from backing to training up to Elementary dressage, show jumping to 1.10m and Novice eventing. Learners are required to ride sympathetically with consideration for welfare and safety for themselves, the horse and others at all times.

Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 3: Stage 3 Ride Dressage or direct entry via RPCL/RPEL
- Unit 4: Stage 3 Ride Jump or direct entry via RPCL/RPEL

Pre-assessment criteria

Part of the Stage 4 Ride for Training Eventing assessment is covered within the **Skills Record**. All learners must present their signed **Skills Record** on the day of assessment. If a learner does not present their **Skills Record** they will not be permitted to continue with their assessment.

Additional information

Assessment for this unit may take up to 4 hours. The assessment methodology is as follows:

Learning outcome	Assessment method
LO1. Understand the training of young horses	Trainer endorsement (Skills Record) and VIVA on assessment day
LO2. Be able to ride safely	Assessed fully on assessment day
LO3. Understand how to progress the training of a dressage horse	Trainer endorsement (Skills Record) and VIVA on assessment day
LO4. Understand how to progress the training of a show jumping horse	Trainer endorsement (Skills Record) and VIVA on assessment day
LO5. Be able to ride a trained horse in a double bridle to develop its way of going	Assessed fully on assessment day
LO6. Be able to ride an inexperienced dressage horse with a view to developing its way of going	Assessed fully on assessment day
LO7. Be able to ride an experienced horse over show jumps up to 1.10m with a view to developing its way of going	Assessed fully on assessment day
LO8. Be able to ride a horse cross country over fences up to 1m with a view to developing its way of going	Assessed fully on assessment day

BHS Qualifications

Dressage riding – learning outcomes 5 and 6

Learners will assess each horse before mounting. Learners will be able to discuss the horse with the assessor during assessment.

For Learning Outcome 5 the horse will be working up to Elementary level and will be ridden in a double bridle. The learner should assess the horse and be able to link their evaluation to the Training Scale.

For Learning Outcome 6 the learner will ride an inexperienced dressage horse that may be young or a mature horse that requires schooling. The learner should assess the horse and be able to link their evaluation to the Training Scale.

Jump riding - learning outcomes 7 and 8

Both show jumping and cross country courses should be walked and inspected before the assessment begins. It is advisable to wear suitable footwear for this purpose.

Learners should assess each horse before mounting.

Learners will be given time to work in using fences. They will then be asked to:

- a) jump the course of fences as numbered or,
- b) use the fences as they wish to school over and assess the horse, or
- c) plan their own course and jump it.

Learners will jump a different horse for the cross country section, they will be given time to work in and jump practice fences before jumping the course. The rider should take into account the terrain, going and types of fences. It is not necessary to ride at the speed that would be expected when competing. The track followed should be such that the fences are met at the correct angle and at a suitable pace depending on their type.

Unit Structure – Unit 4: Stage 4 Senior Ride for Training Eventing

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand the training of young horses	1.1 Explain a range of methods of training horses from birth to riding away	<p>Range = 3 or more Methods to include:</p> <ul style="list-style-type: none"> • Learning theory • Appropriate introduction of equipment and tack • Leading in hand • Lunging • Long reining • Initial backing process • Using assistance • Field and stable care • In hand showing • Young horse evaluations • Travelling 	Trainer endorsement*
	1.2 Explain the training of young horses	<p>May include:</p> <ul style="list-style-type: none"> • Directional control • Moving forward • Transitions • Responding to the leg and rein aids • Rhythm • Bend/straightness • Hacking out • Variation of training • Rest periods and down time 	Trainer endorsement*
	1.3 Explain the Training Scale	<p>Training Scale:</p> <ul style="list-style-type: none"> • Rhythm • Suppleness/relaxation • Contact • Impulsion • Straightness • Collection 	Trainer endorsement*
2. Be able to ride safely	2.1 Maintain health, safety and welfare of horse, self and others	<p>To include:</p> <ul style="list-style-type: none"> • Ride with consideration for other users of the school space • Consideration of individual horses 	Observation
3. Understand how to progress the training of a dressage horse	3.1 Describe the requirements of dressage tests from Intro to Elementary	<p>Requirements to include:</p> <ul style="list-style-type: none"> • Content at each level • Progression route • Variations in tack and equipment • Different competition opportunities 	Trainer endorsement*

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	3.2 Analyse the effect of a range of school movements on a dressage horse's performance	<p>Range = 2 or more</p> <p>School movements to include:</p> <ul style="list-style-type: none"> • Turn about/on the forehand • Leg yield • Shoulder fore/in • Pirouettes in walk • Counter canter 	Trainer endorsement*
	3.3 Explain potential problems in the horse's way of going and methods to overcome them	<p>Potential problems to include:</p> <ul style="list-style-type: none"> • Irregular paces • Loss of balance, rhythm • Lack of acceptance of contact • Stiffness on either rein <p>Methods to overcome to include consideration of:</p> <ul style="list-style-type: none"> • Choice of work • Choice of exercises 	Trainer endorsement*
	3.4 Describe variations within the pace	<p>Variations to include:</p> <ul style="list-style-type: none"> • The four variations within each pace 	Trainer endorsement*
	3.5 Analyse the effect of transitions on a dressage horse's performance	<p>Effect of transitions to include:</p> <ul style="list-style-type: none"> • Developing the half halt • Transitions between paces • Transitions within the pace • Direct transitions for example; walk to canter 	Trainer endorsement*
	3.6 Plan a work schedule for a dressage horse	<p>Work schedule to include:</p> <ul style="list-style-type: none"> • Short (one month) and medium term (six months) • Fitness work for dressage horses • Cantering outside 	Trainer endorsement*
4. Understand how to progress the training of a show jumping horse	4.1 Describe the requirements of different show jumping categories/levels	<p>Requirements to include:</p> <ul style="list-style-type: none"> • Content at each level (types of jumps, height and distances) • Progression route • Variations in tack and equipment • Different competition opportunities 	Trainer endorsement*
	4.2 Outline a training programme for introducing a horse to jumping	<p>Training programme to include:</p> <ul style="list-style-type: none"> • Understand relevance of the Training Scale • Use of poles; individual, trot, canter, placing • Introduce a fence following the pole exercise • Ability to ride on all surfaces including grass 	Trainer endorsement*
	4.3 Explain potential problems and suggest methods to overcome them	<p>Potential problems may include:</p> <ul style="list-style-type: none"> • Irregular paces • Loss of balance, rhythm • Inappropriate speed • Lack of adjustability between obstacles • Poor quality of turns and approach to fences <p>Methods to overcome to include consideration of:</p> <ul style="list-style-type: none"> • Choice of work • Choice of exercises 	Trainer endorsement*

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
4. Be able to evaluate the value of grid work and plan a training schedule to progress a horse to show jumping 1.10m	4.4 Evaluate the value of grid work	<p>May include:</p> <ul style="list-style-type: none"> • Development of the horse's jumping skills • Improving straightness • Regulating length of stride • Building confidence • Improving technique 	Trainer endorsement*
	4.5 Plan a training schedule to progress a horse to show jumping 1.10m	<p>Training schedule to include:</p> <ul style="list-style-type: none"> • Pole exercises • Grid exercises • Introduction of canter poles • Further improvement of the horse's way of going on the flat • Referenced to the Training Scale 	Trainer endorsement*
	4.6 Explain factors that influence the distances between fences	<p>Factors to include:</p> <ul style="list-style-type: none"> • Trot and canter approaches • Dealing with different length of stride • Reasons and needs for shorter and variable schooling distances • Competition rules • Terrain, for example; grass/surface, uphill/downhill, distance to/from a corner, going • Knowledge of jump distances 	Trainer endorsement*
5. Be able to ride a trained horse in a double bridle to develop its way of going	5.1 Ride in an influential balanced position	<p>Influential balanced position to include:</p> <ul style="list-style-type: none"> • Showing a secure balanced position whilst maintaining integrity of the aids • Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	5.2 Evaluate the horse's way of going in line with the Training Scale	<p>Evaluation with reference to the Training Scale</p> <p>Way of going to include:</p> <ul style="list-style-type: none"> • Pace • Balance • Gymnastic ability • Attitude/rideability • Technique 	Observation and discussion
	5.3 Use exercises to develop the horse	<p>Exercises may include:</p> <ul style="list-style-type: none"> • Dressage movements to Elementary level • Transitions within paces • Direct transitions • Lateral work 	Observation
	5.4 Evaluate the effectiveness of the exercises carried out	<p>To include:</p> <ul style="list-style-type: none"> • Reasoning for the selection of the work • Effectiveness of the work 	Observation and discussion
	5.5 Justify a plan of work to develop the horse's training	<p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) • Use of alternative work programmes which may include lunging, hacking and outside work • Progression towards Medium level work 	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
6. Be able to ride an inexperienced dressage horse with a view to developing its way of going	6.1 Ride in an influential balanced position	<p>Influential balanced position to include:</p> <ul style="list-style-type: none"> • Showing a secure balanced position whilst maintaining integrity of the aids • Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	6.2 Evaluate the horse's way of going in line with the Training Scale	<p>Evaluation with reference to the Training Scale</p> <p>Way of going to include:</p> <ul style="list-style-type: none"> • Pace • Balance • Attitude/rideability • Technique 	Observation and discussion
	6.3 Use exercises to develop the horse's responsiveness to the aids	<p>Exercises may include:</p> <ul style="list-style-type: none"> • Transitions • School figures • Lateral work • Lengthening and shortening stride <p>Making reference to:</p> <ul style="list-style-type: none"> • Suppleness • Impulsion • Straightness 	Observation
	6.4 Evaluate the effectiveness of the exercises	<p>To include:</p> <ul style="list-style-type: none"> • Reasoning for the selection of the work • Effectiveness of the work 	Observation and discussion
	6.5 Justify a plan of work to develop the horse's training	<p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) • Use of alternative work programmes which may include lungeing, hacking and outside work • Alternative venues 	Discussion
7. Be able to ride an experienced horse over show jumps up to 1.10m with a view to developing its way of going	7.1 Evaluate the horse in preparation for show jumping	<p>A progressive assessment of the horse may include:</p> <ul style="list-style-type: none"> • Assess horse in all paces • Change pace between fences • Responsiveness to aids • The ability to influence the canter • Horse's balance through turns and corners • Jumping skill, identify horse's strengths/weaknesses • Jumping from trot and canter • Use of a placing pole • Relating fences 	Observation and discussion
	7.2 Ride the horse over a range of fences	<p>To include:</p> <ul style="list-style-type: none"> • Relate fences to show understanding of training and the process for jumping a course • Show influence, control and confidence • Show a balanced, secure and influential position that has a positive effect 	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	7.3 Evaluate the work undertaken	<p>To include:</p> <ul style="list-style-type: none"> • Paces, forwardness, attitude • Softer/stiffer side • Ease of movement • Quality of jump • Stronger and weaker movements • Response to the aids • Reference to the Training Scale 	Observation and discussion
	7.4 Justify a plan of work to develop the horse's training	<p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work; short term (one month) and medium term (six months) • Use of grids and gymnastic exercises to improve the horse's technique • Use of alternative work programmes which may include lungeing, hacking and outside work • Flatwork exercises • Progression towards jumping 1.15m 	Discussion
8. Be able to ride a horse cross country over fences up to 1m with a view to developing its way of going	8.1 Evaluate the horse in preparation for cross country	<p>Evaluation to include:</p> <ul style="list-style-type: none"> • The horse's way of going in all paces • Change of pace between fences • The horse's responsiveness to the aids • Ability to influence the canter • Horse's balance through turns and corners • Horse's jumping skill (strengths/weaknesses) • Moving the horse faster 	Observation and discussion
	8.2 Ride the horse over a range of cross country fences	<p>To include:</p> <ul style="list-style-type: none"> • A progressive assessment • Jump independent fences • Relate fences to show understanding of training and the process for jumping a course • Show influence, control and confidence • Show a balanced, secure and influential position that has a positive effect <p>Range to include at least 3 of the following:</p> <ul style="list-style-type: none"> • Angles • Corners, skinnies, arrowheads • Ditch • Steps, drops • Water 	Observation
	8.3 Evaluate the work undertaken	<p>Evaluation to include:</p> <ul style="list-style-type: none"> • Paces, forwardness, attitude • Rhythm, bend, straightness, outline • Softer/stiffer side • Ease of movement • Quality of jump • Response to the aids • Reference to Training Scale 	Observation and discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	8.4 Justify a plan of work to develop the horse's training and confidence	<p>Plan to include:</p> <ul style="list-style-type: none"> Future possible work, short term (one month), medium term (six months) Use of grids and gymnastic exercises to improve the horse's technique Use of alternative work programmes which may include lungeing, hacking and outside work Flatwork exercises Progression to Novice level eventing (to include introducing different types of cross country fences used in this level of competition) 	Discussion
9. Be able to ride horses used for training others, with a view to developing their way of going		NOT APPLICABLE FOR THIS UNIT	
10. Be able to ride an inexperienced horse over show jumps up to 1m with a view to developing its way of going		NOT APPLICABLE FOR THIS UNIT	

Unit 5: Stage 4 Senior Ride for Training Dressage

Unit Level – 4

Credits – 30

Guided Learning Hours (GLH) – 145

Unit purpose

Learners successfully completing this unit will understand the training of horses from backing young horses to training horses up to Elementary dressage. They will be able to ride horses to develop their way of going and suggest plans for their future development. Learners are required to ride sympathetically with consideration for welfare and safety for themselves, the horse and others at all times.

Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 3: Stage 3 Ride Dressage or direct entry via RPCL/RPEL

Pre-assessment criteria

Part of the Stage 4 Ride for Training Dressage assessment is covered within the **Skills Record**. All learners must present their signed **Skills Record** on the day of assessment. If a learner does not present their **Skills Record** they will not be permitted to continue with their assessment.

Additional information

Assessment for this unit may take up to 4 hours. The assessment methodology is as follows:

Learning outcome	Assessment method
LO1. Understand the training of young horses	Trainer endorsement (Skills Record) and VIVA on assessment day
LO2. Be able to ride safely	Assessed fully on assessment day
LO3. Understand how to progress the training of a dressage horse	Trainer endorsement (Skills Record) and VIVA on assessment day
LO5. Be able to ride a trained horse in a double bridle to develop its way of going	Assessed fully on assessment day
LO6. Be able to ride an inexperienced dressage horse with a view to developing its way of going	Assessed fully on assessment day
LO9. Be able to ride horses used for training others, with a view to developing their way of going	Assessed fully on assessment day

BHS Qualifications

Dressage riding – learning outcomes 5 and 6

Learners will assess each horse before mounting. Learners will be able to discuss the horse with the assessor during assessment.

For Learning Outcome 5 the horse will be working up to Elementary level and will be ridden in a double bridle. The learner should assess the horse and be able to link their evaluation to the Training Scale.

For Learning Outcome 6 the learner will ride an inexperienced dressage horse that may be young or a mature horse that requires schooling. The learner should assess the horse and be able to link their evaluation to the Training Scale.

Ride horses used for training others – learning outcome 9

Learners will be assessed riding two horses. These horses may be riding school or college horses used for training clients and students. The learner should assess each horse and be able to link their evaluation to the Training Scale.

In one session, the learner must use exercises that include poles and/or floor patterns following an initial assessment of the horse. A maximum of seven poles will be available. There will be an assistant on the ground to arrange the poles as directed by the learner. The learner should choose exercises that they think will be most beneficial to that individual horse.

They will ride the other horse as part of a group of up to two riders. They should show some work and school movement/figures to assess the horse's level of training. If the horse is capable they should show lateral work.

Unit Structure – Unit 5: Stage 4 Senior Ride for Training Dressage

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand the training of young horses	1.1 Explain a range of methods of training horses from birth to riding away	<p>Range = 3 or more Methods to include:</p> <ul style="list-style-type: none"> • Learning theory • Appropriate introduction of equipment and tack • Leading in hand • Lunging • Long reining • Initial backing process • Using assistance • Field and stable care • In hand showing • Young horse evaluations • Travelling 	Trainer endorsement*
	1.2 Explain the training of young horses	<p>May include:</p> <ul style="list-style-type: none"> • Directional control • Moving forward • Transitions • Responding to the leg and rein aids • Rhythm • Bend/straightness • Hacking out • Variation of training • Rest periods and down time 	Trainer endorsement*
	1.3 Explain the Training Scale	<p>Training Scale:</p> <ul style="list-style-type: none"> • Rhythm • Suppleness/relaxation • Contact • Impulsion • Straightness • Collection 	Trainer endorsement*
2. Be able to ride safely	2.1 Maintain health, safety and welfare of horse, self and others	<p>To include:</p> <ul style="list-style-type: none"> • Ride with consideration for other users of the school space • Consideration of individual horses 	Observation
3. Understand how to progress the training of a dressage horse	3.1 Describe the requirements of dressage tests from Intro to Elementary	<p>Requirements to include:</p> <ul style="list-style-type: none"> • Content at each level • Progression route • Variations in tack and equipment • Different competition opportunities 	Trainer endorsement*

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Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	3.2 Analyse the effect of a range of school movements on a dressage horse's performance	<p>Range = 2 or more</p> <p>School movements to include:</p> <ul style="list-style-type: none"> • Turn about/on the forehand • Leg yield • Shoulder fore/in • Pirouettes in walk • Counter canter 	Trainer endorsement*
	3.3 Explain potential problems in the horse's way of going and methods to overcome them	<p>Potential problems to include:</p> <ul style="list-style-type: none"> • Irregular paces • Loss of balance, rhythm • Lack of acceptance of contact • Stiffness on either rein <p>Methods to overcome to include consideration of:</p> <ul style="list-style-type: none"> • Choice of work • Choice of exercises 	Trainer endorsement*
	3.4 Describe variations within the pace	<p>Variations to include:</p> <ul style="list-style-type: none"> • The four variations within each pace 	Trainer endorsement*
	3.5 Analyse the effect of transitions on a dressage horse's performance	<p>Effect of transitions to include:</p> <ul style="list-style-type: none"> • Developing the half halt • Transitions between paces • Transitions within the pace • Direct transitions for example; walk to canter 	Trainer endorsement*
	3.6 Plan a work schedule for a dressage horse	<p>Work schedule to include:</p> <ul style="list-style-type: none"> • Short (one month) and medium term (six months) • Fitness work for dressage horses • Cantering outside 	Trainer endorsement*
4. Understand how to progress the training of a show jumping horse	NOT APPLICABLE FOR THIS UNIT		
5. Be able to ride a trained horse in a double bridle to develop its way of going	5.1 Ride in an influential balanced position	<p>Influential balanced position to include:</p> <ul style="list-style-type: none"> • Showing a secure balanced position whilst maintaining integrity of the aids • Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	5.2 Evaluate the horse's way of going in line with the Training Scale	<p>Evaluation with reference to the Training Scale</p> <p>Way of going to include:</p> <ul style="list-style-type: none"> • Pace • Balance • Gymnastic ability (movements) • Attitude/rideability • Technique 	Observation and discussion
	5.3 Use exercises to develop the horse	<p>Exercises may include:</p> <ul style="list-style-type: none"> • Dressage movements to Elementary level • Transitions within paces • Direct transitions • Lateral work 	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	5.4 Evaluate the effectiveness of the exercises carried out	<p>To include:</p> <ul style="list-style-type: none"> Reasoning for the selection of the work Effectiveness of the work 	Observation and discussion
	5.5 Justify a plan of work to develop the horse's training	<p>Plan to include:</p> <ul style="list-style-type: none"> Future possible work; short term (one month), medium term (six months) Use of alternative work programmes which may include lungeing, hacking and outside work Progression towards Medium level work 	Discussion
6. Be able to ride an inexperienced dressage horse with a view to developing its way of going	6.1 Ride in an influential balanced position	<p>Influential balanced position to include:</p> <ul style="list-style-type: none"> Showing a secure balanced position whilst maintaining integrity of the aids Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training Demonstrate empathy and feel 	Observation
	6.2 Evaluate the horse's way of going in line with the Training Scale	<p>Way of going to include:</p> <ul style="list-style-type: none"> Pace Balance Gymnastic ability (movements) Attitude/rideability Technique 	Observation and discussion
	6.3 Use exercises to develop the horse's responsiveness to the aids	<p>Exercises may include:</p> <ul style="list-style-type: none"> Transitions School figures Lateral work Lengthening and shortening stride <p>Making reference to:</p> <ul style="list-style-type: none"> Suppleness Impulsion Straightness 	Observation
	6.4 Evaluate the effectiveness of the exercises	<p>To include:</p> <ul style="list-style-type: none"> Reasoning for the selection of the work Effectiveness of the work 	Observation and discussion
	6.5 Justify a plan of work to develop the horse's training	<p>Plan to include:</p> <ul style="list-style-type: none"> Future possible work; short term (one month), medium term (six months) Use of alternative work programmes which may include lungeing, hacking and outside work Progression towards medium level work Alternative venues 	Discussion
7. Be able to ride an experienced horse over show jumps up to 1.10m with a view to developing its way of going	NOT APPLICABLE FOR THIS UNIT		
8. Be able to ride a horse cross country over fences up to 1m with a view to developing its way of going	NOT APPLICABLE FOR THIS UNIT		

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Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
<p>9. Be able to ride horses used for training others, with a view to developing their way of going</p>	<p>For this unit, the learner must ride two horses, one using poles and/or floor patterns. All criteria except 9.3 and 9.4 relate to both horses.</p> <p>9.1 Ride in an influential balanced position</p> <p>9.2 Evaluate the horses' way of going in line with the Training Scale</p> <p>9.3 Use exercises to develop the horses' responsiveness to the aids</p> <p>9.4 Use poles to develop the training of the horse</p> <p>9.5 Evaluate the effectiveness of the work</p> <p>9.6 Justify a plan of work that develops the horses' training</p>	<p>Influential balanced position to include:</p> <ul style="list-style-type: none"> Maintaining a secure balanced position whilst maintaining integrity of the aids Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training Demonstrate empathy and feel <p>Evaluation with reference to the Training Scale</p> <p>Way of going to include:</p> <ul style="list-style-type: none"> Pace Balance Suppleness Attitude/rideability Technique <p>As part of Unit 5: Stage 4 Senior Ride for Training Dressage, exercises may include:</p> <ul style="list-style-type: none"> Transitions School figures Lateral work Lengthening and shortening stride <p>As part of Unit 6: Stage 4 Senior Ride for Training Show Jumping, exercises may include:</p> <ul style="list-style-type: none"> Related distances Grid work <p>All, making reference to:</p> <ul style="list-style-type: none"> Suppleness Impulsion Straightness <p>To include:</p> <ul style="list-style-type: none"> Incorporation of poles into the training Different exercises using poles <p>To include:</p> <ul style="list-style-type: none"> Reasoning for the selection of the work Effectiveness of the work <p>Plan to include:</p> <ul style="list-style-type: none"> Future possible work; short term (one month), medium term (six months) Use of alternative work programmes which may include lunging, hacking and outside work 	<p>Observation</p> <p>Observation and discussion</p> <p>Observation</p> <p>Observation</p> <p>Observation and discussion</p> <p>Discussion</p>
<p>10. Be able to ride an inexperienced horse over show jumps up to 1m with a view to developing its way of going</p>	<p>NOT APPLICABLE FOR THIS UNIT</p>		

Unit 6: Stage 4 Senior Ride for Training Show Jumping

Unit Level – 4

Credits – 30

Guided Learning Hours (GLH) – 145

Unit purpose

Learners successfully completing this unit will understand the training of horses from backing young horses to training horses for show jumping up to 1.10m. They will be able to ride horses to develop their way of going and suggest plans for their future development. Learners are required to ride sympathetically with consideration for welfare and safety for themselves, the horse and others at all times.

Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 4: Stage 3 Ride Jump or direct entry via RPCL/RPEL

Pre-assessment criteria

Part of the Stage 4 Ride for Training Show Jumping assessment is covered within the ***Skills Record***. All learners must present their signed ***Skills Record*** on the day of assessment. If a learner does not present their ***Skills Record*** they will not be permitted to continue with their assessment.

Additional information

Assessment for this unit may take up to 4 hours. The assessment methodology is as follows:

Learning outcome	Assessment method
LO1. Understand the training of young horses	Trainer endorsement (Skills Record) and VIVA on assessment day
LO2. Be able to ride safely	Assessed fully on assessment day
LO4. Understand how to progress the training of a show jumping horse	Trainer endorsement (Skills Record) and VIVA on assessment day
LO7. Be able to ride an experienced horse over show jumps up to 1.10m with a view to developing its way of going	Assessed fully on assessment day
LO9. Be able to ride horses used for training others, with a view to developing their way of going	Assessed fully on assessment day
LO10. Be able to ride an inexperienced horse over show jumps up to 1m with a view to developing its way of going	Assessed fully on assessment day

BHS Qualifications

Show Jump Riding – learning outcomes 7 and 10

Show jumping courses should be walked before the assessment begins. It is advisable to wear suitable footwear for this purpose.

Learners should briefly assess each horse before mounting. There should be time to discuss the horse with the assessor during assessment.

The learner will ride an experienced horse over fences of up to 1.10m and an inexperienced horse over fences up to 1m. The inexperienced horse may be a young horse or may be a mature horse that requires schooling.

Learners will be given time to work in using two or three fences. They will then be asked to:

- a) jump the course of fences as numbered or,
- b) use the fences as they wish to school over and assess the horse, or
- c) plan their own course and jump it.

For each horse the learner will be required to evaluate the work undertaken and suggest a plan for the each horse's future development.

Ride horses used for training others – learning outcome 9

Learners will be assessed riding two horses. These horses may be riding school or college horses used for training clients and students. The learner should assess each horse and be able to link their evaluation to the Training Scale.

In one session, the learner must use exercises that include poles and/or floor patterns following an initial assessment of the horse. A maximum of seven poles will be available. There will be an assistant on the ground to arrange the poles as directed by the learner. The learner should choose exercises that they think will be most beneficial to that individual horse.

They will ride the other horse as part of a group of up to two riders. They should work the horse using grid work or related distances.

Unit Structure – Unit 6: Stage 4 Senior Ride for Training Show Jumping

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand the training of young horses	1.1 Explain a range of methods of training horses from birth to riding away	<p>Range = 3 or more</p> <p>Methods to include:</p> <ul style="list-style-type: none"> • Learning theory • Appropriate introduction of equipment and tack • Leading in hand • Lunging • Long reining • Initial backing process • Using assistance • Field and stable care • In hand showing • Young horse evaluations • Travelling 	Trainer endorsement*
	1.2 Explain the training of young horses	<p>May include:</p> <ul style="list-style-type: none"> • Directional control • Moving forward • Transitions • Responding to the leg and rein aids • Rhythm • Bend/straightness • Hacking out • Variation of training • Rest periods and down time 	Trainer endorsement*
	1.3 Explain the Training Scale	<p>Training Scale:</p> <ul style="list-style-type: none"> • Rhythm • Suppleness/relaxation • Contact • Impulsion • Straightness • Collection 	Trainer endorsement*
2. Be able to ride safely	2.1 Maintain health, safety and welfare of horse, self and others	<p>To include:</p> <ul style="list-style-type: none"> • Ride with consideration for other users of the school space • Consideration of individual horses 	Observation
3. Understand how to progress the training of a dressage horse	NOT APPLICABLE FOR THIS UNIT		
4. Understand how to progress the training of a show jumping horse	4.1 Describe the requirements of different show jumping categories/levels	<p>Requirements to include:</p> <ul style="list-style-type: none"> • Content at each level (types of jumps, height and distances) • Progression route • Variations in tack and equipment • Different competition opportunities 	Trainer endorsement*

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	4.2 Outline a training programme for introducing a horse to jumping	<p>Training programme to include:</p> <ul style="list-style-type: none"> • Understand relevance of the Training Scale • Use of poles; individual, trot, canter, placing • Introduce a fence following the pole exercise • Ability to ride on all surfaces including grass 	Trainer endorsement*
	4.3 Explain potential problems and suggest methods to overcome them	<p>Potential problems may include:</p> <ul style="list-style-type: none"> • Irregular paces • Loss of balance, rhythm • Inappropriate speed • Lack of adjustability between obstacles • Poor quality of turns and approach to fences <p>Methods to overcome to include consideration of:</p> <ul style="list-style-type: none"> • Choice of work • Choice of exercises 	Trainer endorsement*
	4.4 Evaluate the value of grid work	<p>May include:</p> <ul style="list-style-type: none"> • Development of the horse's jumping skills • Improving straightness • Regulating length of stride • Building confidence • Improving technique 	Trainer endorsement*
	4.5 Plan a training schedule to progress a horse to show jumping 1.10m	<p>Training schedule to include:</p> <ul style="list-style-type: none"> • Pole exercises • Grid exercises • Introduction of canter poles • Further improvement of the horse's way of going on the flat • Referenced to the Training Scale 	Trainer endorsement*
	4.6 Explain factors that influence the distances between fences	<p>Factors to include:</p> <ul style="list-style-type: none"> • Trot and canter approaches • Dealing with different length of stride • Reasons and needs for shorter and variable schooling distances • Competition rules • Terrain, for example; grass/surface, uphill/downhill, distance to/from a corner, going • Knowledge of jump distances 	Trainer endorsement*
5. Be able to ride a trained horse in a double bridle with a view to developing its way of going	NOT APPLICABLE FOR THIS UNIT		
6. Be able to ride an inexperienced dressage horse with a view to developing its way of going	NOT APPLICABLE FOR THIS UNIT		

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
7. Be able to ride an experienced horse over show jumps up to 1.10m with a view to developing its way of going	7.1 Evaluate the horse in preparation for show jumping	<p>A progressive assessment of the horse may include:</p> <ul style="list-style-type: none"> Assess horse in all paces Change pace between fences Responsiveness to aids The ability to influence the canter Horse's balance through turns and corners Jumping skill, identify horse's strengths/weaknesses Jumping from trot and canter Use of a placing pole Relating fences 	Discussion
	7.2 Ride the horse over a range of fences	<p>To include:</p> <ul style="list-style-type: none"> Relate fences to show understanding of training and the process for jumping a course Show influence, control and confidence Show a balanced, secure and influential position that has a positive effect 	Observation
	7.3 Evaluate the work undertaken	<p>To include:</p> <ul style="list-style-type: none"> Paces, forwardness, attitude Softer/stiffer side Ease of movement Quality of jump Response to the aids Reference to Training Scale 	Observation and discussion
	7.4 Justify a plan of work to develop the horse's training	<p>Plan to include:</p> <ul style="list-style-type: none"> Future possible work, short term (one month), medium term (six months) Use of grids and gymnastic exercises to improve the horse's technique Use of alternative work programmes which may include lunging, hacking and outside work Flatwork exercises Progression towards jumping 1.15m 	Discussion
8. Be able to ride a horse cross country over fences up to 1m with a view to developing its way of going	NOT APPLICABLE FOR THIS UNIT		
9. Be able to ride horses used for training others, with a view to developing their way of going	<p>For this unit, the learner must ride two horses, one using poles and/or floor patterns. All criteria except 9.3 and 9.4 relate to both horses.</p>		
	9.1 Ride in an influential balanced position	<p>Influential balanced position to include:</p>	
		<ul style="list-style-type: none"> Maintaining a secure balanced position whilst maintaining integrity of the aids Riding forwards to a receiving rein aid with rhythm, bend and straightness within a working frame appropriate to the horse's level of training Demonstrate empathy and feel 	Observation

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	9.2 Evaluate the horses' way of going in line with the Training Scale	<p>Evaluation with reference to the Training Scale</p> <p>Way of going to include:</p> <ul style="list-style-type: none"> • Pace • Balance • Suppleness • Attitude/rideability • Technique 	Observation and discussion
	9.3 Use exercises to develop the horses' responsiveness to the aids	<p>As part of Unit 5: Stage 4 Senior Ride for Training Dressage, exercises, may include:</p> <ul style="list-style-type: none"> • Transitions • School figures • Lateral work • Lengthening and shortening stride <p>As part of Unit 6: Stage 4 Senior Ride for Training Show Jumping, exercises may include:</p> <ul style="list-style-type: none"> • Related distances • Grid work <p>All, making reference to:</p> <ul style="list-style-type: none"> • Suppleness • Impulsion • Straightness 	Observation
	9.4 Use poles to develop the training of the horse	<p>To include:</p> <ul style="list-style-type: none"> • Incorporation of poles into the training • Use of pole work for jump training • Different exercises using poles 	Observation
	9.5 Evaluate the effectiveness of the work	<p>To include:</p> <ul style="list-style-type: none"> • Reasoning for the selection of the work • Effectiveness of the work 	Observation and discussion
	9.6 Justify a plan of work that develops the horses' training	<p>Plan to include:</p> <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) • Use of alternative work programmes which may include lungeing, hacking and outside work 	Discussion
	10. Be able to ride an inexperienced horse over show jumps up to 1m with a view to developing its way of going	<p>10.1 Evaluate the horse in preparation for jumping</p> <p>A progressive assessment to include:</p> <ul style="list-style-type: none"> • The horse's way of going in all paces • Change of pace between fences • The horse's responsiveness to the aids • Ability to influence the canter • Horse's balance through turns and corners • Horse's jumping skill (strengths/weaknesses) • Jumping from trot and canter 	Observation and discussion
	10.2 Ride the horse over a range of fences	<p>Relate fences in a way which shows understanding of training and the process for jumping a course.</p> <p>Range of fences to include:</p> <ul style="list-style-type: none"> • Combinations • Related distances • Uprights • Spreads/oxers 	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	10.3 Ride in an influential balanced position	<p>Influential balanced position to include:</p> <ul style="list-style-type: none"> Jumping the horse with a well-balanced, secure and influential position that has a positive effect Showing influence and control Demonstrating empathy and feel 	Observation
	10.4 Evaluate the work undertaken	<p>Evaluation to include:</p> <ul style="list-style-type: none"> Paces, forwardness, attitude Rhythm, bend, straightness, outline Softer/stiffer side Ease of movement Stronger and weaker movements Response to the aids Gymnastic ability Reference to the Training Scale 	Discussion
	10.5 Justify a plan of work to develop the horse's training	<p>Plan to include:</p> <ul style="list-style-type: none"> Future possible work; short term (one month), medium term (six months) Use of alternative work programmes which may include lunging, hacking and outside work Progression towards 1.10m 	Discussion

BHS Qualifications

Unit 7: Stage 4 Senior Coaching Eventing

Unit Level – 4

Credits – 30

Guided Learning Hours (GLH) – 80

Unit purpose

Learners successfully completing this unit will be competent delivering a range of lessons. Learners will be able to coach riders and horses up to Elementary level dressage, 1m jumping and 1.10m arena eventing. Lessons must be safe with consideration for welfare and safety for themselves, the horse, rider and others at all times.

Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 5: Stage 3 Coaching or direct entry via RPCL/RPEL

Pre-assessment criteria

Part of the Stage 4 Senior Coaching Eventing assessment is covered within the **Skills Record**. All learners must present their signed **Skills Record** on the day of assessment. If a learner does not present their **Skills Record** they will not be permitted to continue with their assessment.

Additional information

Assessment for this unit may take up to 5 hours. The assessment methodology is as follows:

Learning outcome	Assessment method
LO1. Understand how to coach	Trainer endorsement (Skills Record) and VIVA on assessment day
LO2. Be able to coach safely	Assessed fully on assessment day
LO3. Be able to communicate effectively whilst coaching	Assessed fully on assessment day
LO4. Be able to coach a rider on the lunge	Assessed fully on assessment day
LO6. Be able to coach a group of riders over fences up to 1m	Assessed fully on assessment day
LO9. Be able to coach a dressage lesson at Elementary level	Assessed fully on assessment day
LO10. Be able to coach an arena eventing lesson over fences up to 1.10m	Assessed fully on assessment day

Throughout each lesson learners will demonstrate their ability to assess riders and horses in order to make improvements relevant to the combinations based on established principles (Training Scale). They will build a rapport and utilise feedback throughout the lesson to improve knowledge and motivation.

Additional guidance for LO10

Be able to coach an arena eventing lesson over fences up to 1.10m

This will be a coaching session with one rider. The learner should coach the rider through progressive exercises to develop their riding of at least one of the following:

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

From the fences available the learner will select the exercises for their rider. The learner should walk the course before the lesson begins. Then they should tell the assessor what they would like to do and how they will use the fences available.

BHS Qualifications

Unit Structure – Unit 7: Stage 4 Senior Coaching Eventing

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
1. Understand how to coach	1.1 Explain techniques used in coaching	Coaching techniques: <ul style="list-style-type: none"> • Behaviour management • Mentoring • Methods of evaluating performance • Motivational techniques • Profiling • Goal setting • Annual development plan 	Trainer endorsement*
	1.2 Explain factors which impact on coaching approaches	Factors: <ul style="list-style-type: none"> • Learning styles • Personalities • Challenges, learner's mind set • Equality, diversity and inclusion • Environment • Long term participant development 	Trainer endorsement*
2. Be able to coach safely	2.1 Maintain the health, safety and welfare of self, horses and riders	Coaches must risk assess for each coaching lesson to include: <ul style="list-style-type: none"> • Hazards • Control measures Coaches must demonstrate safe coaching in all lessons, including consideration of: <ul style="list-style-type: none"> • Riding area and surfaces • Equipment • Tack, including balance and suitability of saddle • Suitability of horse and exercises 	Observation and discussion
3. Be able to communicate effectively whilst coaching	3.1 Demonstrate effective communication skills	Effective – relates to each lesson Communication must be effective in all four coaching lessons Communication Skills: <ul style="list-style-type: none"> • Voice • Active listening • Mannerisms • Body language • Clarity of explanation • Encouraging and providing feedback 	Observation
4. Be able to coach a rider on the lunge	4.1 Explain the benefits for riders of working on the lunge	Benefits to include: <ul style="list-style-type: none"> • Rider position • Coordination • Balance • Core stability • Develop feel and empathy 	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	4.2 Explain the requirements of a lunge horse	Requirements to include: <ul style="list-style-type: none"> • Balance • Behaviour • Way of going • Quality and suitability of stride • Appropriate for level 	Discussion
	4.3 Assess the suitability of the horse for lunging	Assessment may include: <ul style="list-style-type: none"> • Walk, trot, canter • Working the horse on both reins • Use of side reins • Suitability for rider 	Observation and discussion
	4.4 Ensure the horse is lunged using suitable techniques	Techniques to include: <ul style="list-style-type: none"> • Warming horse up without rider • Assessment of the horse • Choice of size of circle • Handling of equipment • Stance • Body language/position/influence • Voice/tone of voice • Control 	Observation
	4.5 Assess the rider's strengths and areas for development	Rider to be of Stage 3 level or equivalent competence Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> • Rider position • Balance • Coordination • Confidence • Suitability of horse for rider 	Observation and discussion
	4.6 Plan the lesson	As a result of assessment in 4.5, the coach should: <ul style="list-style-type: none"> • Agree aims of lesson with rider • Justify suitable exercises and chosen work to develop the rider 	Observation and discussion
	4.7 Use exercises to improve the rider's position	Exercises may be chosen to: <ul style="list-style-type: none"> • Correct positional faults • Develop feel and empathy • Improve balance (may include; work without stirrups/reins) • Improve lower leg security 	Observation
	4.8 Evaluate the lesson	Evaluation to include: <ul style="list-style-type: none"> • Reflection on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion
	4.9 Provide a plan for future development	A plan for the development of the rider, to include: <ul style="list-style-type: none"> • Detail strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
5. Be able to coach a group of riders using poles	NOT APPLICABLE FOR THIS UNIT		
6. Be able to coach a group of riders over fences up to 1m	6.1 Assess horse and rider strengths and areas for development	<p>Riders to be of Stage 3 level or equivalent competence</p> <p>To include:</p> <ul style="list-style-type: none"> • Rider's underpinning knowledge • Rider position and effectiveness • Feel and harmony between horse and rider over fences • Balance • Coordination • Confidence • Horse technique and jumping skills 	Observation and discussion
	6.2 Coach to improve horse and rider ability and confidence	<p>May include:</p> <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership • Linking to Training Scale • Transitions • Independent and related fences • Adapting plan as necessary 	Observation
	6.3 Use exercises to improve horse and rider performances	<p>May include:</p> <ul style="list-style-type: none"> • Positional development • Improvement to the quality of canter • Developing balance and effectiveness of the rider • Improvement in the application of the aids • Adjusting stride length 	Observation
	6.4 Evaluate the lesson	<p>May include:</p> <ul style="list-style-type: none"> • Reflection on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion
	6.5 Provide a plan for future development	<p>Plan for the development of the riders to include:</p> <ul style="list-style-type: none"> • Detail strengths and weaknesses of riders • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
7. Be able to coach a show jumping lesson in preparation for a 1.10m competition	NOT APPLICABLE FOR THIS UNIT		
8. Be able to coach a lesson using grid work or related fences up to 1m	NOT APPLICABLE FOR THIS UNIT		

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
9. Be able to coach a dressage lesson at Elementary level	9.1 Assess the horse and rider's strengths and areas for development	Dressage session with one rider and horse combination Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> • Rider's under pinning knowledge • Rider position and effectiveness • Balance • Coordination • Confidence • Relationship between horse and rider 	Observation and discussion
	9.2 Coach to improve the rider's and horse's ability and confidence	To include: <ul style="list-style-type: none"> • Correction and development • Positional development • Develop balance and effectiveness of the rider • Application of the aids • Adapting plan as necessary 	Observation
	9.3 Use exercises to improve rider and horse performance	Exercises may include: <ul style="list-style-type: none"> • Simple changes • Develop medium paces • Developing turn about/on the forehand • Rein back • Shoulder fore/in • Turn about the haunches/pirouettes in walk • Direct transitions • Counter canter 	Observation
	9.4 Evaluate the lesson	May include: <ul style="list-style-type: none"> • Reflection on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion
	9.5 Provide a plan for future development	Plan for the development of the rider to include: <ul style="list-style-type: none"> • Detail strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
10. Be able to coach an arena eventing lesson over fences up to 1.10m	10.1 Assess horse and rider strengths and areas for development	Arena eventing session with one rider and horse combination Rider to be at least Stage 3 level or equivalent competence Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> • Rider's underpinning knowledge • Rider position and effectiveness • Balance • Coordination • Confidence • Horse technique and jumping skills 	Observation and discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	10.2 Coach to improve the horse and rider ability and confidence	To include: <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership • Linking to Training Scale • Transitions • Independent and related fences 	Observation
	10.3 Use exercises to improve horse and rider performance	Exercises may include: <ul style="list-style-type: none"> • Positional development • Developing the quality of canter • Developing balance and effectiveness of the rider • Application of the aids • Adjusting stride length • Independent and related fences 	Observation
	10.4 Evaluate the lesson	May include: <ul style="list-style-type: none"> • Reflect on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion
	10.5 Provide a plan for future development	Plan for the development of the rider to include: <ul style="list-style-type: none"> • Detail strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
11. Be able to coach a dressage lesson at Novice Level	NOT APPLICABLE FOR THIS UNIT		

Unit 8: Stage 4 Senior Coaching Dressage

Unit Level – 4

Credits – 26

Guided Learning Hours (GLH) – 65

Unit purpose

Learners successfully completing this unit will be competent delivering a range of lessons. Learners will be able to coach riders and horses up to Elementary level dressage. Lessons must be safe with consideration for welfare and safety for themselves, the horse, rider and others at all times.

Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 5: Stage 3 Coaching or direct entry via RPCL/RPEL

Pre-assessment criteria

Part of the Stage 4 Senior Coaching Dressage assessment is covered within the **Skills Record**. All learners must present their signed **Skills Record** on the day of assessment. If a learner does not present their **Skills Record** they will not be permitted to continue with their assessment.

Additional information

Assessment for this unit may take up to 5 hours. The assessment methodology is as follows:

Learning outcome		Assessment method
LO1.	Understand how to coach	Trainer endorsement (Skills Record) and VIVA on assessment day
LO2.	Be able to coach safely	Assessed fully on assessment day
LO3.	Be able to communicate effectively whilst coaching	Assessed fully on assessment day
LO4.	Be able to coach a rider on the lunge	Assessed fully on assessment day
LO5.	Be able to coach a group of riders using poles	Assessed fully on assessment day
LO9.	Be able to coach a dressage lesson at Elementary level	Assessed fully on assessment day
LO11.	Be able to coach a dressage lesson at Novice Level	Assessed fully on assessment day

Throughout each lesson learners will demonstrate their ability to assess riders and horses in order to make improvements relevant to the combinations based on established principles (Training Scale). They will build a rapport and utilise feedback throughout the lesson to improve knowledge and motivation.

BHS Qualifications

Unit Structure – Unit 8: Stage 4 Senior Coaching Dressage

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
1. Understand how to coach	1.1 Explain techniques used in coaching	Coaching techniques: <ul style="list-style-type: none"> • Behaviour management • Mentoring • Methods of evaluating performance • Motivational techniques • Profiling • Goal setting • Annual development plan 	Trainer endorsement*
	1.2 Explain factors which impact on coaching approaches	Factors: <ul style="list-style-type: none"> • Learning styles • Personalities • Challenges, learner's mind set • Equality, diversity and inclusion • Environment • Long term participant development 	Trainer endorsement*
2. Be able to coach safely	2.1 Maintain the health, safety and welfare of self, horses and riders	Coaches must risk assess for each coaching lesson to include: <ul style="list-style-type: none"> • Hazards • Control measures Coaches must demonstrate safe coaching in all lessons, including consideration of: <ul style="list-style-type: none"> • Riding area and surfaces • Equipment • Tack, including balance and suitability of saddle • Suitability of horse and exercises 	Observation and discussion
3. Be able to communicate effectively whilst coaching	3.1 Demonstrate effective communication skills	Effective – relates to each lesson Communication must be effective in all four coaching lessons Communication Skills to include: <ul style="list-style-type: none"> • Voice • Active listening • Mannerisms • Body language • Clarity of explanation • Encouraging and providing feedback 	Observation
4. Be able to coach a rider on the lunge	4.1 Explain the benefits for riders of working on the lunge	Benefits to include: <ul style="list-style-type: none"> • Rider position • Coordination • Balance • Core stability • Develop feel and empathy 	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	4.2 Explain the requirements of a lunge horse	Requirements to include: <ul style="list-style-type: none"> • Balance • Behaviour • Way of going • Quality and suitability of stride • Appropriate for level 	Discussion
	4.3 Assess the suitability of the horse for lungeing	Assessment may include: <ul style="list-style-type: none"> • Walk, trot, canter • Work the horse on both reins • Use of side reins • Suitability for rider 	Observation and discussion
	4.4 Ensure the horse is lunged using suitable techniques	Techniques to include: <ul style="list-style-type: none"> • Warming horse up without rider • Assessment of the horse • Choice of size of circle • Handling of equipment • Stance • Body language/position/influence • Voice/tone of voice • Control 	Observation
	4.5 Assess the rider's strengths and areas for development	Rider to be of Stage 3 level or equivalent competence Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> • Rider position • Balance • Coordination • Confidence • Suitability of horse for rider 	Observation and discussion
	4.6 Plan the lesson	As a result of assessment in 4.5, the coach should: <ul style="list-style-type: none"> • Agree aims of lesson with rider • Justify suitable exercises and chosen work to develop the rider 	Observation
	4.7 Use exercises to improve rider's position	Exercises may be chosen to: <ul style="list-style-type: none"> • Correct positional faults • Develop feel and empathy • Improve balance (may include; work without stirrups/reins) • Improve lower leg security 	Observation
	4.8 Evaluate the lesson	Evaluation to include: <ul style="list-style-type: none"> • Reflection on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	4.9 Provide a plan for future development	A plan for the development of the rider, to include: <ul style="list-style-type: none"> Detail strengths and weaknesses of rider Make suggestions for improvement Share action plan including selection of exercises, time frames, goals 	Discussion
5. Be able to coach a group of riders using poles	5.1 Assess horse and rider strengths and areas for development	Riders to be of Stage 3 level or equivalent competence Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> Rider position Balance Coordination Confidence Relationship between horse and rider 	Observation and discussion
	5.2 Coach to improve horse and rider ability and confidence	The session must include the use of poles placed at suitable distances Poles can be used for riding over or positioned to work around as part of an exercise Must include: <ul style="list-style-type: none"> Application of the aids Individual correction and development Develop balance and effectiveness of the rider Relevant exercises to develop horse and rider partnership Linking to Training Scale May include: <ul style="list-style-type: none"> Positional development Transitions Adjusting stride length School movements Work without stirrups Adapting plan as necessary 	Observation
	5.3 Evaluate the lesson	Evaluation to include: <ul style="list-style-type: none"> Reflection on content of lesson Logical sequence and timing Delivery Feedback Effectiveness of exercises chosen Identify strategies to improve personal performance 	Discussion
	5.4 Provide a plan for future development	Plan to include: <ul style="list-style-type: none"> Detail strengths and weaknesses of riders Suggestions for improvement Action plan including selection of exercises, time frames, goals 	Discussion
6. Be able to coach a group of riders over fences up to 1m	NOT APPLICABLE FOR THIS UNIT		

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
7. Be able to coach a show jumping lesson in preparation for a 1.10m competition	NOT APPLICABLE FOR THIS UNIT		
8. Be able to coach a lesson using grid work or related fences up to 1m	NOT APPLICABLE FOR THIS UNIT		
9. Be able to coach a dressage lesson at Elementary level	9.1 Assess the horse and rider strengths and areas for development	Dressage session with one rider and horse combination Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> • Rider's under pinning knowledge • Rider position and effectiveness • Balance • Coordination • Confidence • Relationship between horse and rider 	Observation and discussion
	9.2 Coach to improve horse and rider ability and confidence	To include: <ul style="list-style-type: none"> • Correction and development • Positional development • Develop balance and effectiveness of the rider • Application of the aids • Adapting plan as necessary • Linking to Training Scale 	Observation
	9.3 Use exercises to improve rider and horse performance	Exercises may include : <ul style="list-style-type: none"> • Simple changes • Develop medium paces • Developing turn about/on the forehand • Rein back • Shoulder fore/in • Turn about the haunches/pirouettes in walk • Direct transitions • Counter canter 	Observation
	9.4 Evaluate the lesson	Evaluation to include: <ul style="list-style-type: none"> • Reflection on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion
	9.5 Provide a plan for future development	Plan for the development of the rider to include: <ul style="list-style-type: none"> • Detail strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
10. Be able to coach an arena eventing lesson over fences up to 1.10m	NOT APPLICABLE FOR THIS UNIT		

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
11. Be able to coach a dressage lesson at Novice Level	11.1 Assess horse and rider strengths and areas for development	Dressage lesson with one rider Rider to be of Stage 3 level or equivalent competence Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> • Rider's underpinning knowledge • Rider position • Balance • Coordination • Confidence • Relationship between horse and rider 	Observation and discussion
	11.2 Coach to improve the horse and rider's ability and confidence	To include: <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Adapting plans as necessary • Linking to Training Scale 	Observation
	11.3 Use exercises to improve horse and rider performance	Exercises may include: <ul style="list-style-type: none"> • Leg yield • Transitions • Adjusting stride length • School movements • Trot on a loose rein 	Observation
	11.4 Evaluate the lesson	May include: <ul style="list-style-type: none"> • Reflect on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion
	11.5 Provide a plan for future development	Plan for the development of the rider to include: <ul style="list-style-type: none"> • Detail strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion

Unit 9: Stage 4 Senior Coaching Show Jumping

Unit Level – 4

Credits – 27

Guided Learning Hours (GLH) – 75

Unit purpose

Learners successfully completing this unit will be competent delivering a range of lessons. Learners will be able to coach riders and horses show jumping up to 1.10m. Lessons must be safe with consideration for welfare and safety for themselves, the horse, rider and others at all times.

Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 5: Stage 3 Coaching or direct entry via RPCL/RPEL

Pre-assessment criteria

Part of the Stage 4 Coaching Show Jumping assessment is covered within the **Skills Record**. All learners must present their signed **Skills Record** on the day of assessment. If a learner does not present their **Skills Record** they will not be permitted to continue with their assessment.

Additional information

Assessment for this unit may take up to 5 hours. The assessment methodology is as follows:

Learning outcome	Assessment method
LO1. Understand how to coach	Trainer endorsement (Skills Record) and VIVA on assessment day
LO2. Be able to coach safely	Assessed fully on assessment day
LO3. Be able to communicate effectively whilst coaching	Assessed fully on assessment day
LO4. Be able to coach a rider on the lunge	Assessed fully on assessment day
LO5. Be able to coach a group of riders using poles	Assessed fully on assessment day
LO7. Be able to coach a show jumping lesson in preparation for a 1.10m competition	Assessed fully on assessment day
LO8. Be able to coach a lesson using grid work or related fences up to 1m	Assessed fully on assessment day

Throughout each lesson learners will demonstrate their ability to assess riders and horses in order to make improvements relevant to the combinations based on established principles (Training Scale). They will build a rapport and utilise feedback throughout the lesson to improve knowledge and motivation.

BHS Qualifications

Unit Structure – Unit 9: Stage 4 Senior Coaching Show Jumping

*Where the assessment method states 'trainer endorsement', the criteria is required to be signed off in the **Skills Record** prior to the assessment day. On the assessment day the learner will be assessed in detail on one or more assessment criteria through a 'viva' process with the assessor to clarify competence.

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see page 11 for further information.

Learning Outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
1. Understand how to coach	1.1 Explain techniques used in coaching	Coaching techniques: <ul style="list-style-type: none"> • Behaviour management • Mentoring • Methods of evaluating performance • Motivational techniques • Profiling • Goal setting • Annual development plan 	Trainer endorsement*
	1.2 Explain factors which impact on coaching approaches	Factors: <ul style="list-style-type: none"> • Learning styles • Personalities • Challenges, learner's mind set • Equality, diversity and inclusion • Environment • Long term participant development 	Trainer endorsement*
2. Be able to coach safely	2.1 Maintain the health, safety and welfare of self, horses and riders	Coaches must risk assess for each coaching lesson to include: <ul style="list-style-type: none"> • Hazards • Control measures Coaches must demonstrate safe coaching in all lessons, including consideration of: <ul style="list-style-type: none"> • Riding area and surfaces • Equipment • Tack, including balance and suitability of saddle • Suitability of horse and exercises 	Observation and discussion
3. Be able to communicate effectively whilst coaching	3.1 Demonstrate effective communication skills	Effective – relates to each lesson Communication must be effective in all four coaching lessons Communication Skills: <ul style="list-style-type: none"> • Voice • Active listening • Mannerisms • Body language • Clarity of explanation • Encouraging and providing feedback 	Observation
4. Be able to coach a rider on the lunge	4.1 Explain the benefits for riders of working on the lunge	Benefits to include: <ul style="list-style-type: none"> • Rider position • Coordination • Balance • Core stability • Develop feel and empathy 	Discussion

Learning Outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	4.2 Explain the requirements of a lunge horse	Requirements to include: <ul style="list-style-type: none"> • Balance • Behaviour • Way of going • Quality and suitability of stride • Appropriate for level 	Discussion
	4.3 Assess the suitability of the horse for lungeing	Assessment may include: <ul style="list-style-type: none"> • Walk, trot, canter • Work the horse on both reins • Use of side reins • Suitability for rider 	Observation and discussion
	4.4 Ensure the horse is lunged using suitable techniques	Techniques to include: <ul style="list-style-type: none"> • Warming horse up without rider • Assessment of the horse • Choice of size of circle • Handling of equipment • Stance • Body language/position/influence • Voice/tone of voice • Control 	Observation
	4.5 Assess the rider's strengths and areas for development	Rider to be of Stage 3 level or equivalent competence Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> • Rider position • Balance • Coordination • Confidence • Suitability of horse for rider 	Observation and discussion
	4.6 Plan the lesson	As a result of assessment in 4.5, the coach should: <ul style="list-style-type: none"> • Agree aims of lesson with rider • Justify suitable exercises and chosen work to develop the rider 	Observation
	4.7 Use exercises to improve rider's position	Exercises may be chosen to: <ul style="list-style-type: none"> • Correct positional faults • Develop feel and empathy • Improve balance (may include; work without stirrups/reins) • Improve lower leg security 	Observation
	4.8 Evaluate the lesson	Evaluation to include: <ul style="list-style-type: none"> • Reflection on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion

BHS Qualifications

Learning Outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	4.9 Provide a plan for future development	Plan for the development of the rider to include: <ul style="list-style-type: none"> Detail strengths and weaknesses of rider Make suggestions for improvement Share action plan including selection of exercises, time frames, goals 	Discussion
5. Be able to coach a group of riders using poles	5.1 Assess horse and rider strengths and areas for development	Riders to be of Stage 3 level or equivalent competence Strengths and areas for development to include consideration of: <ul style="list-style-type: none"> Rider position Balance Coordination Confidence Relationship between horse and rider 	Observation and discussion
	5.2 Coach to improve horse and rider ability and confidence	The session must include the use of poles placed at suitable distances Poles can be used for riding over or positioned to work around as part of an exercise Must include: <ul style="list-style-type: none"> Application of the aids Individual correction and development Develop balance and effectiveness of the rider Relevant exercises to develop horse and rider partnership Linking to Training Scale May include: <ul style="list-style-type: none"> Positional development Transitions Adjusting stride length School movements Work without stirrups Adapting plan as necessary 	Observation
	5.3 Evaluate the lesson	Evaluation to include: <ul style="list-style-type: none"> Reflection on content of lesson Logical sequence and timing Delivery Feedback Effectiveness of exercises chosen Identify strategies to improve personal performance 	Discussion
	5.4 Provide a plan for future development	Plan for the development of the riders to include: <ul style="list-style-type: none"> Detail strengths and weaknesses of riders Suggestions for improvement Action plan including selection of exercises, time frames, goals 	Discussion

Learning Outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
6. Be able to coach a group of riders over fences up to 1m	NOT APPLICABLE FOR THIS UNIT		
7. Be able to coach a show jumping lesson in preparation for a 1.10m competition	7.1 Assess the horse and rider's strengths and areas for development	Show jumping session with one rider and horse combination Assessment to include: <ul style="list-style-type: none"> • Rider's under pinning knowledge • Rider position and effectiveness • Feel and harmony between horse and rider • Balance • Coordination • Confidence • Horse technique and jumping skills 	Observation and discussion
	7.2 Coach to improve the rider's and horse's ability and confidence	May include: <ul style="list-style-type: none"> • Correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership • Linking to Training Scale • Positional development • Develop balance and effectiveness of the rider • Independent and related fences • Transitions • Adapting plan as necessary 	Observation
	7.3 Evaluate the lesson	May include: <ul style="list-style-type: none"> • Reflection on content of lesson • Logical sequence and timing • Delivery • Feedback • Effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion
	7.4 Provide a plan for future development	Plan for the development of the rider to include: <ul style="list-style-type: none"> • Detail strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
8. Be able to coach a lesson using grid work or related fences up to 1m	8.1 Assess horse and rider strengths and areas for development	Session with one rider Rider to be of Stage 3 level or equivalent competence To include: <ul style="list-style-type: none"> • Rider under pinning knowledge • Rider position and effectiveness • Balance • Coordination • Confidence • Feel and harmony between horse and rider • Horse technique and jumping skills 	Observation and discussion

BHS Qualifications

Learning Outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	8.2 Coach to improve horse and rider ability and confidence	May include: <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership • Linking to Training Scale • Transitions • Independent and related fences • Adapting plan as necessary 	Observation
	8.3 Use exercises to improve horse and rider performance	To include: <ul style="list-style-type: none"> • Positional development • Quality of canter • Develop balance and effectiveness of the rider • Application of the aids • Adjusting stride length 	Observation
	8.4 Evaluate the lesson	May include: <ul style="list-style-type: none"> • Reflect on content of lesson • Logical sequence and timing • Delivery • Assessment • Feedback • Debate effectiveness of exercises chosen • Identify strategies to improve personal performance 	Discussion
	8.5 Provide a plan for future development	Plan for the development of the rider to include: <ul style="list-style-type: none"> • Detail strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
9. Be able to coach a dressage lesson at Elementary level	NOT APPLICABLE FOR THIS UNIT		
10. Be able to coach an arena eventing lesson over fences up to 1.10m	NOT APPLICABLE FOR THIS UNIT		
11. Be able to coach a dressage lesson at Novice Level	NOT APPLICABLE FOR THIS UNIT		