

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 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

Published: 28 February 2020

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.

© Published by The British Horse Society. All rights reserved. No part of this Publication to be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical or otherwise without the prior permission of The British Horse Society.

Document history:

Version	Revision date	Reason
4	28/02/2020	Revise web-links

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

Contents

	Page
The role of BHS Qualifications	3-4
BHS Qualifications	5-6
Assessment of BHSQ qualifications	7
The role of The British Horse Society	8
BHS policies	8-9
BHSQ Level 4 (Stage 4) qualification structure	10
BHSQ Level 4 Senior Yard Manager (Stage 4)	11
BHSQ Level 4 Senior Yard Manger with Riding (Stage 4)	12
BHSQ Level 4 Senior Coach Qualifications	13
BHSQ Level 4 Senior Eventing Coach (Stage 4)	14
BHSQ Level 4 Senior Dressage Coach (Stage 4)	15
BHSQ Level 4 Senior Show Jumping Coach (Stage 4)	16
Unit 1: Stage 4 Senior Care	17-25
Unit 2: Stage 4 Senior Management	26-33
Unit 3: Stage 4 Senior Lunge	34-36
Unit 4: Stage 4 Senior Ride for Training Eventing	37-44
Unit 5: Stage 4 Senior Ride for Training Dressage	45-50
Unit 6: Stage 4 Senior Ride for Training Show Jumping	51-57
Unit 7: Stage 4 Senior Coaching Eventing	58-64
Unit 8: Stage 4 Senior Coaching Dressage	65-70
Unit 9: Stage 4 Senior Coaching Show Jumping	71-76

This page is intentionally blank.

The role of 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) and 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 ensures BHSQ qualifications are fit for purpose for the sector.

As the awarding organisation, BHSQ is responsible for the processes through which learners seek and obtain certification for their achievements. BHSQ is responsible for verifying that assessment practice in approved centres is conducted systematically, effectively, securely and to national standards specified within the qualification.

To achieve this BHSQ has in place:

- 1. A certification system**
 - This processes learner enrolment data, issues certificates and keeps long term-records of learners and certificates.

- 2. A quality assurance system**
 - This provides criteria and procedures for centre approval and ongoing centre monitoring to ensure the required standards are met.
 - This ensures that assessment of learners against qualification standards is carried out appropriately and in accordance with the terms of accreditation and that assessment is effective, objective and consistent wherever and whenever it takes place.

BHSQ and BHSQ approved centres share an organisational role in ensuring quality assurance. These centres demonstrate they meet a set of required standards. These centres will have a series of policies and procedures in place and these should be made available to learners, these include:

- Appeals
- Complaints
- Conflict of interest
- Data protection
- Equality and diversity
- Health and safety including risk management
- Internal verification
- Malpractice and maladministration
- Reasonable adjustments
- Special considerations
- Recognition of prior learning
- Safeguarding
- Recruitment and selection
- Whistleblowing
- Registration
- Certification

In addition, approved centres and assessment venues will be required to have appropriate resources to meet the requirements of the specifications and to support learners appropriately.

BHS Qualifications

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 decisions made. If a learner does not achieve the required standards, there are opportunities for reassessment. The BHSQ approved centre will be able to detail this.

Furthermore when BHSQ issues a certificate to state the learner has successfully achieved this qualification, this should not be taken as an endorsement of suitability of employment or contracting. Normal business practice should take place when recruiting in equine along with any subsequent employment or other activity.

BHSQ has age restrictions stated in its qualifications. These are carefully considered given the nature of equine, especially working with horses. The safety and risk assessment of all, but particularly those under the age of 18, must be carefully considered.

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:

bhsq.co.uk/privacy-and-cookies

or email dataprotection@bhs.org.uk

FOR REFERENCE: these are the regulators definition of the following terms:

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, in order 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.

BHS Qualifications

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 Stage 5 qualifications.

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 Eventing Coach (Stage 4)
- BHSQ Level 4 Senior Dressage Coach (Stage 4)
- BHSQ Level 4 Senior Show Jumping Coach (Stage 4)

Professional expectations

BHSQ work closely with the sector and employers in particular. Once a learner has achieved this 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 and diversity 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 BHS Safeguarding and Protecting Children.

Development of qualifications

The British Horse Society (BHS) is approved as a centre to deliver qualifications regulated by BHSQ. BHSQ and the BHS have developed these qualifications in line with feedback received from extensive industry consultation.

Learners taking BHSQ Level 4 (Stage 4) qualifications will either be seeking employment at management level or will already be employed in the industry with a desire to progress their career by advancing their skill and knowledge. It is essential that these qualifications meet the needs of employers and learners. To satisfy these requirements, the qualifications have been developed in collaboration with employers, colleges, coaches, students, and expert groups.

Training for BHSQ qualifications

Training can be provided from a variety of sources however we strongly recommend learners undertake practical training with BHS Accredited Professionals and/or at BHS Approved Training Centres.

To find your nearest BHS Accredited Professional:

www.bhs.org.uk/findacoach

To find your nearest BHS Approved Training Centre:

www.bhs.org.uk/trainingcentres

BHS Qualifications

Learners should expect to gain practical experience in a work environment to develop their skills and knowledge in preparation for level 4 assessments. They will need to have access to a variety of horses to develop their horse care, lungeing and riding skills and expand their experience coaching a range of clients. Learners should seek training opportunities; in their own place of work, at other training centres and through organised continual professional development (CPD) training in order to access a variety of different horses and training methods.

Recommended reading lists can be found on the BHS website on the pages dedicated to each unit. In addition the BHS has produced a book to support learners preparing for BHSQ Level 4 (Stage 4) qualifications, 'Complete Horsemanship Volume 4', this text is not compulsory.

Assessment of BHSQ qualifications

BHSQ Level 4 (Stage 4) qualifications will be assessed by combination of a **Skills Record** and assessment days.

Stage 4 Career Pathways Skills Record

All learners are issued with a **Skills Record** book at the time of booking their BHSQ assessment. It is a requirement that the **Skills Record** book 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 BHS Stage 5 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** book on the assessment day. Failure to do so will result in the learner not being able to take their assessment.

The Stage 4 Career Pathways Skills Record book 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

Assessment day

On the assessment day learners should arrive in good time to familiarise themselves with the surroundings, so they are seated and prepared for the briefing. During the briefing the learners will be introduced to the assessors and the programme for the day and any housekeeping will be discussed. Any questions or queries from learners should be raised at this time.

Assessment days focus primarily on the assessment of the Learning Outcomes which are not assessed via trainer endorsement in the **Skills Record**. The majority of assessment is based around observation of the learner completing practical tasks, discussion of the tasks performed and discussion of related topics.

In addition to this assessors will carry out 'vivas' (verbal assessments) to confirm learners' knowledge and understanding of each learning outcome covered via the 'trainer endorsements'.

Results

These qualifications are assessed as pass or not yet competent. Learners receive results in the post within ten working days of their assessment day.

Re-assessment

If a learner is unsuccessful in a 'viva' on the assessment day they will be required to retake the relevant learning outcome in its entirety with a BHS assessor.

Quality assurance

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

In addition to this, assessments are externally quality assured by verifiers appointed by BHSQ.

The role of The British Horse Society

The British Horse Society (BHS) is a centre for delivery of BHSQ qualifications. The BHS has a responsibility to recruit and develop a team of BHS Assessors and Internal Quality Assurers to maintain the standard and quality of the assessments. The BHS approve and monitor their network of approved assessment venues to ensure a good coverage of centres across the UK and internationally, that can deliver training and assessments. They offer regular training to trainers, venues and assessors to ensure the latest developments in standards are communicated and maintained.

Delivery of qualifications

The BHS hold assessment days throughout the UK and internationally including Ireland, USA, Hong Kong, China, Singapore and the United Arab Emirates.

The BHSQ Level 4 (Stage 4) qualifications are part of the BHS Career Pathways which offer learners the opportunity to progress their career and learn practical, real world skills within a structured platform. As part of the learner's journey the BHS aims to provide guidance, advice and support through every stage of their development.

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

www.bhs.org.uk/pathways

BHS policies

Fees

The fee for each assessment is published on the BHS website.

Entries

Entries for assessments close at least 10 working days prior to the assessment date. Applications received after the closing date will not be accepted.

Complaints and appeals

A complaint is a concern raised about a service provided by the BHS. All complaints are logged, monitored and investigated internally. Complaints are handled confidentially and sensitively.

The complaints procedure can be found on the BHS website,

www.bhs.org.uk/bookingconditions

An appeal may be lodged when an individual feels that BHS policies and procedures were not adhered to with regards to decisions made by the BHS.

All appeals are logged, monitored and investigated internally. Appeals are handled confidentially and sensitively.

Details of how to submit an appeal can be found on the BHS website,

www.bhs.org.uk/bookingconditions

Reasonable adjustment and special consideration

The BHS aims to promote equity, diversity and equality of opportunity within the assessment process. Due to the practical nature of BHS assessments, adjustments may need to be made in order to allow assessment for the widest range of applicants.

Policies on reasonable adjustment and special consideration and how to apply for a reasonable adjustment can be found on the BHS website,

www.bhs.org.uk/reasonableadjustments

Direct entry/Recognition of prior learning

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

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

www.bhs.org.uk/directentry

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.

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

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

BHSQ Level 4 Senior Yard Manager (Stage 4)

Qualification Level: 4

Total Qualification Time:

176 hours (of which 107 are Guided Learning Hours)

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 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 BHS Stage 3 Care award or BHSQ/BHS equivalent. 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
- Equine Centre Manager
- Senior Groom
- Freelance Senior Groom

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

This qualification offers progression to the:

- BHS Performance Centre Manager

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

Qualification Level: 4

Total Qualification Time:

For learners completing Unit 4: Stage 4 Senior Ride for Training Eventing as their optional unit, TQT is 574 hours (of which 258 are Guided Learning Hours).

For learners completing Unit 5: Stage 4 Senior Ride for Training Dressage or Unit 6: Stage 4 Senior Ride for Training Show Jumping as their optional unit, TQT is 478 hours (of which 222 are Guided Learning Hours).

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. Learners will be able to constructively assess the training needs of a range of horses when riding and lungeing 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 BHS Stage 3 Care, BHS Stage 3 Lunge and BHS Stage 3 Riding or BHSQ/BHS equivalent. 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
- Equine Centre Manager
- Senior Groom and Rider/Trainer
- Freelance Senior Groom and Rider/Trainer

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

This qualification offers progression to the

- BHS Performance Centre Manager with Riding

BHSQ Level 4 Senior Coach Qualifications

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:

- Yard manager and Senior Coach
- Senior Coach in a centre
- Freelance Senior Coach
- Freelance Senior Coach and Senior Groom

These qualifications offer progression to:

- BHS Performance Coach qualifications

Professional expectations

BHSQ work closely with the sector and employers in particular. Once a learner has achieved this 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 and diversity 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 BHS Safeguarding and Protecting Children.

BHSQ Level 4 Senior Eventing Coach (Stage 4)

Qualification Level: 4

Total Qualification Time:

For learners completing Unit 4: Stage 4 Senior Ride for Training Eventing as their optional unit, TQT is 852 hours (of which 357 are Guided Learning Hours).

For learners completing Unit 5: Stage 4 Senior Ride for Training Dressage or Unit 6: Stage 4 Senior Ride for Training Show Jumping as their optional unit, TQT is 756 hours (of which 321 are Guided Learning Hours).

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 1.10m and cross country up to 1m. They will be able to coach private, semi-private, group and lunge 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 the BHS Stage 3 Coach or BHSQ/BHS equivalent. 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:

For learners completing Unit 4: Stage 4 Senior Ride for Training Eventing as their optional unit, TQT is 852 hours (of which 357 are Guided Learning Hours).

For learners completing Unit 5: Stage 4 Senior Ride for Training Dressage, TQT is 756 hours (of which 321 are Guided Learning Hours).

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 private, semi-private, group and lunge 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 the BHS Stage 3 Coach or BHSQ/BHS equivalent. 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 Show Jumping Coach (Stage 4)

Qualification Level: 4

Total Qualification Time:

For learners completing Unit 4: Stage 4 Senior Ride for Training Eventing as their optional unit, TQT is 852 hours (of which 357 are Guided Learning Hours).

For learners completing Unit 6: Stage 4 Senior Ride for Training Show Jumping as their optional unit, TQT is 756 hours (of which 321 are Guided Learning Hours).

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 coach private, semi-private, group and lunge 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 the BHS Stage 3 Coach or BHSQ/BHS equivalent. 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

70 Guided Learning Hours

43 hours of self-guided study

Unit purpose

Learners successfully completing this unit will be able to care for a range of horses including youngsters, competition horses and older horses. They will be able to use their extensive knowledge of anatomy and physiology, horse health and nutrition to ensure the welfare of the horses in their care.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Care Award or BHSQ/BHS equivalent
- BHS Gold member

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 permitted to continue with their assessment.

Procedure for assessment

This assessment day will last approximately 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 will be required to select, fit and evaluate a range of tack and equipment for dressage, show jumping, cross country competitions and long distance riding. They should work with a sound methodology with clear reasoning for their choice of equipment. Learners should be conversant with all types of equipment and be familiar with products currently available on the market. Various bits will be discussed. Their action should be discussed along with their suitability based on the anatomy of the mouth and horse's way of going. Learners will be able to evaluate the use of a range of training aids that could be used when riding. Methods of restraint will be discussed.

BHS Qualifications

Learners will understand the nutritional requirements, including supplements, for a range of horses and the management of health conditions that may be linked to poor diet. Learners will be able to analyse the management and fitness programmes for a range of competition horses.

Learners will evaluate a horse's physical condition, including dynamic and static conformation assessment and analysis of lower leg and foot balance. When assessing horses in practical situations learners should handle horses safely and direct assistants during the trot up in order that they can view horses sufficiently. Learners should recognise clean legs and the various lumps and bumps that may arise with work and from conformation defects. They should know whether the problems they find, on examining the horse, are apparently old or new and whether likely to cause problems or not. They should recognise stiffness and lameness in the fore and hind limbs if present during the trot up.

Learners should have a detailed understanding of the components and function of a range of muscle groups and the role of tendons and ligaments. Learners will be able to explain a range of common injuries, treatments, therapies and rehabilitation work, including; remedial equipment, foot dressings and bandaging methods. They will apply a foot dressing with poultice or a figure of eight bandage. A range of remedial shoes will be discussed, the learner should be able give reasons why they may be used and how they aid the rehabilitation of lameness. Learners should have an understanding of how to care for a range of horses, promoting health and wellbeing and reducing the risk of ill health, injury and disease outbreak.

In each section learners should speak from their experience and be able to put their points forward clearly with reasons.

Learners should be physically fit in order to carry out practical tasks. They should work efficiently and with confidence.

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.

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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	Health, safety and welfare of self, others and horses to be considered whilst: <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 according to industry practice	Manage own time <ul style="list-style-type: none"> • Prioritising tasks • Work at commercial speed 	Observation
	1.3 Explain a range of methods of restraint to ensure safety of horse and handler	Range = 2 or more Methods of restraint: <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	Select and fit tack for the following: Dressage tack: <ul style="list-style-type: none"> • Modern comfort bridle • Variations of nosebands in current use • Double bridle • Dressage saddle • Pad, cloth, numnah • Girth, protector Show jumping tack: <ul style="list-style-type: none"> • Bridle (this can be a double bridle) • Martingale/breast plate • Noseband(s) • Jumping saddle • Alternative stirrups • Stud girth • Spur guard • Leg protection Cross country tack: <ul style="list-style-type: none"> • Bridle (this can be a double bridle) • Martingale • Suitable reins • Noseband • Jumping saddle • Girth/stud girth • Breast plate (to include five point) • Leg protection 	Observation and discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
		<p>Endurance / trekking / long distance riding tack:</p> <ul style="list-style-type: none"> • Washable or lightweight bridle • General purpose saddle (synthetic or leather) • Comfort girth • 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 Evaluate the use of training aids. Aids may include:</p> <ul style="list-style-type: none"> • Draw reins • Bungees • Market Harborough • Harbridge • De Gogue 	Discussion
	1.6 Evaluate use of a range of bits	<p>Range = 3 or more 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 	Discussion
	1.7 Evaluate leg protection for a range of situations	<p>Range = 2 or more 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 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) 	Trainer endorsement*

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
		Nutritional and dietary needs , for example: <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 	
	2.2 Evaluate the use of vitamin and mineral supplements in horses' diets	Supplements to include: <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	Range = 3 or more Management to include: <ul style="list-style-type: none"> How the condition may be linked to poor nutrition Diet Turnout vs stabling Exercise Routine Health conditions to include: <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*
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 (e.g. 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 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 (sprains, pulls etc.) Routine, turnout Use of popular management techniques and equipment (e.g. massage, massage pads, stretching, magnetic therapy, hydro treatments) 	Trainer endorsement*

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	3.2 Evaluate the different fitness processes required for a range of performance horses	<p>Range = 2 or more</p> <p>Performance horses:</p> <ul style="list-style-type: none"> • Show jumping (foxhunter) • Dressage (medium) • Eventing (intermediate) • Endurance/trekking (50 miles / 80km) • Show horses <p>Fitness processes:</p> <ul style="list-style-type: none"> • Interval training • Traditional methods • Fitness programs 	Trainer endorsement*
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 • TPR - 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) 	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) • Lungeing for soundness (discussion only) • Quality of movement • Soundness in gait • Foot balance implications 	Observation and discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	4.4 Explain how a range of remedial equipment would be used in the prevention or rehabilitation of lameness	Range = 2 or more Remedial equipment to include: <ul style="list-style-type: none"> • Standard shoe • Rolled toe shoe • Support shoe • Raised heel shoe • Bar 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	Bandaging methods: <ul style="list-style-type: none"> • Support • Pressure • Stable • Foot 	Discussion
	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 tape or <ul style="list-style-type: none"> • 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 gait Range of muscle groups = 2 or more of the following: <ul style="list-style-type: none"> • Quarters • Back • Shoulders • Neck and top line 	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 • 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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	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
5. Understand the care of horses	5.1 Explain how to maintain health and wellbeing of horses	To include: <ul style="list-style-type: none"> • 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	Procedures to include: <ul style="list-style-type: none"> • Symptom identification • Immediate procedures • Short, medium and long term action planning 	Trainer endorsement*
	5.3 Describe end of life care	End of life care to include: <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	To include: <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	Signs in relation to: <ul style="list-style-type: none"> • Shape • Udder • Behaviour • Muscle tone 	Trainer endorsement*
	6.3 Explain the foaling process	Foaling process to include: <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*

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	6.4 Evaluate care options for the mare and foal	Options may include: <ul style="list-style-type: none"> • Stabling • Turning out • Handling • Company of others • Health checks • Breed of mare 	Trainer endorsement*
	6.5 Explain the physical needs of young horses	Physical needs to include: <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	Methods of handling to include: <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	Signs of ageing in relation to: <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	Ongoing care to include: <ul style="list-style-type: none"> • Feeding • Management • Turn out • Work 	Trainer endorsement*

Unit 2: Stage 4 Senior Management

Unit Level: 4

37 Guided Learning Hours

26 hours of self-guided study

Unit purpose

Learners successfully completing this unit will be able to apply the basic principles of management and show that they have the required qualities to manage a business.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Care Award or BHSQ/BHS equivalent
- BHS Gold member

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.

Procedure for assessment

This assessment day will last approximately 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 will be assessed via a group discussion. Learners are required to demonstrate a proficient level of communication (verbal and non-verbal), listening skills, negotiating skills and decision making. 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. Topics will be made available on the BHS website for learners to access prior to the assessment day in order to prepare for the discussion. 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.

Learners will be provided with a case study to read for Learning Outcomes 6, 8 and 10, they will be given a few minutes to read the case study and may write some notes if they wish. The assessor will then ask questions relating to the case study.

An example of the type of case studies that will be used and the topics for discussion is available on the BHS website, please click on the assessment details section of the following page:

<https://pathways.bhs.org.uk/career-pathways/groom-pathway/senior-yard-manager/unit-2-stage-4-senior-management/>

Learners must show that they have the required qualities and can apply the basic principles of management and show that they are able to manage a team to achieve results. They should be competent in managing daily activities on a yard as well as have the foresight that will contribute to the delivery of projects where necessary. They should be comfortable managing budgets and resources and understand how to liaise with accountants, auditors etc. They should have the ability to manage their own personal and professional development, possess excellent interpersonal skills and the ability to adhere to standards and procedures while maintaining confidentiality and integrity.

They must be able to maintain effective performance under pressure, manage situations for the best results for the business and have awareness of commercial realities and marketing opportunities.

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.

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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"> • Computer systems • Paper 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 loads • Arenas • Staff workloads • Allocation of horses/ coaches • Balancing liveries use and riding school clients 	Trainer endorsement*
	1.3 Explain 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 care • Helpful language • Time to help • Making the client feel important • How to handle challenging and emergency situations • Maintaining 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 options • Discipline – Member Bodies • Pony Club • Other 	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 standards • Reflect on own learning and progress • Use of both verbal and non-verbal forms of communication • Listening as an aid to meaningful communication, a two-way process 	Discussion and trainer/employer endorsement*
	2.2 Demonstrate effective verbal communication in a range of situations	Verbal communication to include tone and volume of voice Range = 2 or more Situations may include: <ul style="list-style-type: none"> • Communication between different individuals and groups e.g. co-workers, managers, junior staff, employees, customers, clients, visiting coaches/trainers, speakers • Different contexts including training lessons, presentations, group meetings, performance appraisals, one-on-one discussions, interviews, disciplinary lessons 	Observation and trainer/employer endorsement*

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	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 e.g. hand gestures, nodding or shaking the head • Posture e.g. 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 e.g. co-workers, managers, junior staff, employees, customers, clients, visiting coaches/trainers, speakers • Different contexts including training lessons, presentations, group meetings, performance appraisals, one-on-one discussions, interviews, disciplinary lessons 	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*
	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 Explain 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*

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	3.2 Explain the purpose and process of staff development	Staff development to include: <ul style="list-style-type: none"> • Use of appraisals • Criteria for assessment • Performance review • Action plans • CPD • Dealing with concerns, for example grievance, disciplinary 	Trainer endorsement*
	3.3 Produce training plans to develop staff	Training plans to include: <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	Requirements to include: <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	Membership schemes may include: <ul style="list-style-type: none"> • Accredited Professional Coach • Discipline – BEF Member Bodies • British Grooms Association • Other 	Trainer endorsement*
	4.3 Explain the benefits of Continued Professional Development for a self-employed coach	To include: <ul style="list-style-type: none"> • Assessing own performance • Target setting • Identifying need against job role • Type of CPD available 	Trainer endorsement*
5. Understand the roles and responsibilities of a yard manager	5.1 Explain the requirements of relevant legislation	Relevant legislation to include: <ul style="list-style-type: none"> • Animal Welfare license • Planning permission regulations for business use • Stable yard risk assessment • Fire risk assessment requirements • GDPR • RIDDOR • COSHH • Safeguarding • Equality and Diversity 	Trainer endorsement*
	5.2 Explain the purpose of different types of insurance	Types of Insurance: <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 Explain pricing methods	Pricing methods to include: <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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	6.2 Explain a range of methods of payment	Range = 2 or more To include: <ul style="list-style-type: none"> • Debit and credit cards • Cash • Cheque • BACs • Online payment • Recording payment • Advance payments • Cancellation policy 	Discussion
	6.3 Explain a range of accounting requirements	Range = 2 or more Accounting requirements to include: <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
	6.4 Explain how to manage business costs	Costs to include management of both fixed and variable costs Fixed costs (largely unmanageable) <ul style="list-style-type: none"> • Rent • Business Rates • Licences • Insurance • Depreciation Variable costs (manageable) <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	Pay requirements to include: <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	Records may include: <ul style="list-style-type: none"> • Horse health records • Client records • Riding records/progress/review 	Trainer endorsement*

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	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 v electronic • Confidentiality • Data protection (GDPR) 	Trainer endorsement*
8. Understand different marketing opportunities	8.1 Explain 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
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"> • BHS • ABRS • Pony Club • RDA • Other 	Trainer endorsement*
	9.2 Explain working relationships with a range of associated professionals	<p>Range = 3 or more</p> <p>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>May include:</p> <ul style="list-style-type: none"> • Yards • Stables • Arenas • Store and ancillary building • Fencing • Maintaining surface for dressage/ jumping and riding school use • Importance of maintaining level surface • Controlling dust • Removing droppings • Cross country course 	Trainer endorsement*

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	9.4 Explain a range of security procedures on the yard	Range = 3 or more Security procedures may include: <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	Grassland maintenance programmes to include: <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

31 Guided Learning Hours

21 hours of self-guided study

Unit purpose

Learners successfully completing this unit will be able to lunge a competition horse in order to develop and improve its way of going.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Lunge Award or BHSQ/BHS equivalent
- BHS Gold member

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.

Procedure for assessment

This assessment day will last approximately 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 lungeing. Learners are expected to age the horse and assess its way of going in all three paces. The horse should be warmed up without side reins. When the horse is sufficiently warmed up the side reins can be attached and the horse can be worked. The learner should select exercises appropriate to the horse and should be able to show improvement in the horse's way of going. The learner will be expected to use poles and floor plans, if appropriate. In discussion the learner will evaluate the work undertaken and suggest a plan for future progression.

Learners should be experienced in working horses on the lunge as a means of schooling and improvement and not just exercising. Learners should show 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.

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
1. Understand how to lunge competition horses	1.1 Evaluate the use of a range of training aids for lungeing	Range = 2 or more Training aids may include: <ul style="list-style-type: none"> • Side reins (variation of positions) • Pessoa • Whittaker • Chambon • Harbridge 	Trainer endorsement*
	1.2 Explain the use of long reining	Use to include; <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	Health, safety and welfare in relation to: <ul style="list-style-type: none"> • Use of schooling area • Awareness of space and other users • Horse fitness and level of education • Checking tack for safety • Leading the horse • Lungeing the horse • Lungeing with poles 	Observation
	2.2 Assess and evaluate the horse’s way of going	Way of going to include: <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	Techniques to include; <ul style="list-style-type: none"> • Handling of equipment • Stance, authority • Appropriate circle size • Side reins attached appropriately • Working at relevant rhythm and tempo • Work over poles (as appropriate) • Developing balance 	Observation
	2.4 Utilise a range of exercises to improve the horse’s way of going	Exercises may include: <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	To include: <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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	2.6 Evaluate the effectiveness of the session	May include: <ul style="list-style-type: none"> • Reflection on the content of session • Logical sequence and timing • Debate of effectiveness of exercises chosen • Identify strategies to improve personal performance • Identify effective techniques used 	Discussion
	2.7 Develop a plan for progression	Plan to include: <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

120 Guided Learning Hours

226 hours of self-guided study

Unit purpose

Learners successfully completing this unit will understand the training of horses from backing young horses to training horses up to Elementary dressage, show jumping to 1.10m and Novice eventing. They will be able to ride horses to develop their way of going and suggest plans for their future development.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Ride (Dressage and Jumping) or BHSQ/BHS equivalent
- BHS Gold member

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.

Procedure for assessment

This assessment day will last approximately 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 (3ft 7ins) 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 (3ft 3ins) with a view to developing its way of going	Assessed fully on assessment day

Dressage riding

Learners will be assessed on Learning Outcomes 5 and 6 during one session.

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

BHS Qualifications

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 assessment to the Training Scale. They should show some lateral work and movements used in an Elementary test.

For Learning Outcome 6 the learner will ride an inexperienced dressage horse. This horse may be a young horse or may be a mature horse that requires schooling. The learner should assess the horse and be able to link their assessment to the Training Scale. They should use lateral work, school figures and movements to assess the horse's current level of education.

For each horse the learner should be able to identify the level of competition the horse could compete at and where the horse would gain high or low marks. Exercises should be selected that will benefit the horse's way of going. The learner will be required to evaluate the effectiveness of the exercises chosen and suggest a plan for the future development of each horse.

Jump riding

Both show jumping and cross country courses should be walked before the assessment begins. Learners should arrive early and ask for permission to walk the courses. This ensures that there is no rush and the courses can be inspected and thought about. It is advisable to take some suitable footwear for this purpose.

Learners should briefly assess each horse before mounting, including ageing the horse.

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.

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 performance cross country 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 learner needs the ability to ride the horse in a well-balanced canter with rhythm, which would be suitable for cross country schooling. The track followed should be such that the fences are met at the correct angle and at a suitable gait depending on their type.

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

Theory

Learners should have a thorough knowledge of training young horses from the backing of young horses to training horses up to Elementary dressage, show jumping to 1.10m and Novice eventing. Learners should show an appreciation for a variety of training methods and the application of the Training Scale.

Learners will be able to plan a training programme for a dressage horse to include introducing and analysing the effect of lateral work, variations within the pace and the effect of transitions. Learners will be able to plan a training programme for a jump horse to include introducing poles and fences and evaluating the use of grid work. Learners will have an understanding of the factors that may influence a horse's progress and be able to explain potential problems and how to overcome them.

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.

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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	Range = 3 or more Methods to include: <ul style="list-style-type: none"> • Learning theory • Appropriate introduction of equipment and tack • Leading in hand • Lungeing • 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	May include: <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	Training Scale: <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	To include: <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	Requirements to include: <ul style="list-style-type: none"> • Content at each level • Progression route • Variations in tack and equipment • Different competition opportunities 	Trainer endorsement*
	3.2 Analyse the effect of a range of school movements on a dressage horse’s performance	Range = 2 or more School movements to include: <ul style="list-style-type: none"> • Turn about/on the forehand • Leg yield • Shoulder fore/in • Pirouettes in walk • Counter canter 	Trainer endorsement*

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	3.3 Explain potential problems in the horse's way of going and methods to overcome them	Potential problems to include: <ul style="list-style-type: none"> Irregular paces Loss of balance, rhythm Acceptance of contact Stiffness on either rein Methods to overcome to include consideration of: <ul style="list-style-type: none"> Choice of work Choice of exercises 	Trainer endorsement*
	3.4 Describe variations within the pace	Variations to include: <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	Effect of transitions to include: <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	Work schedule to include: <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	Requirements to include: <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	Training programme to include: <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	Potential problems may include: <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 	Trainer endorsement*
	4.4 Evaluate the value of grid work	May include: <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	Training schedule to include: <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*

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	4.6 Explain factors that influence the distances between fences	Factors to include: <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	Influential balanced position to include: <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	Evaluation with reference to the Training Scale. Way of going to include: <ul style="list-style-type: none"> • Pace • Balance • Gymnastic ability • Attitude/rideability • Technique 	Observation and discussion
	5.3 Use exercises to develop the horse	Exercises may include: <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	To include: <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	Plan to include: <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	Influential balanced position to include: <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	Evaluation with reference to the Training Scale Way of going to include: <ul style="list-style-type: none"> • Pace • Balance • Attitude/rideability • Technique 	Observation and discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	6.3 Use exercises to develop the horse's responsiveness to the aids	Exercises may include: <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	To include: <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	Plan to include: <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 (3ft 7ins) with a view to developing its way of going	7.1 Evaluate the horse in preparation for show jumping	A progressive assessment of the horse may include: <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	To include: <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	To include: <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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	7.4 Justify a plan of work to develop the horse's training	Plan to include: <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 (3ft 3ins) with a view to developing its way of going	8.1 Evaluate the horse in preparation for cross country	Evaluation to include: <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	To include: <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 Range to include at least 3 of the following: <ul style="list-style-type: none"> • Angles • Corners, skinnies, arrowheads • Ditch • Steps, drops • Water 	Observation
	8.3 Evaluate the work undertaken	Evaluation to include: <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
	8.4 Justify a plan of work to develop the horse's training and confidence	Plan to include: <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 Horse Trials (to include introducing different types of cross country fences used in this level of competition) 	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
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 (3ft 3ins) 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

84 Guided Learning Hours

166 hours of self-guided study

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.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Ride (Dressage) or BHSQ/BHS equivalent
- BHS Gold member

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.

Procedure for assessment

This assessment day will last approximately 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

Dressage riding

Learners will be assessed on Learning Outcomes 5 and 6 during one session.

Learners should briefly assess each horse before mounting, including ageing the horse. There should be time 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 assessment to the Training Scale. They should show some lateral work and movements used in an Elementary test.

For Learning Outcome 6 the learner will ride an inexperienced dressage horse. This horse may be a young horse or may be a mature horse that requires schooling. The learner should assess the horse and be able to link their assessment to the Training Scale. They should use lateral work, school figures and movements to assess the horse's current level of education.

For each horse the learner should be able to identify the level of competition the horse could compete at and where the horse would gain high or low marks. Exercises should be selected that will benefit the horse's way of going. The learner will be required to evaluate the effectiveness of the exercises chosen and suggest a plan for the future development of each horse.

Ride horses used for training others

Learners will be assessed on Learning Outcome 9 on 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 assessment to the Training Scale. Exercises should be selected that will benefit the horse's way of going.

Learners should briefly assess each horse before mounting, including ageing the horse.

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.

The learner will be required to evaluate the effectiveness of the exercises chosen and suggest a plan for each horse's future development.

Theory

Learners should have a thorough knowledge of training young horses from the backing of young horses to training horses up to Elementary dressage. Learners should show an appreciation for variety of training methods and the application of the Training Scale.

Learners will be able to plan a training programme for a dressage horse to include introducing and analysing the effect of lateral work, variations within the pace and the effect of transitions. Learners will have an understanding of the factors that may influence a horse's progress, and be able to explain potential problems and how to overcome them.

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.

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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	Range = 3 or more Methods to include: <ul style="list-style-type: none"> • Learning theory • Appropriate introduction of equipment and tack • Leading in hand • Lungeing • 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	May include: <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	Training Scale: <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	To include: <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	Requirements to include: <ul style="list-style-type: none"> • Content at each level • Progression route • Variations in tack and equipment • Different competition opportunities 	Trainer endorsement*
	3.2 Analyse the effect of a range of school movements on a dressage horse’s performance	Range = 2 or more School movements to include: <ul style="list-style-type: none"> • Turn about/on the forehand • Leg yield • Shoulder fore/in • Pirouettes in walk • Counter canter 	Trainer endorsement*

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	3.3 Explain potential problems in the horse's way of going and methods to overcome them	Potential problems to include: <ul style="list-style-type: none"> Irregular paces Loss of balance, rhythm Acceptance of contact Stiffness on either rein Methods to overcome to include consideration of: <ul style="list-style-type: none"> Choice of work Choice of exercises 	Trainer endorsement*
	3.4 Describe variations within the pace	Variations to include: <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	Effect of transitions to include: <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	Work schedule to include: <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	Influential balanced position to include: <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	Evaluation with reference to the Training Scale Way of going to include: <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	Exercises may include: <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	To include: <ul style="list-style-type: none"> Reasoning for the selection of the work Effectiveness of the work 	Observation and discussion

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	5.5 Justify a plan of work to develop the horse's training	Plan to include: <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	Influential balanced position to include: <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	Evaluation with reference to the Training Scale Way of going to include: <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	Exercises may include: <ul style="list-style-type: none"> • Transitions • School figures • Lateral work • Lengthening and shortening stride Making reference to: <ul style="list-style-type: none"> • Suppleness • Impulsion • Straightness 	Observation
	6.4 Evaluate the effectiveness of the exercises	To include: <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	Plan to include: <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 (3ft 7ins) 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 (3ft 3ins) with a view to developing its way of going	NOT APPLICABLE FOR THIS UNIT		

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
9. Be able to ride horses used for training others, with a view to developing their way of going	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.		
	9.1 Ride in an influential balanced position	Influential balanced position to include: <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
	9.2 Evaluate the horses' way of going in line with the Training Scale	Evaluation with reference to the Training Scale Way of going to include: <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	As part of Unit 5: Stage 4 Senior Ride for Training Dressage, exercises may include: <ul style="list-style-type: none"> • Transitions • School figures • Lateral work • Lengthening and shortening stride As part of Unit 6: Stage 4 Senior Ride for Training Show Jumping, exercises may include: <ul style="list-style-type: none"> • Related distances • Grid work All, making reference to: <ul style="list-style-type: none"> • Suppleness • Impulsion • Straightness 	Observation
	9.4 Use poles to develop the training of the horse	To include: <ul style="list-style-type: none"> • Incorporation of poles into the training • Different exercises using poles 	Observation
	9.5 Evaluate the effectiveness of the work	To include: <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	Plan to include: <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 (3ft 3ins) with a view to developing its way of going	NOT APPLICABLE FOR THIS UNIT		

Unit 6: Stage 4 Senior Ride for Training Show Jumping

Unit Level: 4

84 Guided Learning Hours

166 hours of self-guided study

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.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Ride (Jump) or BHSQ/BHS equivalent
- BHS Gold member

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.

Procedure for assessment

This assessment day will last approximately 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 (3ft 7ins) 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 (3ft 3ins) with a view to developing its way of going	Assessed fully on assessment day

Show Jump Riding

Show jumping courses should be walked before the assessment begins. Learners should arrive early and ask for permission to walk the courses. This ensures that there is no rush and the courses can be inspected and thought about. It is advisable to take some suitable footwear for this purpose.

Learners should briefly assess each horse before mounting, including ageing the horse. 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

Learners will be assessed on Learning Outcome 9 on 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 assessment to the Training Scale. Exercises should be selected that will benefit the horses' way of going.

Learners should briefly assess each horse before mounting, including ageing the horse.

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.

The learner will be required to evaluate the effectiveness of the exercises chosen and suggest a plan for the future development of each horse.

Theory

Learners should have a thorough knowledge of training young horses from the backing to training horses up to show jumping 1.10m. Learners should show an appreciation for a variety of training methods and the application of the Training Scale.

Learners will be able to plan a training programme for a jump horse to include introducing poles and fences and evaluating the use of grid work. Learners will have an understanding of the factors that may influence a horse's progress and be able to explain potential problems and how to overcome them.

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.

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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	Range = 3 or more Methods to include: <ul style="list-style-type: none"> • Learning theory • Appropriate introduction of equipment and tack • Leading in hand • Lungeing • 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	May include: <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	Training Scale: <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	To include: <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	Requirements to include: <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	Training programme to include: <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*

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	4.3 Explain potential problems and suggest methods to overcome them	Potential problems may include: <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 	Trainer endorsement*
	4.4 Evaluate the value of grid work	May include: <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	Training schedule to include: <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	Factors to include: <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		
7. Be able to ride an experienced horse over show jumps up to 1.10m (3ft 7ins) with a view to developing its way of going	7.1 Evaluate the horse in preparation for show jumping	A progressive assessment of the horse may include: <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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	7.2 Ride the horse over a range of fences	To include: <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	To include: <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	Plan to include: <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 towards jumping 1.15m 	Discussion
8. Be able to ride a horse cross country over fences up to 1m (3ft 3ins) 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	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.		
	9.1 Ride in an influential balanced position	Influential balanced position to include: <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
	9.2 Evaluate the horses' way of going in line with the Training Scale	Evaluation with reference to the Training Scale Way of going to include: <ul style="list-style-type: none"> Pace Balance Suppleness Attitude/rideability Technique 	Observation and discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	9.3 Use exercises to develop the horses' responsiveness to the aids	As part of Unit 5: Stage 4 Senior Ride for Training Dressage, exercises , may include: <ul style="list-style-type: none"> • Transitions • School figures • Lateral work • Lengthening and shortening stride As part of Unit 6: Stage 4 Senior Ride for Training Show Jumping, exercises may include: <ul style="list-style-type: none"> • Related distances • Grid work All, making reference to: <ul style="list-style-type: none"> • Suppleness • Impulsion • Straightness 	Observation
	9.4 Use poles to develop the training of the horse	To include: <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	To include: <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	Plan to include: <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 (3ft 3ins) with a view to developing its way of going	10.1 Evaluate the horse in preparation for jumping	A progressive assessment to include: <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	Relate fences in a way which shows understanding of training and the process for jumping a course. Range of fences to include: <ul style="list-style-type: none"> • Combinations • Uprights • Spreads/oxers 	Observation
	10.3 Ride in an influential balanced position	Influential balanced position to include: <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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment	Assessment method
	10.4 Evaluate the work undertaken	Evaluation to include: <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	Plan to include: <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 1.10m 	Discussion

Unit 7: Stage 4 Senior Coaching Eventing

Unit Level: 4

99 Guided Learning Hours

179 hours of self-guided study

Unit purpose

Learners successfully completing this unit will understand coaching principles and be able to coach riders and horses up to Elementary level dressage, 1m jumping and 1.10m arena eventing. Learners will be competent delivering private, semi-private and group lessons.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Teach or BHSQ/BHS equivalent
- BHS Gold member

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.

Procedure for assessment

This assessment day will last approximately 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 (3ft 3ins)	Assessed fully on assessment day
LO9.	Be able to coach a private dressage lesson at Elementary level	Assessed fully on assessment day
LO10.	Be able to coach a semi private arena eventing lesson over fences up to 1.10m (3ft 7ins)	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. They will demonstrate an appropriate level of technical competence in order to address the areas for improvement identified, choose and adapt relevant exercises and work for development of the horses and riders. They will build a rapport and utilise feedback throughout the lesson to improve knowledge and motivation.

The learner will also understand how to evaluate the lessons and self-reflect on their own performance. They will be able to use relevant concepts and ideas to develop a course of action and provide a plan for the future development of riders and horses.

Additional guidance for LO10

Be able to coach a semi private arena eventing lesson over fences up to 1.10m (3ft7ins)

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

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

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

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.

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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 and diversity • 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
	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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment <small>(An ability to consider advantages and disadvantages is expected in addition to technical competence)</small>	Assessment method
	4.3 Assess the suitability of the horse for lungeing	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 Demonstrate a suitable lunge technique	Technique 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 • Authority • Voice • Control 	Observation
	4.5 Assess the rider's strengths and areas for development	Rider to be of Stage 3 level 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 effectiveness of 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 of strengths and weaknesses of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
5. Be able to coach a group of riders using poles	NOT APPLICABLE FOR THIS UNIT		

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment <small>(An ability to consider advantages and disadvantages is expected in addition to technical competence)</small>	Assessment method
6. Be able to coach a group of riders over fences up to 1m (3ft 3ins)	6.1 Assess horse and rider strengths and areas for development	Riders to be of Stage 3 level To include: <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	May include: <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Relevant exercises to develop horse and rider partnership • Transitions • Independent and related fences • Adapting plan as necessary 	Observation
	6.3 Use exercises to improve horse and rider performances	May include: <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 effectiveness of 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
	6.5 Provide a plan for future development	Plan for the development of the riders to include: <ul style="list-style-type: none"> • Detail of strengths and weakness of riders • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
7. Be able to coach a private show jumping lesson in preparation for a 1.10m (3ft 7ins) competition	NOT APPLICABLE FOR THIS UNIT		
8. Be able to coach a semi private lesson using grid work or related fences up to 1m (3ft 3ins)	NOT APPLICABLE FOR THIS UNIT		
9. Be able to coach a private dressage lesson at Elementary level	9.1 Assess the horse and rider's strengths and areas for development	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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment <small>(An ability to consider advantages and disadvantages is expected in addition to technical competence)</small>	Assessment method
	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 effectiveness of 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 of strengths and weakness of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
10. Be able to coach a semi private arena eventing lesson over fences up to 1.10m (3ft 7ins)	10.1 Assess horse and rider strengths and areas for development	Riders to be at least Stage 3 level To include: <ul style="list-style-type: none"> • Riders' underpinning knowledge • Rider position and effectiveness • Balance • Coordination • Confidence • Horse technique and jumping skills 	Observation and discussion
	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 • Transitions • Independent and related fences 	Observation
	10.3 Use exercises to improve horse and rider performances	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

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment <small>(An ability to consider advantages and disadvantages is expected in addition to technical competence)</small>	Assessment method
	10.4 Evaluate the effectiveness of 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 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
11. Be able to coach a semi private dressage lesson at Novice Level	NOT APPLICABLE FOR THIS UNIT		

Unit 8: Stage 4 Senior Coaching Dressage

Unit Level: 4

99 Guided Learning Hours

179 hours of self-guided study

Unit purpose

Learners successfully completing this unit will understand coaching principles and be able to coach riders and horses up to Elementary level dressage, learners will be competent delivering private, semi-private and group lessons.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Teach or BHSQ/BHS equivalent
- BHS Gold member

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.

Procedure for assessment

This assessment day will last approximately 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 private dressage lesson at Elementary level	Assessed fully on assessment day
LO11.	Be able to coach a semi private 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. They will demonstrate an appropriate level of technical competence in order to address the areas for improvement identified, choose and adapt relevant exercises and work for development of the horses and riders. They will build a rapport and utilise feedback throughout the lesson to improve knowledge and motivation.

The learner will also understand how to evaluate the lessons and self-reflect on their own performance. They will be able to use relevant concepts and ideas to develop a course of action and provide a plan for the future development of riders and horses.

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.

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment <small>(An ability to consider advantages and disadvantages is expected in addition to technical competence)</small>	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 and diversity • 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
	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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	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 Demonstrate a suitable lunge technique	Technique 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 • Authority • Voice • Control 	Observation
	4.5 Assess the rider's strengths and areas for development	Rider to be of Stage 3 level 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 effectiveness of 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 of strengths and weaknesses of rider • Make suggestions for improvement • Share action plan including selection of exercises, time frames, goals 	Discussion

BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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	5.1 Assess horse and rider strengths and areas for development	Riders to be of Stage 3 level 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	May include: <ul style="list-style-type: none"> • Individual correction and development • Positional development • Develop balance and effectiveness of the rider • Application of the aids • Relevant exercises to develop horse and rider partnership • Transitions • Adjusting stride length • School movements • Work without stirrups • Adapting plan as necessary 	Observation
	5.3 Evaluate the effectiveness of 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 (3ft 3ins)	NOT APPLICABLE FOR THIS UNIT		
7. Be able to coach a private show jumping lesson in preparation for a 1.10m (3ft 7ins) competition	NOT APPLICABLE FOR THIS UNIT		
8. Be able to coach a semi private lesson using grid work or related fences up to 1m (3ft 3ins)	NOT APPLICABLE FOR THIS UNIT		
9. Be able to coach a private dressage lesson at Elementary level	9.1 Assess the horse and rider strengths and areas for development	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

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	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 	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 effectiveness of 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 of strengths and weakness of rider • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
10. Be able to coach a semi private arena eventing lesson over fences up to 1.10m (3ft 7ins)	NOT APPLICABLE FOR THIS UNIT		
11. Be able to coach a semi private dressage lesson at Novice Level	11.1 Assess horse and rider strengths and areas for development	Riders to be of Stage 3 level 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 horses and riders’ ability and confidence	To include: <ul style="list-style-type: none"> • Individual correction and development • Application of the aids • Adapting plans as necessary 	Observation

Learning outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment <small>(An ability to consider advantages and disadvantages is expected in addition to technical competence)</small>	Assessment method
	11.3 Use exercises to improve horse and rider performances	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 effectiveness of 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 riders • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion

Unit 9: Stage 4 Senior Coaching Show Jumping

Unit Level: 4

99 Guided Learning Hours

179 hours of self-guided study

Unit purpose

Learners successfully completing this unit will understand coaching principles and be able to coach riders and horses show jumping up to 1.10m. Learners will be competent delivering private, semi-private, group and lunge lessons.

Entry requirements

- A minimum age of 18 years
- BHS Stage 3 Teach or BHSQ/BHS equivalent
- BHS Gold member

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.

Procedure for assessment

This assessment day will last approximately 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 private show jumping lesson in preparation for a 1.10m (3ft 7ins) competition	Assessed fully on assessment day
LO8.	Be able to coach a semi private lesson using grid work or related fences up to 1m (3ft 3ins)	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. They will demonstrate an appropriate level of technical competence in order to address the areas for improvement identified, choose and adapt relevant exercises and work for development of the horses and riders. They will build a rapport and utilise feedback throughout the lesson to improve knowledge and motivation.

The learner will also understand how to evaluate the lessons and self-reflect on their own performance. They will be able to use relevant concepts and ideas to develop a course of action and provide a plan for the future development of riders and horses.

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.

Learning Outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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 and diversity • 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
	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

Learning Outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	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 Demonstrate a suitable lunge technique	Technique 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 • Authority • Voice • Control 	Observation
	4.5 Assess the rider's strengths and areas for development	Rider to be of Stage 3 level 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 effectiveness of 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	Plan for the development of the rider to include: <ul style="list-style-type: none"> • Detail of strengths and weaknesses of rider • Make suggestions for improvement • Share action plan including selection of exercises, time frames, goals 	Discussion

BHS Qualifications

Learning Outcome	Assessment criteria	Guidance on the breadth of content that may be covered 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	5.1 Assess horse and rider strengths and areas for development	Riders to be of Stage 3 level 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	May include: <ul style="list-style-type: none"> • Individual correction and development • Positional development • Develop balance and effectiveness of the rider • Application of the aids • Relevant exercises to develop horse and rider partnership • Transitions • Adjusting stride length • School movements • Work without stirrups • Adapting plan as necessary 	Observation
	5.3 Evaluate the effectiveness of 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
6. Be able to coach a group of riders over fences up to 1m (3ft 3ins)	NOT APPLICABLE FOR THIS UNIT		
7. Be able to coach a private show jumping lesson in preparation for a 1.10m (3ft 7ins) competition	7.1 Assess the horse and rider's strengths and areas for development	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

Learning Outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment (An ability to consider advantages and disadvantages is expected in addition to technical competence)	Assessment method
	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 • Positional development • Develop balance and effectiveness of the rider • Independent and related fences • Transitions • Adapting plan as necessary 	Observation
	7.3 Evaluate the effectiveness of 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 riders • Suggestions for improvement • Action plan including selection of exercises, time frames, goals 	Discussion
8. Be able to coach a semi private lesson using grid work or related fences up to 1m (3ft 3ins)	8.1 Assess horse and rider's strengths and areas for development	Riders to be of Stage 3 level 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
	8.2 Coach to improve the horses and riders' 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 • Transitions • Independent and related fences • Adapting plan as necessary 	Observation
	8.3 Use exercises to improve horse and rider performances	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

Learning Outcome	Assessment criteria	Guidance on the breadth of content that may be covered during assessment <small>(An ability to consider advantages and disadvantages is expected in addition to technical competence)</small>	Assessment method
	8.4 Evaluate the effectiveness of 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 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
9. Be able to coach a private dressage lesson at Elementary level	NOT APPLICABLE FOR THIS UNIT		
10. Be able to coach a semi private arena eventing lesson over fences up to 1.10m (3ft 7ins)	NOT APPLICABLE FOR THIS UNIT		
11. Be able to coach a semi private dressage lesson at Novice Level	NOT APPLICABLE FOR THIS UNIT		