

# 1st4sport Level 3 Certificate in Equestrian Coaching (Eventing)

## Qualification Specification



## About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

**Our Mission:** To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

**Our Direction:** We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

## Qualification Specification

|                                  |   |
|----------------------------------|---|
| Title:                           | 1st4sport Level 3 Certificate in Equestrian Coaching (Eventing)   |
| Qualification Overview:          | Gives learners the knowledge and skills to deliver annual equestrian coaching programmes with a focus on eventing.                  |
| Qualification Code:              | L3CECREV  |
| Qualification Regulation Number: | 603/2443/0  |
| Guided Learning Hours (GLH):     | 150   |
| Total Qualification Time (TQT):  | 188   |
| Credit Value (if applicable):    | Not applicable  |
| Operational Start Date:          | 01/10/2017  |
| Qualification Review Date:       | 31/05/2025  |
| Learner Registration Period:     | 3 years   |
| Qualification Objective:         | This qualification qualifies learners to plan, deliver and evaluate annual equestrian coaching programmes with a focus on eventing. |
| Qualification Purpose:           | Prepare for employment in a specific occupational area.   |

### Who is this qualification for?

The qualification is designed for those who wish to become involved in equestrian as a head/programme coach, and to have responsibility for the ongoing development of participants. It is a qualification for those coaches who have already completed the Level 2 Certificate in Equestrian Coaching, or equivalent. It is directed at learners who have an interest in equestrian coaching.

### Qualification Progression

Learners could progress on to a higher level coaching qualification. The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in equestrian coaching, sports coaching, activity leadership, supporting PE in school sport or sports development.

This qualification may lead to paid or voluntary roles in equestrian coaching, either working independently or as part of a coaching team.

## Entry Requirements

Learners must be a minimum of 18 years old at registration and 18 years old at certification.

## Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 18 years of age
- be able to undertake this assessment in English or Welsh (if available)

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 6 of 6 mandatory units),
- Practical Demonstration/Assignment (in 6 of 6 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

## Grading Methods

This qualification will be graded Pass / Fail.

## Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

### Mandatory Units

| Unit ID    | Unit Title  | GLH |
|------------|---|-----|
| M/616/4762 | The role of the equestrian programme coach                      | 12  |
| F/616/4765 | The role of skill development in equestrian coaching programmes | 9   |
| L/616/4767 | Plan an equestrian coaching programme                           | 9   |
| Y/616/4769 | Deliver an equestrian coaching programme                        | 15  |
| R/616/4771 | Review an equestrian coaching programme                         | 15  |
| M/616/6057 | Technical coaching requirements for eventing                    | 10  |

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification

|                                  |  |
|----------------------------------|--|
| <b>Unit Title</b>                | The role of the equestrian programme coach   |
| <b>Unit Aim</b>                  | This unit assesses a programme coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive. |
| <b>Unique Unit Number</b>        | M/616/4762   |
| <b>Unit Assessment Method(s)</b> | - Coursework<br>- Practical Demonstration/Assignment   |
| <b>Assessment Specification</b>  | Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor.              |



### Learning Outcome: 1. understand the role of the equestrian programme coach

| Assessment Criteria<br>The learner can: | Indicative Delivery Content   |
|---|---|
| 1.1 explain the role                    | <p>The role of the lead/head coach in the implementation and management of the equestrian coaching programme and sessions,</p> <ul style="list-style-type: none"> <li>• strategies to manage others in the equestrian coaching environment</li> <li>• how to promote, and coach within the boundaries of, equestrian code(s) of practice that impact on the coach and others</li> <li>• how to promote the ethos of the participant-centred approach</li> <li>• how to produce a coaching philosophy</li> <li>• the importance of being a positive role model for participants and others</li> <li>• the importance of operating within own level of competence and experience</li> <li>• the importance of continued professional development for self and others</li> </ul> |

### Learning Outcome: 2. understand the responsibilities of the equestrian programme coach

| Assessment Criteria<br>The learner can:                            | Indicative Delivery Content   |
|--|---|
| 2.1 describe the responsibilities related to rules and regulations | <p>The overarching legal and equine sport specific responsibilities of the role</p> <ul style="list-style-type: none"> <li>• the impact of organisational procedures on coaching practice</li> <li>• the rules and regulations of equestrian sport to enable the delivery of coaching programmes</li> <li>• the role of officials in equestrian sport and the positive promotion of these</li> </ul>  |
| 2.2 describe responsibilities related to duty of care              | <p>What constitutes acceptable relationships as a coach</p> <ul style="list-style-type: none"> <li>• the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality:<br/>young people and children, including signs and symptoms of abuse<br/>adults at risk</li> <li>• participants who share protected characteristics</li> <li>• the importance of maintaining the confidentiality of participants' personal details</li> <li>• how to utilise others to support participant development and welfare</li> <li>• when to seek specialist advice from a competent person or agency on participants' needs and potential that cannot be met</li> </ul> |

|  |  |
|--|--|
| <p>2.3 describe responsibilities related to safe coaching practice</p>         | <p>Health and safety management, knowing how to:</p> <ul style="list-style-type: none"> <li>- prepare the environment</li> <li>- conduct a risk assessment</li> <li>- minimise risk</li> <li>- put contingency plans in place</li> </ul> <ul style="list-style-type: none"> <li>• emergency procedures; knowing how to follow:</li> </ul> <p>correct procedures for dealing with accidents, emergencies and incidents</p> <p>correct procedures for reporting issues</p> <ul style="list-style-type: none"> <li>• facility normal operating procedures (NOPs) and emergency operating procedures (EOPs)</li> <li>• management of others to ensure safety is maintained</li> </ul>  |
| <p>2.4 describe responsibilities related to inclusive coaching practice</p>    | <p>How to ensure equestrian coaching practice is equitable</p> <ul style="list-style-type: none"> <li>• inclusive delivery of equestrian coaching programmes and activities and where to gain information on this</li> <li>• assessing individual participants' needs to ensure coaching is inclusive (disability/impairment)</li> <li>• how to recognise and address possible barriers to participant development; when to make reasonable adaptations to programme design, delivery methods and coaching styles</li> <li>• how to communicate with a variety of participant types:</li> </ul> <ul style="list-style-type: none"> <li>- disabled and non-disabled people</li> <li>- children/youth/adults</li> </ul> <p>those who share protected characteristics</p> <ul style="list-style-type: none"> <li>• recognising that different participants learn in different ways</li> <li>• how different backgrounds and stages of participant development can impact on</li> </ul> <p>age</p> <p>skill development</p> <p>emotional development</p> |
| <p>2.5 analyse the benefits of using others to support coaching programmes</p> | <p>How to operate within an equestrian coaching team</p> <ul style="list-style-type: none"> <li>• the breadth of roles in support of coaching, how to ensure positive relationships with, and the promotion of:</li> </ul> <ul style="list-style-type: none"> <li>- equine sports officials</li> <li>- assistant coach</li> <li>- physiotherapist</li> <li>- nutritionist</li> <li>- psychologist</li> <li>- strength and conditioning specialist</li> <li>- physician</li> <li>- parents</li> <li>- club officials</li> <li>- administrators</li> <li>- grounds staff</li> <li>- facility staff</li> </ul> <ul style="list-style-type: none"> <li>• how to share and agree roles and responsibilities of participants and others</li> </ul>   |

**Learning Outcome: 3. understand how to support participants' lifestyle through equestrian coaching programmes.**

| Assessment Criteria<br>The learner can:  | Indicative Delivery Content   |
|--|---|
| 3.1 identify factors contributing to participants' lifestyle   | <p>The role of the equestrian coach in encouraging the pursuit of a healthy lifestyle</p> <ul style="list-style-type: none"> <li>• the lifestyle issues that may affect programme participants</li> </ul>   |
| 3.2 describe methods of maintaining the well-being of participants and others                        | <ul style="list-style-type: none"> <li>• How to encourage effective time management, supporting participants to plan and prioritise their own work and study commitments (eg training, competition, employment and academic studies)</li> <li>• the impact of participation in developing participants socially through improved confidence and self-esteem</li> <li>• the need for participants' to achieve a work-life balance</li> </ul>   |
| 3.3 explain the role of the coach in injury prevention and management                                | <ul style="list-style-type: none"> <li>• How to work with others to prevent injury</li> <li>• how to support participants in recovering from injury, possibly with the support of others</li> </ul>   |
| 3.4 explain the overarching principles of nutrition and hydration related to sports performance      | <ul style="list-style-type: none"> <li>• Understand the principles of good nutrition as it relates to equestrian sport performance</li> <li>• understand how best to achieve optimum nutrition and hydration levels before, during and after training and competition</li> </ul>  |
| 3.5 describe the principles of the use of drugs and supplements in sport, and medical considerations | <ul style="list-style-type: none"> <li>• How to access information and prohibiting and understanding and other</li> <li>• the ethical issues surrounding drug taking in equestrian sport</li> <li>• how to identify and access sources of information on, including the consequences within equestrian sport, of taking:               <ul style="list-style-type: none"> <li>- prescription medicines</li> <li>- supplements</li> <li>- performance-enhancing drugs</li> <li>- illegal substances</li> </ul> </li> </ul> |



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|----------------------------------|---|
| <b>Unit Title</b>                | The role of skill development in equestrian coaching programmes   |
| <b>Unit Aim</b>                  | This unit assesses a programme coach's understanding of the impact of skill development on programme design for an annual, or periodised, coaching programme. |
| <b>Unique Unit Number</b>        | F/616/4765  |
| <b>Unit Assessment Method(s)</b> | - Coursework<br>- Practical Demonstration/Assignment  |
| <b>Assessment Specification</b>  | Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor.       |

**Learning Outcome: 1. understand the physical requirements of equestrian sport**

| <b>Assessment Criteria</b><br>The learner can:   | <b>Indicative Delivery Content</b>  |
|--|---|
| 1.1 explain the fundamentals that underpin the technical, tactical and physical requirements of equestrian sport | <ul style="list-style-type: none"> <li>• The technical and tactical requirements of equestrian sport</li> <li>• the physical requirements of equestrian sport</li> </ul>  |
| 1.2 outline the physical capabilities required for equestrian sport  | <ul style="list-style-type: none"> <li>• The physical capabilities required for equestrian sport</li> <li>• the skill-related aspects of equestrian sport in relation to physical fitness</li> <li>• the concepts of physical conditioning, its role in training and how to apply them to participants, including:               <ul style="list-style-type: none"> <li>- aerobic endurance</li> <li>- muscular endurance</li> <li>- speed</li> <li>- flexibility</li> <li>- agility</li> <li>- strength</li> <li>- power</li> <li>- balance and coordination</li> <li>- core stability</li> <li>- functional strength</li> </ul> </li> </ul> |

**Learning Outcome: 2. Understand the mental requirements of equestrian sport**

| <b>Assessment Criteria</b><br>The learner can:  | <b>Indicative Delivery Content</b>   |
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| 2.1 describe the mental skills required in equestrian sport                                 | <ul style="list-style-type: none"> <li>• The mental skills required for successful performance in equestrian sport including:                             <ul style="list-style-type: none"> <li>- confidence - mental toughness, self-confidence, belief</li> <li>- concentration - ability to maintain focus, intentional control</li> <li>- motivation - intention and desire to be effective/succeed</li> <li>- emotional control - ability to maintain emotional control regardless of distraction</li> <li>- cohesion - commitment/ability to continue working to agreed goals</li> <li>- growth mindset - self-motivated learner</li> <li>- psychosocial characteristics of developing excellence (PCDE) skills</li> <li>- resilience                                     <ul style="list-style-type: none"> <li>• the different stages of cognitive, emotional and social development</li> </ul> </li> </ul> </li> </ul> |
| 2.2 illustrate how a coach can contribute to the development of participants' mental skills | <ul style="list-style-type: none"> <li>• How to develop participants' mental skills in equestrian sport including:                             <ul style="list-style-type: none"> <li>- confidence - mental toughness, self-confidence, belief</li> <li>- concentration - ability to maintain focus, intentional control</li> <li>- motivation - intention and desire to be effective/succeed</li> <li>- emotional control - ability to maintain emotional control regardless of distraction</li> <li>- cohesion - commitment/ability to continue working to agreed goals</li> <li>- growth mindset - self-motivated learner</li> <li>- psychosocial characteristics of developing excellence (PCDE) skills</li> <li>- resilience</li> </ul> </li> </ul>   |

**Learning Outcome: 3. understand the application of skill development within an equestrian coaching programme.**

| Assessment Criteria<br>The learner can:  | Indicative Delivery Content   |
|--|---|
| 3.1 illustrate the key factors of skill development                                    | <ul style="list-style-type: none"> <li>• The concepts of:<br/>skill coordination<br/>motor skill learning<br/>skill acquisition<br/>skill retention<br/>skill transfer</li> </ul>   |
| 3.2 illustrate the principal methodologies of skill development                        | <ul style="list-style-type: none"> <li>• The delivery style - pedagogy vs andragogy</li> <li>• the range skill development delivery methods:<br/>whole practice<br/>part instruction<br/>whole-part-whole instruction<br/>shaping<br/>chaining               <ul style="list-style-type: none"> <li>• the range of skill development coaching activities:<br/>- drills based<br/>- scenario based<br/>- small sided games<br/>- adapted games (rule changes/restrictions)<br/>- full games<br/>- differentiation (adaptations and progressions)</li> </ul> </li> <li>• the range of coaching methods for skill development:<br/>facilitation<br/>instruction<br/>demonstration<br/>question and answer</li> </ul> |
| 3.3 critically analyse how coaching behaviours impact on participant skill development | <ul style="list-style-type: none"> <li>• How participants' learning preferences and the use of coaching style impact on skill development</li> <li>• how different backgrounds and stages of participant development can impact on skill development</li> </ul>   |

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|---------------------------|--|
| Unit Title                | Plan an equestrian coaching programme  |
| Unit Aim                  | This unit assesses a coach's ability to plan an annual, or periodised, equestrian coaching programme to meet the needs of riders. The coaching programme will cover a prolonged period of time such as a year or a season and will develop riders' performance within equestrian sport.  |
| Unique Unit Number        | L/616/4767   |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>   |
| Assessment Specification  | <p>Learners are required to: (i) profile the performance of a minimum of one rider (ii) design and plan a comprehensive equestrian coaching programme for a minimum of one rider, which should be based on the outcome of the performance profile. (iii) produce a detailed plan of an equestrian coaching programme (macrocycle) and discrete cycle or phase (mesocycle and microcycles - minimum 8 weeks in total) associated with an aspect of the equestrian coaching programme (iv) produce a minimum specified number of coaching session plans within the discrete cycle or phase (minimum 8 sessions) associated with an aspect of the equestrian coaching programme (v) produce an evaluation schedule for the equestrian coaching programme.</p> |

**Learning Outcome: 1. understand the process of planning equestrian coaching programmes.**

| <b>Assessment Criteria</b><br>The learner can:                           | <b>Indicative Delivery Content</b>   |
|--|--|
| 1.1 explain the strategic overview of the coaching programme.            | <ul style="list-style-type: none"> <li>• Identify and define the overall aims of the equestrian coaching programme</li> <li>• measure the outcomes of the equestrian coaching programme</li> </ul>   |
| 1.2 explain the units and phases of a coaching programme                 | <ul style="list-style-type: none"> <li>• Identify the units of a coaching programme (periodisation):                             <ul style="list-style-type: none"> <li>- macrocycle</li> <li>- mesocycle</li> <li>- microcycle                                     <ul style="list-style-type: none"> <li>• describe the different phases within a coaching programme (periodisation):</li> </ul> </li> </ul> </li> <li>- preparation phase (general and specific)</li> <li>- competition phase</li> <li>- transition phase (active rest)                             <ul style="list-style-type: none"> <li>• incorporate the principles and processes, in the context of equestrian sport, involved in planning a coaching programme</li> </ul> </li> </ul> |
| 1.3 explain the factors to consider when developing a coaching programme | <ul style="list-style-type: none"> <li>• Identify the demands of equestrian sport to inform the programme design</li> <li>• identify and analyse evidence and sources of information that need to be collated to design the coaching programme</li> <li>• plan the focus and priority of each phase of the coaching programme</li> <li>• identify appropriate recovery activities and strategies within seasonal, weekly training cycles and annual coaching programmes</li> <li>• integrate all training, competition/recreational and recovery activities effectively to ensure optimal training and performance programmes</li> <li>• integrate skill acquisition effectively into the rest of the programme (ie constraint-led coaching)</li> </ul>        |

**Learning Outcome: 2. analyse participants' performance and stage of development to set equestrian coaching programme goals.**

| Assessment Criteria<br>The learner can:   | Indicative Delivery Content  |
|---|--|
| 2.1 identify participants' stages of development and how this will determine the coaching programme | <ul style="list-style-type: none"> <li>• Explain how the equestrian coaching programme, session content and coaching environment is influenced by:               <ul style="list-style-type: none"> <li>- participants' age</li> <li>- participants' stage of development</li> <li>- participants' physical readiness to participate</li> <li>- competition</li> </ul> </li> </ul> |
| 2.2 justify specific physical testing protocols and recording methods for the coaching programme    | <ul style="list-style-type: none"> <li>• Assess the risks involved in testing</li> <li>• monitor and refine the analysis at regular intervals throughout the coaching programme</li> <li>• types of analysis, recording methodology and technology used</li> </ul>   |
| 2.3 perform physical tests to establish current performance levels                                  | <ul style="list-style-type: none"> <li>• Analyse participants' current and desired levels of performance, including technical and tactical ability and physical conditioning</li> <li>• integrate performance analysis effectively into the programme</li> <li>• manage the risks involved in testing</li> </ul>   |
| 2.4 review methods and sources of information available to design a coaching programme              | <ul style="list-style-type: none"> <li>• Evaluate valid sources of information to take forward to the programme planning stage</li> </ul>  |

**Learning Outcome: 3. be able to design equestrian coaching programmes to meet participants' needs.**

| Assessment Criteria<br>The learner can:                 | Indicative Delivery Content   |
|---|---|
| 3.1 identify the overall aims of the coaching programme | <ul style="list-style-type: none"> <li>• Identify the technical and tactical requirements of equestrian sport               <ul style="list-style-type: none"> <li>• categorise:                   <ul style="list-style-type: none"> <li>- participant types</li> <li>- participant aims and aspirations                       <ul style="list-style-type: none"> <li>• review analysis of participants':</li> </ul> </li> <li>- level of development</li> <li>- actual and potential performance levels</li> <li>- level of motivation</li> </ul> </li> </ul> </li> </ul> <p>and explain the importance of these when planning a coaching programme</p> <ul style="list-style-type: none"> <li>• design and initially agree coaching programme aims for, and with, participants to include:               <ul style="list-style-type: none"> <li>- physical skill development</li> <li>- mental skill development</li> <li>- technical and tactical skill development                   <ul style="list-style-type: none"> <li>• set out and agree coaching programme goals with participants and others</li> </ul> </li> </ul> </li> </ul> |



|  |   |
|--|---|
| <p>3.2 identify the focus and priority of each stage of the coaching programme</p> | <ul style="list-style-type: none"> <li>• Plan the programme in relation to:             <ul style="list-style-type: none"> <li>- recreation</li> <li>- competition</li> <li>- training cycles</li> <li>- level of participation (recreational, competitive league etc)                 <ul style="list-style-type: none"> <li>• design and agree the goals for the (periodisation) cycles of the programme for participants</li> <li>• explain to others their roles and responsibilities</li> </ul> </li> </ul> </li> </ul>  |
| <p>3.3 plan the coaching programme to meet participants' needs</p>                 | <ul style="list-style-type: none"> <li>• Select and plan equestrian coaching activities and resources that facilitate the achievement of coaching programme goals and enhance participant development:             <ul style="list-style-type: none"> <li>- skill acquisition</li> <li>- physical conditioning</li> <li>- mental skills                 <ul style="list-style-type: none"> <li>• explain methods of enhancing and maintaining performance</li> <li>• prepare participants for competition</li> <li>• justify and apply the units of physical conditioning in the programme</li> </ul> </li> </ul> </li> </ul> |
| <p>3.4 plan the resources required for the coaching programme</p>                  | <ul style="list-style-type: none"> <li>• Ensure the required resources and facilities are available to participants and others involved in the programme and in line with good practice in equestrian sport</li> <li>• assess and manage the risks involved</li> </ul>  |
| <p>3.5 justify how and when to evaluate the programme</p>                          | <ul style="list-style-type: none"> <li>• Identify when to regularly review and evaluate participants' progress throughout the coaching programme</li> <li>• plan a schedule for the evaluation of the coaching programme, and share with participants and others</li> </ul>   |

|                                  |   |
|----------------------------------|---|
| <b>Unit Title</b>                | Deliver an equestrian coaching programme  |
| <b>Unit Aim</b>                  | This unit assesses the coach's ability to implement and deliver a sport-specific coaching programme, overseeing other coaching staff, where appropriate. The coaching programme must be progressive in nature and meet the needs of the riders.   |
| <b>Unique Unit Number</b>        | Y/616/4769  |
| <b>Unit Assessment Method(s)</b> | - Coursework<br>- Practical Demonstration/Assignment  |
| <b>Assessment Specification</b>  | Learners are required to: (i) evidence the delivery of 8 (minimum) equestrian coaching sessions within the discrete cycle or phase within their normal coaching environment (off-course) (ii) be observed by an appropriately qualified assessor delivering a minimum of two equestrian coaching sessions to riders. The assessor observation should be a minimum of 90 minutes; generally through the observation of two 45-minute sessions. Observed sessions may be taken from the planned sessions from the coaching programme. Observations will ideally take place within the coach's normal coaching environment, however simulation is acceptable with an appropriate rationale. Where observations are conducted in a simulated environment, these must be in addition to the 8 that must be delivered in the coach's normal coaching environment, although there is no need to create additional session plans for these. |

**Learning Outcome: 1. manage the implementation of the equestrian coaching programme**

| <b>Assessment Criteria</b><br>The learner can:   | <b>Indicative Delivery Content</b>   |
|--|--|
| 1.1 agree roles and responsibilities of participants and others involved in the programme  | <ul style="list-style-type: none"> <li>Communicate information about the equestrian coaching programme to participants and others</li> <li>provide information to participants</li> </ul>  |
| 1.2 lead the implementation of the coaching programme including: <ul style="list-style-type: none"> <li>skill acquisition</li> <li>physical conditioning</li> <li>mental skill development</li> <li>holistic programme development.</li> </ul> | <ul style="list-style-type: none"> <li>Implement an equestrian coaching programme that incorporates the technical and tactical requirements of the sport               <ul style="list-style-type: none"> <li>directly coach participants with a periodised programme:                   <ul style="list-style-type: none"> <li>macro (annual) planning</li> <li>mesocycle</li> <li>microcycle</li> </ul> </li> <li>use the principles of skill development in their coaching</li> </ul> </li> </ul> |

**Learning Outcome: 2. deliver the equestrian coaching programme.**

| Assessment Criteria<br>The learner can:  | Indicative Delivery Content   |
|--|---|
| 2.1 create and maintain an effective learning environment/culture  | <ul style="list-style-type: none"> <li>Identify the key aspects of an effective equestrian coaching environment</li> <li>clarify aims and objectives of sessions, set SMART/tangible goals and agree these with participants</li> <li>implement good practice principles of starting and ending coaching sessions for physical and mental preparation - delivering warm-ups and cool-downs</li> </ul>   |
| 2.2 demonstrate a variety of coaching techniques, adapting coaching and leadership styles to meet the needs of participants and others | <ul style="list-style-type: none"> <li>Utilise a variety of communication methods with participants and others</li> <li>utilise listening skills</li> <li>lead participants and other staff in an effective and appropriate manner</li> <li>adopt coaching techniques relevant to participants' needs</li> <li>deliver a balance of facilitation, instruction and demonstration</li> <li>ensure there is a balance of activities in the sessions</li> <li>adapt their coaching and style of leadership to meet the needs and varied learning styles of participants and others</li> </ul> |
| 2.3 maintain participant engagement in sessions  | <ul style="list-style-type: none"> <li>Encourage and empower participants</li> <li>incorporate a variety of coaching styles into delivery</li> <li>maintain regular communication with participants and others</li> </ul>   |
| 2.4 manage the behaviour of participants and others in sessions  | <ul style="list-style-type: none"> <li>Manipulate the rules and regulations of equestrian sport to enable the delivery of coaching sessions</li> <li>set and enforce ground rules for behaviour within sessions</li> </ul>  |
| 2.5 manage risk and maintain a safe coaching environment.  | <ul style="list-style-type: none"> <li>Manage risk, and monitor participants and others according to the health and safety requirements of the equestrian coaching programme</li> <li>organise the setting up, taking down and managing of equipment required for equestrian coaching sessions</li> </ul>   |

**Learning Outcome: 3. develop participant performance during the equestrian coaching programme**

| <b>Assessment Criteria</b><br>The learner can:  | <b>Indicative Delivery Content</b>   |
|---|--|
| 3.1 deliver technical and tactical requirements of equine sport in sessions   | <ul style="list-style-type: none"> <li>• Identify the technical and tactical requirements of equine sport</li> <li>• provide technical and tactical demonstrations and explanations that are correct</li> <li>• apply appropriate communication methods in the provision of technical guidance</li> </ul>  |
| 3.2 manage the implementation in sessions of skill acquisition, physical conditioning and mental skills development | <ul style="list-style-type: none"> <li>• Directly coach participants in skill acquisition, physical conditioning and mental skills development</li> <li>• provide support and feedback to others involved in coaching participants in skill acquisition, physical conditioning and mental skills development</li> <li>• monitor and refine the skill acquisition units of the coaching programme, including:                             <ul style="list-style-type: none"> <li>- skill coordination</li> <li>- motor skill</li> <li>- learning</li> <li>- skill acquisition</li> <li>- skill retention</li> <li>- skill transfer</li> </ul> </li> </ul> |
| 3.3 observe, analyse, intervene and provide ongoing feedback to participants to improve performance within sessions | <ul style="list-style-type: none"> <li>• Observe participants' performance</li> <li>• analyse participants' performance and current skill level</li> <li>• provide constructive feedback to participants</li> <li>• offer information to participants after coaching sessions and different stages of the programme.</li> </ul>  |

## Learning Outcome: 4. Monitor participant development during the equestrian coaching programme

| Assessment Criteria  | Indicative Delivery Content  |
|--|--|
| The learner can:   |  |
| 4.1 review and evaluate progress with participant and others at agreed points during the coaching programme  | <ul style="list-style-type: none"> <li>• Develop methods for evaluating performance that are safe, valid and reliable</li> <li>• continually monitor and review the coaching programme at intervals required by the sport</li> <li>• work with participants to regularly evaluate and review progress throughout the coaching programme, developing action plans when required</li> <li>• provide support and feedback to others involved in the coaching programme</li> </ul> |
| 4.2 adapt coaching programme goals for participants based on: <ul style="list-style-type: none"> <li>• observation</li> <li>• feedback</li> <li>• progress</li> <li>• circumstances</li> </ul> | <ul style="list-style-type: none"> <li>• Monitor and refine the programme as it develops, using contingency plans where appropriate</li> <li>• manage change effectively within the programme.</li> </ul>  |
| 4.3 modify the coaching programme to ensure sessions continually meet participants' needs and programme goals  | <ul style="list-style-type: none"> <li>• Implement the principles of needs-led coaching, and understand how this can impact on coaching programme and session goals</li> <li>• modify the coaching programme to ensure sessions meet the programme goals</li> </ul>  |

|                           |   |
|---------------------------|---|
| Unit Title                | Review an equestrian coaching programme   |
| Unit Aim                  | This unit assesses the coach's ability to monitor, review and modify the coaching sessions, phases and overall coaching programme. Learners will also reflect on their own and others' coaching practice, identifying areas for development.  |
| Unique Unit Number        | R/616/4771  |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>  |
| Assessment Specification  | Learners are required to: (i) evaluate all aspects of the coaching programme, cycles and delivered sessions (ii) evaluate coaching practice of self and others involved in the coaching programme and identify areas for development (iii) produce a personal development plan and review and update this at regular intervals. |



## Learning Outcome: 1. evaluate the equestrian coaching programme

| Assessment Criteria<br>The learner can:  | Indicative Delivery Content   |
|--|---|
| 1.1 monitor, review and modify the coaching programme  | <ul style="list-style-type: none"> <li>• Work with participants to regularly review and evaluate their progress throughout the equestrian coaching programme</li> <li>• complete evaluations of individual equestrian coaching sessions and cycles</li> <li>• monitor and refine the coaching programme as it develops, using contingency plans where appropriate</li> <li>• manage change effectively within the programme</li> <li>• complete an evaluation of a complete coaching programme to include:               <ul style="list-style-type: none"> <li>analysis of performance evidence from the programme, cycles and sessions</li> <li>the short- and long- term effectiveness of physical and mental conditioning</li> <li>coaching contributions from others</li> <li>feedback from participants</li> <li>feedback from others</li> </ul> </li> <li>• explain how the analysis of the evidence from the monitoring and review process informs the evaluation results</li> <li>• justify any modifications, made to the coaching programme</li> </ul> |
| 1.2 evaluate the impact of self in the design, management and delivery of the coaching programme.          | <ul style="list-style-type: none"> <li>• Review and justify the methods selected and understand their importance and impact during the planning of the coaching programme</li> </ul>  |
| 1.3 evaluate the contributions of others involved in the coaching programme and identify development needs | <ul style="list-style-type: none"> <li>• Promote a culture of continuing professional development</li> <li>• explain the importance of taking account of organisational objectives when evaluating and developing others</li> <li>• identify coaching roles, career progressions and pathways in equestrian sport</li> <li>• assist with the development of others involved in the coaching programme</li> </ul>  |
| 1.4 evaluate findings and recommendations for current and future coaching programmes                       | <ul style="list-style-type: none"> <li>• Ensure the outcomes of the evaluation are recorded effectively and communicated to participants and others</li> <li>• report and implement recommendations for improvement from the evaluation process</li> </ul>  |

## Learning Outcome: 2. create a personal development plan for equestrian coaching

| Assessment Criteria<br>The learner can:  | Indicative Delivery Content   |
|--|---|
| 2.1 define the skills, knowledge and organisational requirements for planning and delivering coaching programmes | <ul style="list-style-type: none"> <li>• Explain the importance of taking account of organisational objectives when evaluating own performance and performance of others</li> <li>• appreciate the importance of continuing professional development for those involved in the coaching programme</li> </ul>  |
| 2.2 identify own development needs using self-reflection and feedback from others                                | <ul style="list-style-type: none"> <li>• Take responsibility for own development</li> <li>• explain the importance of taking account of organisational objectives when evaluating and developing self</li> <li>• self-reflect on own performance</li> <li>• critically analyse and identify personal development needs</li> <li>• obtain valid feedback on own performance from participants and others</li> <li>• write a SMART personal development plan</li> </ul> |
| 2.3 source developmental opportunities that will meet identified development needs                               | <ul style="list-style-type: none"> <li>• Source opportunities for continuing professional development in equestrian coaching</li> </ul>   |
| 2.4 review and update their personal action plan continually throughout the programme.                           | <ul style="list-style-type: none"> <li>• Record evidence of continual updating, and recording of personal action plans</li> </ul>   |

|                                  |   |
|----------------------------------|---|
| <b>Unit Title</b>                | Technical coaching requirements for eventing  |
| <b>Unit Aim</b>                  | This unit aims to develop the coach's knowledge of the technical coaching requirements for eventing.  |
| <b>Unique Unit Number</b>        | M/616/6057  |
| <b>Unit Assessment Method(s)</b> | - Coursework<br>- Practical Demonstration/Assignment  |
| <b>Assessment Specification</b>  | Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor. |

### Learning Outcome: 1. know how to coach eventing

| <b>Assessment Criteria</b><br>The learner can: | <b>Indicative Delivery Content</b>   |
|--|--|
| 1.1 walk courses and identify demands          | <p>The following:</p> <ul style="list-style-type: none"> <li>distances between fences</li> <li>striding between given fences</li> <li>influencing factors on distances/striding/pace</li> <li>factors disruptive to rhythm, balance and pace</li> <li>being able to coach the participant to: <ul style="list-style-type: none"> <li>use a balanced, secure and effective seat whilst riding dressage / flatwork, and over jumps</li> <li>use elasticity, relaxation and suppleness in the saddle</li> <li>be central in the saddle</li> <li>use secure and responsive position to influence the horse</li> <li>feel in movements and use harmony with rhythm</li> <li>to remain balanced, secure, and effective in the participant's seat</li> <li>use suppleness of loins and hips</li> <li>keep legs steady and secure</li> <li>use elbows, hands and arms</li> <li>slip reins</li> <li>take into account all environmental conditions / factors which may impact on performance</li> </ul> </li> </ul> |

|   |   |
|---|---|
| <p>1.2 coach the technical aspects of dressage / flatwork, and jumping</p>                                    | <p>The following:<br/> distances between fences<br/> striding between given fences<br/> influencing factors on distances/striding/pace<br/> factors disruptive to rhythm, balance and pace<br/> being able to coach the participant to:<br/> use a balanced, secure and effective seat whilst riding dressage / flatwork, and over jumps<br/> use elasticity, relaxation and suppleness in the saddle<br/> be central in the saddle<br/> use secure and responsive position to influence the horse<br/> feel in movements and use harmony with rhythm<br/> to remain balanced, secure, and effective in the participant's seat<br/> use suppleness of loins and hips<br/> keep legs steady and secure<br/> use elbows, hands and arms<br/> slip reins<br/> take into account all environmental conditions / factors which may impact on performance</p> |
| <p>1.3 coach the participant to use natural aids for figures and movements and develop horses performance</p> | <p>Arena accuracy<br/> Direct transitions<br/> Variations of pace within the gait<br/> 8 and 10 metre circles<br/> Leg yielding<br/> Shoulder-in<br/> Travers, Pirouette, Counter canter<br/> Obedience, Rhythm, Suppleness (relaxation), Contact, Impulsion, Straightness, Collection.<br/> Musculature<br/> Stamina<br/> Taking into account all environmental conditions / factors which may impact on performance</p>   |
| <p>1.4 develop cross country competence</p>   | <p>Fittening horses in preparation for CCI2* level competitions, including planning and implementation of programs to maintain and develop fitness, problem-solving, biomechanics, veterinary issues, practical considerations and knowledge of performance requirements.<br/> Speed, terrain, banks, drops, angled, ditches, spreads, brush, water, rails, hedges and combinations of any or all<br/> The cross-country box<br/> Taking into account all environmental conditions / factors which may impact on performance</p>  |
| <p>1.5 use relevant warm-up / cool-down routines</p>  | <p>British Eventing rules for collecting ring and competition ground use<br/> Setting up and using practice fences<br/> Familiarisation, obedience, suppleness, submission, impulsion<br/> Weather, rugs, boots/bandages, sweating<br/> Relaxation, recuperation, respiration rate, washing</p>   |

|   |  |
|---|--|
| <p>1.6 Correctly fit, use, and know the value of various saddlery, tack and equipment</p> | <ul style="list-style-type: none"> <li>Bits in common use</li> <li>Double bridle</li> <li>Specialist saddles</li> <li>Martingales</li> <li>Breast plate / girth</li> <li>Overgirths</li> <li>Studguards</li> <li>Boots / bandages in common use</li> <li>Lunge equipment and how and when to use it effectively</li> <li>Side reins and running reins</li> <li>Chambon</li> <li>De-gogue</li> <li>Bungee</li> <li>Pessoa</li> <li>Studs</li> </ul> |
|---|--|

**Learning Outcome: 2. understand the theoretical principles of eventing**

| <p><b>Assessment Criteria</b><br/>The learner can:</p>                       | <p><b>Indicative Delivery Content</b></p>  |
|--|--|
| <p>2.1 explain their knowledge of the theoretical principles of eventing</p> | <ul style="list-style-type: none"> <li>Eventing specific first aid procedure relating to falls, wounds, shock, sprains and strains, fractures, head injuries, internal injuries, spinal/pelvic injuries, burns, poisons, asthma and anaphylactic shock</li> <li>Basic knowledge of equine behaviour / psychology</li> <li>Rules of British Eventing membership and for competition</li> <li>Inclusion pathways</li> <li>The BEF, its member bodies and their function and purpose</li> </ul> |

## Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

## Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

### Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery of the qualification. Approved qualification tutors are required to:

- provide evidence that they have previous occupational experience in the specific discipline of Eventing
- provide evidence that they have undergone an induction into the qualification and how to tutor/deliver it to learners

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the assessment of the qualification. Approved qualification assessors are required to:

- provide evidence that they have previous occupational experience in the specific discipline of Carriage Driving
- provide evidence that they have undergone an induction into the qualification and how to tutor/deliver it to learners

### Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- hold or be working towards a recognised internal quality assurance qualification.

## Additional Qualification Requirements

This qualification is regulated by Ofqual (603/2443/0) and QiW (C00/1305/0 - Regulated).



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