

## Section 4: Coaching

### Show Jumping Pathway

The BHS Performance suite of qualifications are awarded upon achievement of relevant sections.

Section 4: Coaching (Show Jumping Pathway) covers the following units:

- Unit 9: Coaching Presentation
- Unit 12: Coaching Show Jumping

You will complete Section 4: Coaching (Show Jumping Pathway), if you are working towards any of the following qualifications:

Performance Show Jumping Coach BHSI

The next few pages will detail the unit structure of units 9 and 12. The unit structure lists the assessment criteria you will be assessed against to achieve each unit. We strongly recommend you also read our Guidelines document (relevant to the qualification you are working towards) which also details the scope of the assessment.

Each unit is required to be achieved in one attempt, however once passed, that unit is 'banked'. Generally, Section 4: Coaching is assessed in one day, but you can take these units on different days. Assessment dates are listed on our [website](#).

You will find our Guidelines document, plus further recommend reading, resources and links to training events on our website.

Please note, if you have achieved the UKCC Level 4 qualification you are exempt from completing Unit 9: Coaching Presentation. Proof of qualification will be required.

## Unit Structure



## Unit 9: Coaching Presentation

### Unit Aim

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

### Unit Introduction

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

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

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

Supporting evidence should be brought to the assessment for review.

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

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

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

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## Unit Structure

### Unit 12: Coaching Show Jumping



#### Unit Aim

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

#### Unit Introduction

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

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

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

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