

# BHSQ Level 2 (Stage 2) Qualification Specification



This document contains information and guidance for the following qualifications:

**BHSQ Level 2 Foundation Groom (Stage 2)**

**BHSQ Level 2 Foundation Groom with Riding (Stage 2)**

**BHSQ Level 2 Foundation Coaching Riders (Stage 2)**

**BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2)**



### Contact details for BHSQ:

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

**Telephone:** 02476 840544

**Email:** [enquiries@bhsq.co.uk](mailto:enquiries@bhsq.co.uk)

**Website:** [www.bhsq.co.uk](http://www.bhsq.co.uk)

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

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### Document history:

Version	Date	Reason
4	20 March 2023	To ensure this specification is current, unambiguous and meets industry needs.

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

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

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# BHS Qualifications

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## BHS Qualifications

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

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

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

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

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

BHSQ qualifications are:

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

BHSQ qualifications provide valuable opportunities for learners to:

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

## How BHSQ uses personal information

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

[bhsq.co.uk/privacy-and-cookies](https://bhsq.co.uk/privacy-and-cookies)

or email [dataprotection@bhs.org.uk](mailto:dataprotection@bhs.org.uk)

## Definitions for Total Qualification Time, Credit and Guided Learning Hours

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

### Total Qualification Time (TQT)

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

Total qualification time is comprised of the following two elements:

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

### Credit

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

### Guided Learning Hours (GLH)

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

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

## Introduction to BHS Qualifications at Level 2 (Stage 2)

BHS Qualifications (BHSQ) provides qualifications to support different career pathways allowing learners to choose the one best suited to their aspirations. BHSQ Level 2 (Stage 2) qualifications give learners specialist knowledge and technical skills, for employment in the equine industry and provide progression to the BHSQ Level 3 (Stage 3) suite of qualifications. These qualifications may also support learners in further or higher education and employment.

The qualifications within the suite are:

- BHSQ Level 2 Foundation Groom (Stage 2)
- BHSQ Level 2 Foundation Groom with Riding (Stage 2)
- BHSQ Level 2 Foundation Coaching Riders (Stage 2)
- BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2)

The term Foundation Groom in the qualification title refers to the level, skill and type of knowledge required. The role would be that of an Assistant Groom/Coach.

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

### Qualification level

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

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

BHSQ state that:

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

The learner at BHSQ Level 2 (Stage 2) is expected to:

- Have foundation knowledge and skills in specific areas of equine
- Apply these to straightforward tasks in equine
- Deal with simple problems, offering basic solutions
- Know how effective they are within the business/their role
- Use own initiative
- Work with appropriate supervision.

# BHS Qualifications

To achieve a BHSQ Level 2 (Stage 2) qualification the learner must complete all learning outcomes and assessment criteria. Learning outcomes broadly state what a learner will know about, understand or be able to do at the end of their learning. Assessment criteria state specifically what a learner must achieve. They are clear and measurable statements used by assessors to judge if a learner meets the required standard. There is also guidance for the assessor and learner offering greater clarity about the expectations of the assessment criteria.

## Direct entry/Recognition of prior learning

Learners wishing to enter level 2 qualifications without having achieved the relevant prerequisite can enter through recognition of prior certified learning (RPCL) or recognition of prior experiential learning (RPEL). Qualifications accepted as RPCL are listed on the BHS website. Learners holding qualifications that are not listed and learners who do not hold any qualifications but have industry experience, can apply for entry through RPEL.

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

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

## Training for BHSQ qualifications

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

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

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

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

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

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

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

<https://www.bhs.org.uk/careers-recreational-awards/find-training/>

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

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

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

## Professional expectations

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

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



## Delivery, assessment and quality assurance of BHSQ qualifications

### Delivery

The BHSQ Level 2 (Stage 2) qualifications are delivered through The British Horse Society (BHS). The BHS is approved by BHSQ as a centre for the delivery of BHSQ qualifications. They are part of the BHS Career Pathways which offers learners the opportunity to progress their career and learn practical skills. The BHS provides advice and guidance through every stage of learner development.

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

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

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

These include, but not limited to:

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

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

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

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

## Assessment

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

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

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

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

Learners will be required to complete a **Skills Record** prior to their assessment day.

## Career Pathways Skills Record

It is a requirement that the **Skills Record** is completed prior to the learner's assessment day. Coaches are required to complete the 'coach endorsements' required for designated skills which have been set as pre-assessment criteria for these qualifications. Coaches should sign these off when they have assessed the learner's knowledge and skills set in these given areas and deem them to be competent.

Learners are also required to have the 'ready for assessment' sections of their qualifications signed off in their **Skills Record** prior to their assessment day. Coaches will sign the relevant section off to confirm the learner has received training in this area and is ready to be assessed.

To be eligible to sign off 'coach endorsements' and 'ready for assessment' sections for BHSQ Level 2 (Stage 2) qualifications, coaches must be on the BHS Accredited Professional register and hold a BHS Stage 3 qualification in the section they are signing off.

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

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

[www.bhs.org.uk/skillsrecord](http://www.bhs.org.uk/skillsrecord)

## Access to fair and accurate assessment

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

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

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

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

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

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

## Learning outcomes

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

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

## Assessment criteria

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

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

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

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

<b>DEMONSTRATE</b>	Carry out an activity or skill showing awareness and understanding
<b>DESCRIBE</b>	Paint a picture in words. Not including reasoning
<b>EVALUATE</b>	Examine the strengths and weaknesses and come to a conclusion about their success/importance/worth Evaluation is often against a measure or value
<b>EXPLAIN</b>	Give reasons so often starting with because
<b>IDENTIFY</b>	State, list, briefly
<b>OUTLINE</b>	Identify the main features
<b>REVIEW</b>	Produce a critical assessment of an existing situation
<b>STATE</b>	Provide information in a brief uncomplicated form. See list and identify.

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

## Guidance

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

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## *Please note:*

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

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

## **Results**

Assessment decisions will be recorded as either:

- Achieved (pass): the learner has achieved the assessment criteria to the standard required
- Not Yet Competent: the learner has not yet met the standard required to achieve the assessment criteria.

If the assessment decision is 'Not Yet Competent', re-assessment can take place as soon as the learner feels appropriate. A 'Not Yet Competent' decision will be recorded by BHSQ.

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

## **Internal Quality Assurance**

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

## **External Quality Assurance**

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

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

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

These documents are distributed as required.

## **Contact the BHS**

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

## BHSQ Level 2 (Stage 2) qualification structure

This table shows an overview of the qualifications at level 2 and the units required for the achievement of each qualification.

<b>C - Compulsory units</b>	<b>FOUNDATION GROOM</b>	<b>FOUNDATION GROOM WITH RIDING</b>	<b>FOUNDATION COACHING RIDERS</b>	<b>FOUNDATION COACH IN COMPLETE HORSEMANSHIP</b>
Unit 1: Stage 2 Care	<b>C</b>	<b>C</b>		<b>C</b>
Unit 2: Stage 2 Lunge	<b>C</b>	<b>C</b>		<b>C</b>
Unit 3: Stage 2 Ride		<b>C</b>		<b>C</b>
Unit 4: Stage 2 Coaching			<b>C</b>	<b>C</b>

## BHSQ Level 2 Foundation Groom (Stage 2)

Qualification Level – 2

Total Qualification Time (TQT) for this qualification is 370

Credits – 37

Guided Learning Hours (GLH) – 180

This qualification contains the following units:

- Unit 1: Stage 2 Care
- Unit 2: Stage 2 Lunge

### Qualification purpose

This is a practical qualification for individuals whose primary focus is the care of horses. By successfully completing this qualification learners will be able to work in the industry as an assistant groom, competently caring for horses and lungeing for exercise with appropriate supervision. A BHSQ Level 2 Foundation Groom (Stage 2) will have knowledge and understanding of aspects of horse care, both within a stable yard and more broadly.

### Who is this qualification for?

This qualification is for learners looking to begin their career as an assistant groom. Learners may be seeking employment in the industry or are already employed and are seeking career advancement. Learners may progress to this qualification after completing the Level 1/Stage 1 Care. 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.

### Age range

This qualification is available to learners who are 14 years and above.

### What could this qualification lead to?

The BHSQ Level 2 Foundation Groom (Stage 2) provides progression for learners intending to enrol onto an equine apprenticeship, further education and/or other qualifications at level 3. Learners completing this qualification could work as:

- Assistant Groom – non-riding
- Assistant Riding School Groom
- Yard assistant/worker

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

This qualification offers progression to:

- BHSQ Level 3 Groom (Stage 3)

## BHSQ Level 2 Foundation Groom with Riding (Stage 2)

Qualification Level – 2

Total Qualification Time (TQT) for this qualification is 540

Credits – 54

Guided Learning Hours (GLH) – 300

This qualification contains the following units:

- Unit 1: Stage 2 Care
- Unit 2: Stage 2 Lunge
- Unit 3: Stage 2 Ride

### Qualification purpose

This is a practical qualification for individuals whose primary focus is the care and exercise of horses. By successfully completing this qualification learners will be able to work in the industry as an assistant groom, competently caring for horses, lungeing and riding to include; dressage and show jumping with appropriate supervision. Learners completing this qualification will be able to ride the horses in their care for exercise. A BHSQ Level 2 Foundation Groom with Riding (Stage 2) will have knowledge and understanding of horse care, both within a stable yard and more broadly.

### Who is this qualification for?

This qualification is for learners looking to begin their career as an assistant groom and would like to be able to exercise horses as part of their role. Learners may be seeking employment in the industry or are already employed and are seeking career advancement. Learners may progress to this qualification after completing the Level 1/Stage 1 Care and Riding. Please refer to entry requirements at unit level.

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

### Age range

This qualification is available to learners who are 14 years and above.

### What could this qualification lead to?

The BHSQ Level 2 Foundation Groom with Riding (Stage 2) provides progression for learners intending to enrol onto an equine apprenticeship, further education and/or other qualifications at level 3. Learners completing this qualification could work as:

- Assistant Groom with riding (exercising horses within the working environment)
- Assistant Riding School Groom with riding
- Yard assistant/worker

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

This qualification offers progression to the following qualifications:

- BHSQ Level 3 Groom with Riding – Dressage (Stage 3)
- BHSQ Level 3 Groom with Riding – Jump (Stage 3)
- BHSQ Level 3 Groom with Riding – Complete (Stage 3)

## BHSQ Level 2 Foundation Coaching Riders (Stage 2)

Qualification Level – 2

Total Qualification Time (TQT) for this qualification is 220

Credits – 22

Guided Learning Hours (GLH) – 90

This qualification contains the following unit:

- Unit 4: Stage 2 Coaching

### Qualification purpose

The purpose of this qualification is to offer a pathway for learners who wish to achieve a coaching qualification only at level 2. It will provide learners with the foundation skills and knowledge to begin a career in coaching horse riding. Learners completing this qualification will be able to deliver coaching sessions for flatwork and jumping up to 75cm, lunge, lead rein and practical stable management.

It introduces learners to the key responsibilities of a coach, such as planning, delivery and evaluation. Learners will be able to safely deliver coaching sessions from beginner to novice in general riding and stable management, with limited supervision.

Learners achieving this qualification will be able to work in the industry as a foundation or assistant coach delivering lessons to clients with appropriate supervision in a riding school environment. Riding establishments will have an experienced colleague on-site who is able to provide support and guidance as required to the Foundation Coach.

### Who is this qualification for?

This qualification is for learners interested in beginning their career in coaching or to further develop their coaching skills. Learners must have knowledge and understanding of horse care, lungeing, riding and an awareness of horse and rider safety and welfare. Please refer to entry requirements at unit level.

This qualification is 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.

### Age range

This qualification is available to learners who are 17 years and above.

### What could this qualification lead to?

The BHSQ Level 2 Foundation Coaching Riders (Stage 2) provides progression into employment for learners to develop their coaching skills, enrol onto an equine apprenticeship, further education and/or other qualifications at level 3. Learners completing this qualification could work as:

- Foundation Coach working in a Riding Centre/School
- Assistant coach

This qualification offers progression to the following qualification:

- BHSQ Level 3 Coaching Riders (Stage 3)



## BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2)

**Qualification Level – 2**

**Total Qualification Time (TQT) for this qualification is 760**

**Credits – 76**

**Guided Learning Hours (GLH) – 390**

This qualification contains the following units:

- Unit 1: Stage 2 Care
- Unit 2: Stage 2 Lunge
- Unit 3: Stage 2 Ride
- Unit 4: Stage 2 Coaching

### **Qualification purpose**

Within the equine industry there is a need for all-round individuals with the ability to care for horses, ride horses and coach clients, students and staff. The BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2) qualification provides the foundation knowledge and skill set for these elements. It provides a solid foundation of knowledge for equine care, lungeing, riding and the initial principles of coaching.

The reference to “Complete Horsemanship” in the title refers to the learner’s all-round skills in horse care, lungeing, coaching and riding to include; dressage and show jumping.

Learners achieving this qualification will be able to work in the industry as an assistant groom and coach, competently caring for horses with appropriate supervision and riding horses for exercise. They will be able to coach a variety of lessons to clients in a riding school environment. Riding establishments will have an experienced colleague on-site who is able to provide support and guidance as required to the Foundation Coach.

### **Who is this qualification for?**

This qualification provides the foundation coaching skills for learners who aspire to begin a career in coaching. Learners may be seeking employment in the industry or are already employed and are seeking career advancement. Learners achieving the qualification would benefit from employment at a centre where they have support to develop their coaching skills. 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.

### **Age range**

This qualification is available to learners who are 17 years and above.

### **What could this qualification lead to?**

The BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2) provides progression for learners intending to enrol onto an equine apprenticeship, further education and/or other qualifications at level 3. Learners completing this qualification could work as:

- Foundation Coach working in a Riding Centre/School
- Assistant groom and coach with riding
- Yard assistant/worker

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This qualification offers progression to the following qualifications:

- BHSQ Level 3 Coaching Riders (Stage 3)
- BHSQ Level 3 Coach – Dressage Ride (Stage 3)
- BHSQ Level 3 Coach – Jump Ride (Stage 3)
- BHSQ Level 3 Coach in Complete Horsemanship (Stage 3)

## Unit 1: Stage 2 Care

Unit Level – 2

Credits – 30

Guided Learning Hours (GLH) – 140

### Unit purpose

Learners successfully completing this unit will be able to care for a range of horses with appropriate supervision. Learners will have a sound foundation of horse care including; fitting tack and travel equipment, horse behaviour and handling, feeding and fitness, anatomy, horse health, plaiting and trimming, caring for horse's feet and stabling and turnout. Learners are required to handle and work with and around the horse with consideration for welfare and safety for themselves, the horse and others at all times.

### Entry requirements/prerequisites

- A minimum age of 14 years
- Level 1/Stage 1 Care or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the 'coach endorsements' listed below and 'ready for assessment' section signed off in their **Skills Record** prior to the assessment of this unit. All learners should present their signed **Skills Record** on the day of assessment.

### Coach endorsements:

- Load and unload a horse under supervision
  - I can carry out safety checks for horse transportation
  - I can load and unload a horse from a vehicle
- Bath a horse
  - I can bath a horse
  - I can dry the horse off

**The *Skills Record* must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 3 hours.

Learners should be sufficiently fit in order to carry out practical tasks. They should work efficiently and with confidence. In all sections handling of the horses is important, learners must be aware of the horse's behaviour and character and handling must be safe and efficient at this level.

## Unit structure – Unit 1: Stage 2 Care

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 9 and 10 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Know about the roles, rights and responsibilities of an Assistant Groom	1.1 Describe the <b>roles</b> of the Assistant Groom	<b>Roles</b> to include; <ul style="list-style-type: none"> <li>• Caring for and meeting the needs of horses' health and welfare</li> <li>• Daily routine yard activity</li> <li>• Communicating with others related to horse care and yard activity</li> <li>• Working under supervision and according to instruction</li> </ul>	Discussion
	1.2 Describe the <b>responsibilities</b> of the Assistant Groom	<b>Responsibilities</b> to include; <ul style="list-style-type: none"> <li>• Ensuring the health, safety and welfare of the horse</li> <li>• Responding to incidents and emergency situations (Fire procedure and in the event of an accident)</li> <li>• Reporting to the named responsible person, if appropriate</li> <li>• Recognising deterioration in a horse's quality of life</li> <li>• Preparing and maintaining the stable environment</li> <li>• Carrying out routine horse care tasks</li> <li>• Storing and maintaining horse equipment</li> </ul>	Discussion
	1.3 Describe a range of <b>legal requirements</b> when working on a stable yard	<b>Range = 2 or more Legal requirements</b> , to include; <ul style="list-style-type: none"> <li>• Horse Welfare</li> <li>• Employment rights; contract of employment, National Minimum Wage (NMW), holiday, rest breaks</li> <li>• Health and Safety</li> <li>• Safeguarding</li> <li>• Equality, diversity and inclusion</li> <li>• Data protection</li> </ul>	Discussion
2. Be able to fit tack and boots on a horse	2.1 <b>Fit a bridle</b> and hunting breastplate	<b>Bridle</b> <ul style="list-style-type: none"> <li>• Snaffle bridles with different nosebands</li> </ul> <b>Fit:</b> <ul style="list-style-type: none"> <li>• Adjust bridle to fit horse</li> <li>• Adjust the breastplate to fit horse</li> <li>• Breastplate secured to saddle correctly</li> </ul>	Observation and discussion
	2.2 Put on a saddle and <b>check the fit for comfort</b>	<b>Check fit for comfort</b> , include; <ul style="list-style-type: none"> <li>• Suitable clearance over spine</li> <li>• Saddle is not too narrow or too wide</li> <li>• Check for any pinching</li> <li>• Sitting level on horse's back</li> <li>• Fit the saddle with and without a numnah/saddle cloth</li> </ul>	Observation and discussion
	2.3 Fit brushing boots and overreach boots	<b>To include;</b> <ul style="list-style-type: none"> <li>• Brushing boots</li> <li>• Fastening or pull-on overreach boots</li> </ul>	Observation and discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
3. Be able to prepare a horse to travel	3.1 Fit travel equipment to the horse	<b>Travel equipment</b> to include; <ul style="list-style-type: none"> <li>• Head collar</li> <li>• Travel boots</li> <li>• Tail guard</li> <li>• Tail bandage</li> <li>• Rug, if required</li> </ul>	Observation
	3.2 <b>Handle</b> a horse safely in preparation for loading	<b>Handle</b> to include; <ul style="list-style-type: none"> <li>• Leading the horse to a loading area</li> <li>• Control of horse</li> <li>• Awareness of horse behaviour</li> <li>• Awareness of others</li> <li>• Leading the horse back to the stable</li> </ul> <p>Questions may be asked on the above if not observed or to check further understanding</p>	Observation and discussion
4. Know about horse behaviour	4.1 Describe <b>normal behaviour</b>	<b>Normal behaviour</b> to include; <ul style="list-style-type: none"> <li>• Relaxed</li> <li>• Natural instincts</li> <li>• Eating and drinking</li> </ul>	Discussion
	4.2 Describe the <b>signs</b> of an unsettled horse	<b>Signs</b> may include; <ul style="list-style-type: none"> <li>• Flight – running away</li> <li>• Calling – to other horses</li> <li>• Fidgety and agitated</li> <li>• Pacing and moving around</li> <li>• Sweating</li> <li>• Raised breathing</li> <li>• Withdrawn</li> </ul>	Discussion
	4.3 Outline the <b>factors</b> that may cause a horse to become unsettled	<b>Range = 4 or more Factors</b> may include; <ul style="list-style-type: none"> <li>• Stress</li> <li>• Separation from others</li> <li>• Unable to graze or move about freely</li> <li>• Anxiety</li> <li>• Temperature changes</li> <li>• Change of environment</li> <li>• Other horses</li> <li>• Weather conditions</li> <li>• Sign of illness</li> </ul>	Discussion
5. Understand how to feed horses	5.1 Describe <b>methods</b> used to weigh a horse	<b>Methods</b> may include; <ul style="list-style-type: none"> <li>• Actual weight for example; weigh bridge</li> <li>• Estimation of weight for example; weigh tape, visual estimation based on body condition, type and height</li> </ul>	Observation and discussion
	5.2 Explain a <b>range of factors</b> that may affect a horse's weight	<b>Range = 3 or more Factors;</b> <ul style="list-style-type: none"> <li>• Type</li> <li>• Age</li> <li>• Workload</li> <li>• Health</li> <li>• Environment that the horse lives in</li> <li>• Over feeding</li> <li>• Under feeding</li> <li>• Lack of nutrition</li> <li>• Time of year</li> </ul>	Discussion

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Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	5.3 Describe how to estimate the amount of feed required for a horse	To include; <ul style="list-style-type: none"> <li>• 2% of bodyweight</li> <li>• Interpretation of feed chart</li> <li>• Amount of food in kilograms based on body weight of horse</li> </ul>	Discussion
	5.4 Explain how different <b>work levels</b> may affect the type of feed required	<b>Work levels;</b> <ul style="list-style-type: none"> <li>• Maintenance</li> <li>• Light work</li> <li>• Medium/moderate</li> </ul>	Discussion
6. Know about basic horse anatomy	6.1 Describe the <b>function</b> and <b>components</b> of the digestive system	<b>Function</b> , to include; <ul style="list-style-type: none"> <li>• Digestion of food</li> </ul> <b>Components</b> , to include; <ul style="list-style-type: none"> <li>• Teeth</li> <li>• Mouth</li> <li>• Oesophagus</li> <li>• Stomach</li> <li>• Small intestine</li> <li>• Large intestine</li> <li>• Rectum</li> <li>• Anus</li> </ul>	Discussion
	6.2 Identify the location of a <b>range of key organs</b>	<b>Range</b> = 2 or more <b>Key organs;</b> <ul style="list-style-type: none"> <li>• Heart</li> <li>• Lungs</li> <li>• Kidneys</li> <li>• Stomach</li> </ul>	Observation and discussion
	6.3 Identify a <b>range of major bones</b> of the skeletal system	<b>Range</b> = 5 or more <b>Major bones;</b> <ul style="list-style-type: none"> <li>• Skull (mandible, cranium, temporal bone)</li> <li>• Vertebrae (cervical, thoracic, lumbar, sacral, coccygeal)</li> <li>• Ribs</li> <li>• Forelimb (scapula, humerus, radius, ulna and cannon bone)</li> <li>• Hind limb (pelvis, femur, tibia, patella and cannon bone)</li> <li>• Sesamoid</li> <li>• Long/short pastern</li> <li>• Navicular</li> <li>• Pedal</li> </ul>	Observation and Discussion
7. Understand horse fitness	7.1 Describe the <b>signs</b> of an unfit horse	<b>Signs</b> may include; <ul style="list-style-type: none"> <li>• Soft condition</li> <li>• Slow recovery rates</li> <li>• Lethargy</li> <li>• Tiring easily</li> <li>• Raised respiration</li> <li>• Early onset of sweating</li> </ul>	Discussion
	7.2 Explain the <b>reasons</b> for maintaining fitness	<b>Reasons</b> to include; <ul style="list-style-type: none"> <li>• Horse welfare</li> <li>• Preventing injury</li> <li>• Improving performance</li> </ul>	Discussion
8. Be able to maintain a horse's health	8.1 Explain a <b>range of routine health procedures</b>	<b>Range</b> = 2 or more <b>Routine health procedures;</b> <ul style="list-style-type: none"> <li>• Worming/tests for worms</li> <li>• Vaccinations</li> <li>• Teeth</li> <li>• Shoeing/trimming</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	8.2 Demonstrate how to <b>administer</b> an oral horse treatment	<b>Administer</b> , to include; <ul style="list-style-type: none"> <li>• Restrain the horse</li> <li>• Measure quantity</li> <li>• Administer to horse</li> </ul>	Observation and discussion
	8.3 Describe <b>signs</b> of lameness	<b>Signs</b> may include; <ul style="list-style-type: none"> <li>• Reluctance to weight bear</li> <li>• Pointing a toe on a front leg</li> <li>• Nodding of head</li> <li>• Uneven hind leg movement</li> </ul>	Discussion
	8.4 Describe a <b>range</b> of <b>common types</b> of wounds	<b>Range = 2 or more</b> <b>Common types of wounds;</b> <ul style="list-style-type: none"> <li>• Puncture</li> <li>• Open (lacerated/incised)</li> <li>• Grazes</li> <li>• Bruises</li> <li>• Pressure sores</li> </ul>	Discussion
	8.5 Explain a <b>range</b> of <b>basic first aid procedures</b> for wounds	<b>Range = 2 or more</b> <b>Basic first aid procedures;</b> <ul style="list-style-type: none"> <li>• Cleaning</li> <li>• Cold hosing</li> <li>• Poulticing</li> <li>• Tubbing</li> </ul>	Discussion
	8.6 Put on stable bandages	To include; <ul style="list-style-type: none"> <li>• Securing horse</li> <li>• Prepare bandages and padding</li> <li>• Apply and secure on front and hind legs</li> <li>• Identify issues of applying the bandage</li> </ul>	Observation and discussion
	8.7 State <b>instances</b> when a vet needs to be called	<b>Instances</b> may include; <ul style="list-style-type: none"> <li>• Uncontrollable bleeding</li> <li>• Severe wounds</li> <li>• Colic</li> <li>• Lameness</li> <li>• Prolonged abnormal behavior</li> <li>• Suspected contagion/infection</li> <li>• Wound to eye</li> </ul>	Discussion
	8.8 Describe a <b>range</b> of <b>common health problems</b>	<b>Range = 2 or more</b> <b>Common health problems;</b> <ul style="list-style-type: none"> <li>• Colic</li> <li>• Acute skin conditions</li> <li>• Respiratory</li> <li>• Laminitis</li> </ul>	Discussion
	8.9 Explain how to <b>care</b> for horses that are unwell	<b>Care</b> to include; <ul style="list-style-type: none"> <li>• Monitor</li> <li>• Rest</li> <li>• Maintain fluids</li> <li>• Adjust diet</li> <li>• Record keeping</li> <li>• Isolation, if applicable</li> </ul>	Discussion
	9. Be able to prepare a horse for presentation	9.1 Describe a <b>range</b> of <b>trimming procedures</b>	<b>Range = 3 or more</b> <b>Trimming procedures;</b> <ul style="list-style-type: none"> <li>• Tidying manes and tails</li> <li>• Trimming feathers, jaw, tail and bridle path</li> <li>• Where not to trim</li> </ul>
9.2 Plait a mane		To include; <ul style="list-style-type: none"> <li>• Securing/holding the horse</li> <li>• Dampening mane</li> <li>• Dividing into even sections</li> <li>• Using appropriate tension</li> <li>• Using bands</li> </ul>	Observation and discussion

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Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
10. Understand how to care for a horse's feet	10.1 Explain the reasons for shoeing and trimming a horse's feet	<b>Reasons;</b> <ul style="list-style-type: none"> <li>The health and wellbeing of the horse</li> <li>Protecting and maintaining the condition of hoof</li> <li>The environment and the work the horse is doing</li> <li>Maintaining the balance of the foot</li> <li>Removing hoof growth</li> </ul>	Discussion
	10.2 Describe how to remove a shoe from a horse	<b>To include;</b> <ul style="list-style-type: none"> <li>The identification of the tools and how to use them</li> <li>The positioning of self and horse</li> <li>The action required to remove a shoe</li> </ul>	Observation and discussion
	10.3 Describe the signs of a well-cared for foot	<b>Signs;</b> <ul style="list-style-type: none"> <li>Level of foot on the ground</li> <li>Hoof/pastern axis</li> <li>Shoe is secure</li> <li>Clenches flush to hoof wall</li> <li>Hoof wall level with shoe</li> <li>Correctly trimmed</li> </ul>	Discussion
11. Understand the environment for keeping horses	11.1 Explain a range of requirements for a turn out area	<b>Range = 2 or more Requirements;</b> <ul style="list-style-type: none"> <li>Fencing/boundaries</li> <li>Gates</li> <li>Water</li> <li>Shelter</li> <li>Grass or access to forage</li> </ul>	Discussion
	11.2 Identify a range of potential hazards in a turn out area	<b>Range = 4 or more Potential hazards;</b> <ul style="list-style-type: none"> <li>Unsafe fencing</li> <li>Litter</li> <li>Poisonous plants (ragwort, foxglove, yew, sycamore, oak, laburnum, deadly nightshade).</li> <li>Security</li> <li>Footpaths</li> <li>Access for public to feed horses</li> </ul>	Discussion
	11.3 Explain a range of requirements for a stable	<b>Range = 3 or more Requirements;</b> <ul style="list-style-type: none"> <li>Size</li> <li>Fittings</li> <li>Doors</li> <li>Windows</li> <li>Ventilation</li> <li>Bedding</li> <li>Drainage</li> </ul>	Discussion
	11.4 Explain a range of potential hazards in a stable	<b>Range = 2 or more Potential hazards</b> <ul style="list-style-type: none"> <li>Protrusions of fixtures and fittings</li> <li>Floor surface</li> <li>Insufficient bedding</li> <li>Narrow entrance/exit</li> <li>Poor ventilation</li> </ul>	Discussion



## Unit 2: Stage 2 Lunge

Unit Level – 2

Credits – 7

Guided Learning Hours (GLH) – 40

### Unit purpose

Learners successfully completing this unit will be able to lunge a horse for exercise. Learners are required to handle the horse with consideration for welfare and safety for themselves, the horse and others at all times.

### Entry requirements/prerequisites

- A minimum age of 14 years
- Level 1/Stage 1 Care or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the ‘coach endorsements’ listed below and ‘ready for assessment’ section signed off in their *Skills Record* prior to the assessment of this unit. All learners should present their signed *Skills Record* on the day of assessment.

### Coach endorsements:

- Put on and take off appropriate equipment needed to lunge a horse
  - I can select and put on appropriate lunge equipment
  - I can remove lunge equipment safely

**The *Skills Record* must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 1 hour.

Learners will be allocated a horse that will be tacked up ready to lunge. Learners should check the equipment for safety and correct fit and then begin lunging. The horse should be warmed up without side reins.

## Unit Structure – Unit 2: Stage 2 Lunge

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 9 and 10 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand lungeing a horse	1.1 Explain a <b>range of reasons</b> for lungeing a horse	<b>Range = 2 or more Reasons</b> , to include; <ul style="list-style-type: none"> <li>• Maintaining horse's fitness</li> <li>• Warming up prior to riding</li> <li>• Alternative method of exercise</li> <li>• Part of a schooling or rehabilitation programme</li> <li>• Assessing the horse's movement</li> </ul>	Discussion
	1.2 Describe a <b>range of factors</b> that may affect lungeing	<b>Range = 2 or more Factors</b> may include; <ul style="list-style-type: none"> <li>• Horse behaviour for example; pulling away, turning in, unwilling to go forwards</li> <li>• Horse is fresh and excitable</li> <li>• Presence of other horses</li> <li>• Surface and weather conditions</li> </ul>	Discussion
	1.3 Describe a <b>range of common lungeing problems</b>	<b>Range = 2 or more Problems</b> may include; <ul style="list-style-type: none"> <li>• Circle too small</li> <li>• Inappropriate body position</li> <li>• Inappropriate tone of commands</li> <li>• Inappropriate use of equipment</li> <li>• Inappropriate exercise programme</li> </ul>	Discussion
2. Understand equipment required for lungeing	2.1 Explain the use of a <b>range of lungeing equipment</b>	<b>Range = 2 or more Equipment</b> to include; <ul style="list-style-type: none"> <li>• Cavesson</li> <li>• Lunge rein</li> <li>• Side reins</li> <li>• Lunge whip</li> <li>• Saddle/roller</li> <li>• Bridle</li> <li>• Boots</li> </ul>	Observation and Discussion
3. Be able to lunge a horse for exercise	3.1 <b>Lunge</b> a horse according to instructions	<b>Instructions;</b> learners will be given a summary of the horse's needs. <b>Lungeing</b> to include; <ul style="list-style-type: none"> <li>• Confirm appropriateness of equipment and adjust if required</li> <li>• Put horse out on appropriately sized circle</li> <li>• Work the horse without side reins</li> <li>• Work the horse in walk and trot and canter if appropriate</li> <li>• Work the horse with side reins adjusting if required</li> <li>• Awareness of others</li> </ul>	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	3.2 Lunge safely	Lungeing <b>safely</b> to include; <ul style="list-style-type: none"> <li>• Appropriate personal protective equipment for handler</li> <li>• Maintain safe control</li> <li>• Handler position in relationship to the horse</li> <li>• Balancing, tempo and appropriate forwardness of the horse</li> <li>• Lungeing technique</li> <li>• Use of commands</li> <li>• Adjust equipment where appropriate</li> <li>• Handling equipment safely</li> <li>• Awareness of others</li> </ul>	Observation
	3.3 <b>Review</b> the lunge session	<b>Review</b> to include; <ul style="list-style-type: none"> <li>• Effectiveness of session in meeting the needs of the horse</li> <li>• Size of the circle</li> <li>• Behaviour of the horse</li> <li>• Forwardness/responsiveness of aids</li> <li>• The way the horse is going (include tempo, balance, rhythm)</li> </ul>	Discussion

## Unit 3: Stage 2 Ride

Unit Level – 2

Credits – 17

Guided Learning Hours (GLH) – 120

### Unit purpose

Learners successfully completing this unit will be able to ride horses on the flat and over fences (up to 75cm) in an enclosed area under appropriate supervision. Learners are required to demonstrate their ability to ride without assistance, their balance and security should indicate the correct foundation for future progress. Learners are required to ride sympathetically with consideration for welfare and safety for themselves, the horse and others at all times.

### Entry requirements/prerequisites

- A minimum age of 14 years
- Level 1/Stage 1 Riding Horses or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the 'coach endorsements' listed below and 'ready for assessment' section signed off in their **Skills Record** prior to the assessment of this unit. All learners should present their signed **Skills Record** on the day of assessment.

### Coach endorsements:

- Ride in an open space
  - I can ride in a balanced position in walk, trot and canter
  - I can ride independently within a group

**The *Skills Record* must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 2 hours.

Learners will ride two horses on the flat and two horses over fences. Learners will be required to ride in open order and ride order, abiding by the rules of the school whilst showing consideration for other riders (there may be up to six riders in a group). The learner should be fit enough to ride actively for up to an hour in each section without stress.

***Learners who are not considered sufficiently competent with regard to their effective control of the horse and their own balance will be asked to withdraw from the riding at any time during the session.***

## Unit Structure – Unit 3: Stage 2 Ride

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 9 and 10 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand how to ride a horse	1.1 Describe a horse's way of going using the Training Scale	<b>Way of going</b> to include; <ul style="list-style-type: none"> <li>• Walk, trot and canter</li> <li>• Temperament of horse</li> <li>• Responsiveness to aids</li> <li>• Willingness to go forward</li> </ul> <b>Training Scale</b> to include; <ul style="list-style-type: none"> <li>• Rhythm, suppleness and contact</li> <li>• Awareness of impulsion, straightness collection</li> </ul>	Discussion
	1.2 Explain how a range of aids are used when riding a horse	<b>Range = 2 or more Aids</b> , to include; <ul style="list-style-type: none"> <li>• Seat</li> <li>• Legs</li> <li>• Hands</li> <li>• Riding position</li> <li>• Voice</li> <li>• Whip</li> </ul>	Discussion
<b>LEARNERS WILL BE REQUIRED TO RIDE TWO HORSES IN THIS SECTION</b>			
2. Be able to ride horses in an arena	2.1 Ride in a balanced position in all paces	<b>Ride</b> , to include; <ul style="list-style-type: none"> <li>• With and without stirrups</li> <li>• In walk, trot and canter</li> </ul> <b>Balanced position</b> , to include independent use of; <ul style="list-style-type: none"> <li>• Seat</li> <li>• Legs</li> <li>• Upper body</li> <li>• Head</li> <li>• Arms</li> <li>• Hands</li> </ul>	Observation
	2.2 Ride on the correct trot diagonal	<b>Correct trot diagonal</b> : <ul style="list-style-type: none"> <li>• Sit when horse's outside shoulder comes back</li> <li>• Diagonal changed as required</li> </ul>	Observation
	2.3 Ride on the correct canter lead	<b>Correct canter lead</b> : <ul style="list-style-type: none"> <li>• Canter lead matches the direction of travel</li> </ul>	Observation
	2.4 Ride a range of common school figures	<b>Range = 2 or more School figures</b> , to include; <ul style="list-style-type: none"> <li>• Serpentine – three loop</li> <li>• Circles</li> <li>• Changes of direction (different variations)</li> <li>• Turns</li> </ul>	Observation
	2.5 Ride with the reins in one hand	<b>Riding</b> to include; <ul style="list-style-type: none"> <li>• With stirrups</li> <li>• Change of direction and pace</li> </ul>	Observation
	2.6 Demonstrate the correct use of aids	<b>Use of aids</b> , to include; <ul style="list-style-type: none"> <li>• Positioning and use of legs, hands, whip</li> <li>• Awareness of horse's reaction</li> </ul>	Observation

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Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	2.7 Demonstrate the <b>correct use</b> of a schooling whip	<b>Correct use</b> , to include; <ul style="list-style-type: none"> <li>• Holding whip</li> <li>• Changing whip from one hand to another</li> <li>• Reinforcing the leg aid if required</li> </ul>	Observation
	2.8 Ride <b>safely</b>	Riding <b>safely</b> to include; <ul style="list-style-type: none"> <li>• Use sympathetic aids riding walk, trot, canter</li> <li>• Awareness of other users of the school</li> <li>• Show respect and consideration for the horse and other riders</li> </ul>	Observation
	2.9 <b>Review</b> the session	<b>Review</b> to include; <ul style="list-style-type: none"> <li>• The horse's way of going</li> <li>• Awareness of other riders</li> <li>• Use of aids</li> </ul>	Discussion
<b>LEARNERS WILL BE REQUIRED TO RIDE TWO HORSES IN THIS SECTION</b>			
3. Be able to ride horses over show jumps	3.1 <b>Prepare</b> the horse to jump and <b>ride</b> in a <b>balanced position</b> in all paces	<b>Prepare</b> , to include; <ul style="list-style-type: none"> <li>• Shortening stirrups</li> <li>• Canter in light seat position with a secure lower leg</li> <li>• Ride the canter pace forward and back</li> <li>• Single cross pole in trot with placing pole</li> <li>• Canter to cross pole</li> <li>• Canter to upright</li> <li>• Canter to ascending spread</li> <li>• Jumping four consecutive fences</li> </ul> <b>Ride</b> , to include; <ul style="list-style-type: none"> <li>• In walk, trot and canter</li> </ul> <b>Balanced position</b> , to include independent use of; <ul style="list-style-type: none"> <li>• Seat</li> <li>• Legs</li> <li>• Upper body</li> <li>• Head</li> <li>• Arms</li> <li>• Hands</li> </ul>	Observation
	3.2 Ride over a <b>course of jumps</b> in a <b>balanced position</b>	<b>Course of jumps</b> , to include; <ul style="list-style-type: none"> <li>• Up to seven fences to a maximum height of 75cm (2ft 6in)</li> <li>• Lines and track between fences</li> </ul> <b>Balanced position</b> : <ul style="list-style-type: none"> <li>• Over and between fences</li> </ul>	Observation
	3.3 Ride <b>safely</b>	Riding <b>safely</b> to include; <ul style="list-style-type: none"> <li>• Use sympathetic aids riding walk, trot, canter</li> <li>• Awareness of other users of the school</li> <li>• Show respect and consideration for the horse and other riders</li> </ul>	Observation
	3.4 <b>Review</b> the session	<b>Review</b> , to include: <ul style="list-style-type: none"> <li>• Use of aids</li> <li>• Lines ridden</li> <li>• The horse's way of going</li> <li>• Awareness of other riders</li> </ul>	Discussion

## Unit 4: Stage 2 Coaching

Unit Level – 2

Credits – 22

Guided Learning Hours (GLH) – 90

### Unit purpose

Learners completing this unit will be able to deliver coaching lessons for flatwork and jumping, lunge, lead rein and practical stable management. They will be able to plan, deliver and evaluate lessons. Lessons must be safe with consideration for welfare and safety for themselves, the horse, rider and others at all times. This unit is aimed at those who already have basic skills and knowledge of coaching and would like to develop these further.

### Entry requirements/prerequisites

- A minimum age of 17 years
- BHSQ Level 2 Foundation Groom with Riding (Stage 2) or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the 'ready for assessment' section signed off in their **Skills Record** prior to the assessment of this unit. All learners should present their signed **Skills Record** on the day of assessment.

**The Skills Record must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 4 hours.

Learners should bring prepared lesson plans with them for the lead rein, lunge and group lessons. These plans can be adapted on the day to suit the riders and horses provided. Learners may prepare their stable management lesson plan on the day. The topic should be based on the equipment available, and the participant the lesson will be delivered to. Risk assessments can be written or discussed verbally with the assessor.

A lesson plan and risk assessment template can be found in the **Skills Record**, or downloaded from the BHS website: [www.bhs.org.uk/skillsrecord](http://www.bhs.org.uk/skillsrecord)

### Lead rein lesson

Learners will deliver a lead rein lesson to a beginner rider (adult or child). The lesson may be given in a shared area of the arena and will last approximately 20 minutes.

### Lunge lesson

Learners will deliver a lunge lesson to a novice rider. The lesson will last approximately 30 minutes, which includes warming up and assessing the horse prior to mounting the rider.

## Group lesson

Learners will deliver a lesson which incorporates flatwork and jumping to a group of novice riders (minimum of three riders), who are able to jump small related fences of up to 75cm. Learners will have 45 minutes to deliver this lesson.

The lesson should contain a common theme that runs through both elements. The learner must include a flatwork section and a jumping section in the lesson. The jumping element should include grid work or related fences, for example a double or related distance. After the lesson learners will be required to evaluate the lesson and describe basic school figures, basic jumping skills and how to develop a range of basic jumping skills.

## Practical stable management lesson

Learners will deliver a practical stable management lesson to one participant working towards Level 1/BHS Stage 1. Learners are required to have prepared lesson plans for the four topics listed below. Learners will have 15 minutes to deliver this lesson and will include:

- An introduction to the topic
- A practical demonstration
- Opportunity for the participant to practice the task with support from the learner
- A conclusion.

Stable management topics, may include:

- Putting on and removing a bridle
- Putting on and removing a rug
- Putting on and removing brushing boots
- Putting on and removing a saddle.

## Lesson plans

Learners are required to bring pre-prepared lesson plans for the following:

- Lead rein lesson (learning outcome 5)
- Lunge lesson (learning outcome 6)
- Group lesson (learning outcome 7)
- Practical stable management lesson (learning outcome 8).

## Risk assessments

Learners are required to bring pre-prepared risk assessments for the following:

- Lead rein lesson (learning outcome 5)
- Lunge lesson (learning outcome 6)
- Group lesson (learning outcome 7)
- Practical stable management lesson (learning outcome 8).

A lesson plan and risk assessment template can be found in the *Skills Record*, or downloaded from the BHS website:

[www.bhs.org.uk/skillsrecord](http://www.bhs.org.uk/skillsrecord)



## Unit Structure – Unit 4: Stage 2 Coaching

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 9 and 10 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand the roles and responsibilities of a coach	1.1 Explain the <b>roles</b> of a coach	<b>Roles</b> , to include; <ul style="list-style-type: none"> <li>To coach adults and children how to ride a horse for the purpose of recreation</li> <li>To provide enjoyment</li> <li>To engage with riders</li> </ul>	Discussion
	1.2 Describe the <b>responsibilities</b> of a coach	<b>Responsibilities</b> , to include; <ul style="list-style-type: none"> <li>To ensure the health, safety and welfare of riders (duty of care)</li> <li>To promote the welfare and safety of the horse</li> <li>To assess and coach adults and children to develop their riding ability and knowledge of horse care</li> <li>Provide a participant/rider centered approach to coaching</li> <li>To engage with riders via a variety of methods to encourage lifelong participation in riding</li> <li>To signpost riders to equestrian disciplines, if appropriate</li> <li>Respond to concerns</li> <li>Respond to incidents, accidents and emergencies involving the horse and/or rider</li> <li>Record incidents, accidents and emergencies</li> <li>Report to an experienced coach or mentor for support and guidance</li> </ul>	Discussion
	1.3 Describe <b>legal requirements</b> for coaching horse riding	<b>Legal requirements;</b> <ul style="list-style-type: none"> <li>Health and safety</li> <li>Safeguarding</li> <li>Data protection – confidentiality</li> <li>Equality</li> <li>Riding establishment license</li> <li>Code of conduct for the welfare of the horse</li> </ul>	Discussion
	1.4 Explain a <b>range of factors</b> to consider when matching a horse with a rider	<b>Range = 2 or more Factors</b> , to include; <ul style="list-style-type: none"> <li>Riding ability</li> <li>Rider body size</li> <li>Age of the rider</li> <li>Type of horse</li> <li>Appropriate equipment</li> <li>Type of lesson being delivered</li> <li>Environment</li> </ul>	Discussion
2. Understand rider needs	2.1 Explain the needs of <b>different types of riders</b>	<b>Different types of riders</b> , to include; <ul style="list-style-type: none"> <li>Adults</li> <li>Children</li> <li>Riders with special educational needs</li> <li>Riders with a disability or long-term health condition</li> <li>Specific needs such as different demographics and religious beliefs</li> </ul>	Discussion

# BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	2.2 Explain how the <b>learning process</b> may affect a rider's skill development	<b>Learning process</b> , to include; <ul style="list-style-type: none"> <li>• Cognitive phase</li> <li>• Associative phase</li> <li>• Autonomic phase</li> <li>• Feedback cycle</li> </ul>	Discussion
	2.3 Explain <b>factors</b> that may affect rider development	<b>Factors</b> , to include; <ul style="list-style-type: none"> <li>• Concentration</li> <li>• Confidence</li> <li>• Connection with horse</li> <li>• Motivation</li> <li>• Speed of response</li> <li>• Stability – core and posture</li> <li>• Stamina/endurance</li> <li>• Strength</li> <li>• Suppleness</li> </ul>	Discussion
3. Be able to coach safely	3.1 Demonstrate regard for <b>safety</b>	Coaches must demonstrate <b>safe</b> coaching in all sessions, including consideration of: <ul style="list-style-type: none"> <li>• Content of the lesson is suitable for the ability and fitness of horse and rider</li> <li>• Welfare of horse(s)</li> <li>• Content of the lesson is suitable to the needs of the rider</li> <li>• Awareness of potential risks</li> <li>• Maintain safety of self and others throughout the lesson including safeguarding</li> <li>• Horse/equipment</li> </ul>	Observation
4. Be able to demonstrate lesson management skills	4.1 Demonstrate <b>effective communication skills</b>	<b>Communication</b> must be <b>effective</b> in all four coaching sessions. <b>Communication skills</b> , to include; <ul style="list-style-type: none"> <li>• Verbal communication; volume, tone, language, terminology</li> <li>• Non-verbal communication; gestures, body language, demonstrations, positioning</li> <li>• Rapport</li> <li>• Motivation</li> <li>• Receiving feedback</li> <li>• Providing feedback</li> </ul>	Observation
	4.2 Demonstrate <b>effective behaviour management skills</b>	<b>Behaviour management</b> must be <b>effective</b> in all four coaching sessions. <b>Behaviour management</b> , to include; <ul style="list-style-type: none"> <li>• Rules of the school</li> <li>• Expectations</li> <li>• Consistency of approach</li> <li>• Resolving conflicts</li> </ul>	Observation and discussion
	4.3 Demonstrate <b>effective time management skills</b>	<b>Time management</b> must be <b>effective</b> in all four coaching sessions. <ul style="list-style-type: none"> <li>• Follow lesson timings and adapt if required</li> <li>• Progression of lesson</li> </ul>	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
5. Be able to coach a lead rein lesson	5.1 Produce a <b>lesson plan</b>	Lesson for one beginner rider (adult or child) for at least 20 minutes <b>Lesson plan</b> , to include; <ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Aims and objectives</li> <li>• Equipment</li> <li>• Timings</li> <li>• Introduction including assessment of the suitability of the lead rein horse</li> <li>• Preparation</li> <li>• Main activity</li> <li>• Cool down</li> <li>• Conclusion</li> </ul>	Discussion
	5.2 Describe the <b>process</b> of coaching a beginner rider	<b>Process</b> , to include; <ul style="list-style-type: none"> <li>• Position</li> <li>• Stop, start, steer</li> <li>• How to introduce trot</li> <li>• How to develop rising trot</li> <li>• How to develop balance</li> </ul>	Discussion
	5.3 Coach a <b>lead rein lesson</b>	<b>Lead rein lesson</b> as detailed in 5.1, to include; <ul style="list-style-type: none"> <li>• Mounting rider including demonstration or description of how to mount as required</li> <li>• Controlling the horse</li> <li>• Rider position</li> <li>• Rising and sitting trot</li> <li>• Transitions</li> <li>• Turning and circles</li> <li>• Slowing down and halting</li> <li>• Dismounting</li> </ul> <p>Questions may be asked on the above if not observed during the session or to check further understanding.</p>	Observation and discussion
	5.4 Coach <b>progressive activities</b> to rider	<b>Progressive activities</b> , may include; <ul style="list-style-type: none"> <li>• Activities to meet the lesson aims and objectives</li> <li>• Activities which meet the skill level of the rider</li> <li>• Exercises used are in a logical and relevant sequence</li> <li>• Balance and or suppling exercises</li> </ul>	Observation
	5.5 Implement suitable <b>adaptations</b> to coaching practices	<b>Adaptations</b> in relation to; <ul style="list-style-type: none"> <li>• Recognising the needs of the rider</li> <li>• Adjusting coaching practices to meet the needs of the rider</li> <li>• Consideration of age and experience</li> </ul>	Observation
	5.6 <b>Evaluate own performance</b>	<b>Evaluate</b> , to include; <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <b>Performance</b> , to include; <ul style="list-style-type: none"> <li>• Planning</li> <li>• Teaching practices</li> <li>• Communication skills</li> <li>• Lesson management skills</li> <li>• Feedback provided to participant</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
6. Be able to coach a lunge lesson	6.1 Produce a <b>lesson plan</b>	Lesson for a novice rider who is able to walk and trot, 30 minute lesson <b>Lesson plan</b> , to include; <ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Aims and objectives</li> <li>• Equipment</li> <li>• Timings</li> <li>• Introduction including assessment of the suitability of the lunge horse</li> <li>• Preparation</li> <li>• Main activity</li> <li>• Cool down</li> <li>• Conclusion</li> </ul>	Discussion
	6.2 Explain how to develop a <b>range of riding skills</b>	<b>Range = 3 or more Riding skills</b> , to include; <ul style="list-style-type: none"> <li>• Trotting independently</li> <li>• Keeping riders interested and developing their riding before they are ready to canter</li> <li>• When to introduce canter</li> <li>• How to introduce canter</li> <li>• How to develop balance and security in the canter</li> <li>• Rider position and balance</li> <li>• Riding independently</li> <li>• The benefits of work without stirrups in walk, trot and canter</li> <li>• Rider position</li> </ul> <p>Although this assessment criteria is included in the lunge lesson – this discussion is around further development of the rider</p>	Discussion
	6.3 Ensure the horse is <b>lunged</b> safely	<b>Lunge</b> , to include; <ul style="list-style-type: none"> <li>• Assess suitability of the horse in walk, trot and canter (if appropriate)</li> <li>• Control the horse</li> <li>• Correct safe use of equipment</li> <li>• Size of circles</li> </ul>	Observation
	6.4 Coach a <b>lunge lesson</b>	<b>Lunge lesson</b> , to include; <ul style="list-style-type: none"> <li>• Mount/dismount rider safely</li> <li>• Work in walk and trot</li> <li>• Positional development of rider</li> </ul>	Observation
	6.5 Coach <b>progressive activities</b> to riders	<b>Progressive activities</b> , to include; <ul style="list-style-type: none"> <li>• Activities to meet the lesson aims and objectives</li> <li>• Activities which meet the skill level of the rider</li> <li>• Exercises used are in a logical and relevant sequence</li> <li>• Balance and or suppling exercises</li> </ul>	Observation
	6.6 Identify <b>common rider faults</b> and make corrections	<b>Common rider faults</b> , to include; <ul style="list-style-type: none"> <li>• Incorrect body position</li> <li>• Lack of suppleness</li> <li>• Give feedback to rider and make changes to correct faults which meet the needs of the rider.</li> </ul>	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	6.7 Implement suitable <b>adaptations</b> to coaching practices	<b>Adaptations</b> in relation to; <ul style="list-style-type: none"> <li>Recognising the needs of rider</li> <li>Adjusting coaching practices to meet the needs of rider</li> <li>Consideration of age and experience</li> </ul>	Observation
	6.8 <b>Evaluate own performance</b>	<b>Evaluate</b> , to include; <ul style="list-style-type: none"> <li>Strengths</li> <li>Areas for improvement</li> </ul> <b>Performance</b> , to include; <ul style="list-style-type: none"> <li>Planning</li> <li>Teaching practices</li> <li>Communication skills</li> <li>Lesson management skills</li> <li>Feedback provided to participant</li> </ul>	Discussion
7. Be able to coach an integrated flatwork and jumping group lesson	7.1 Produce a <b>lesson plan</b>	Group of three riders for approx. 45 minutes. Novice riders who can walk, trot and canter over related fences up to 75cm <b>Lesson plan, to include;</b> <ul style="list-style-type: none"> <li>Risk assessment</li> <li>Aims and objectives</li> <li>Equipment</li> <li>Timings</li> <li>Introduction including how to assess the suitability of the horses within a group</li> <li>Preparation</li> <li>Main activity</li> <li>Common theme running through both flatwork and jumping</li> <li>Flatwork exercises</li> <li>Jumping content - should include either a double or related distance</li> <li>Cool down</li> <li>Conclusion</li> </ul>	Discussion
	7.2 Coach a <b>group lesson</b>	<b>Group lesson</b> as detailed in 7.1, to include; <ul style="list-style-type: none"> <li>Rider position</li> <li>Walk, trot, canter and jumping up to 75cm including a double or related distance</li> </ul> <p>Jumps and poles should be placed at suitable distances for horses and riders</p> <p>Appropriate distances to be used and measured correctly</p> <p>Distances to be adjusted if required during the session</p>	Discussion and observation
	7.3 Coach <b>progressive activities</b> to riders	<b>Progressive activities</b> , to include; <ul style="list-style-type: none"> <li>Activities to meet the lesson aims and objectives</li> <li>Activities which meet the skill level of the rider</li> <li>Exercises used are in a logical and relevant sequence</li> <li>Linking to the Training Scale (rhythm, suppleness and contact)</li> </ul>	Discussion and observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	7.4 Identify <b>common rider faults</b> and make corrections	<b>Common rider faults</b> , to include; <ul style="list-style-type: none"> <li>• Incorrect body position</li> <li>• Faults when riding school exercises</li> <li>• Control of the horse</li> </ul> Give feedback to rider and make changes to correct faults which meet the needs of the rider	Discussion and Observation
	7.5 Implement suitable <b>adaptations</b> to coaching practices	<b>Adaptations</b> in relation to; <ul style="list-style-type: none"> <li>• Recognising the needs of rider</li> <li>• Adjusting coaching practices to meet the needs of rider</li> <li>• Consideration of age and experience</li> </ul>	Observation
	7.6 Describe basic <b>school figures</b>	<b>School figures</b> , to include; <ul style="list-style-type: none"> <li>• Figure 8</li> <li>• Circles</li> <li>• Half circles</li> <li>• Changes of direction</li> <li>• Shallow loops</li> </ul> Questions may be asked on the above if not observed during the session or to check further understanding	Discussion and Observation
	7.7 Coach <b>basic jumping skills</b>	<b>Basic jumping skills</b> , to include; <ul style="list-style-type: none"> <li>• Adapting position for jumping</li> <li>• Shorter stirrups</li> <li>• Maintaining balance through the paces and transitions</li> <li>• Pole work in trot and canter</li> <li>• Cross pole jump</li> <li>• Appropriate jump distances</li> </ul> Questions may be asked on the above if not observed during the session or to check further understanding	Discussion and Observation
	7.8 Explain how to <b>develop a range</b> of basic jumping skills	<b>Range = 2 or more Development</b> , to include; <ul style="list-style-type: none"> <li>• How to prepare riders for jumping</li> <li>• How to introduce jumping</li> <li>• How to develop basic jumping, progression to different exercises</li> <li>• Work in a light seat position</li> <li>• Use of related distances</li> <li>• Use of grids</li> <li>• Use of small courses with change of direction</li> </ul>	Discussion and Observation
	7.9 <b>Evaluate own performance</b>	<b>Evaluate</b> , to include; <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <b>Performance</b> , to include; <ul style="list-style-type: none"> <li>• Planning</li> <li>• Teaching practices</li> <li>• Communication skills</li> <li>• Lesson management skills</li> <li>• Feedback provided to participant</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
8. Be able to coach a practical stable management lesson	8.1 Produce a <b>lesson plan</b>	<p>One participant for at least 15 minutes, session suitable for a person working towards stage 1 level.</p> <p><b>Lesson plan</b>, to include;</p> <ul style="list-style-type: none"> <li>• Risk assessment</li> <li>• Aims and objectives</li> <li>• Equipment</li> <li>• Timings</li> <li>• Introduction including summary of activity</li> <li>• Preparation</li> <li>• Main activity</li> <li>• Conclusion</li> </ul> <p><b>Stable management</b> topics, may include;</p> <ol style="list-style-type: none"> <li>1. Putting on and removing a bridle</li> <li>2. Putting on and removing a rug</li> <li>3. Putting on and removing brushing boots</li> <li>4. Putting on and removing a saddle</li> </ol>	Discussion
	8.2 Coach a stable management lesson	<p><b>Stable management lesson</b> as detailed in 8.1, to include;</p> <ul style="list-style-type: none"> <li>• Consideration for horse welfare</li> <li>• Safe horse handling</li> <li>• Safe use of equipment</li> <li>• Safety of participant</li> </ul>	Observation
	8.3 Identify common faults and make <b>corrections</b>	<p><b>Corrections</b>, to include;</p> <ul style="list-style-type: none"> <li>• Giving feedback</li> <li>• Correction of fault to meet the needs of the participants</li> </ul> <p>Questions may be asked on the above if not observed during the session or to check further understanding</p>	Observation
	8.4 Implement suitable <b>adaptations</b> to coaching practices	<p><b>Adaptations</b> in relation to;</p> <ul style="list-style-type: none"> <li>• Recognising the needs of the participant</li> <li>• Adjusting coaching practices to meet the needs of the participant</li> <li>• Consideration of age and experience</li> </ul>	Observation
	8.5 <b>Evaluate</b> own performance	<p><b>Evaluate</b>, to include;</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for improvement</li> </ul> <p><b>Performance</b>, to include;</p> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Teaching practices</li> <li>• Communication skills</li> <li>• Lesson management skills</li> <li>• Feedback provided to participant</li> </ul>	Discussion
9. Be able to plan for professional development	9.1 Describe an <b>action plan</b> for own development	<p><b>Action plan</b> to develop own performance in the equestrian industry, to include;</p> <ul style="list-style-type: none"> <li>• Short and long term goals</li> <li>• SMART targets (Specific, Measurable, Achievable, Realistic, Time Based)</li> <li>• Continual Professional Development (CPD) opportunities</li> <li>• Own motivation for coaching</li> </ul>	Discussion