

Unit Structure

Unit 1: Care and Welfare



Unit Aim

This unit aims to enable learners to demonstrate their horse care and stable management skills and knowledge required for a performance groom or performance centre manager.

Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the care of horses.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Understand how horses' conformation may affect their potential use and purchase value	1.1 Analyse static conformation	Analysis may include: <ul style="list-style-type: none"> • Observation from all angles and from a distance • Type, breed, temperament, age, condition, muscle development • Identification of conformational strengths and possible weaknesses 	Observation and discussion
	1.2 Analyse dynamic conformation	Analysis may include: <ul style="list-style-type: none"> • Observation from all angles and from a distance • Straightness of movement • Performance capability 	Observation and discussion
	1.3 Analyse limb conformation and foot balance	Analysis may include: <ul style="list-style-type: none"> • Observation from all angles • Strengths and weaknesses • Potential performance capability • Hoof balance • Hoof pastern axis 	Observation and discussion
	1.4 Evaluate potential use and market value of the horse	Evaluation based on observations made in 1.1, 1.2 and 1.3, may include: <ul style="list-style-type: none"> • Identification of possible use (competition, riding school) • Longevity of use and conformational factors that may affect this • Management and workload recommendations • Vetting procedures • Awareness of market forces (e.g regional variation) • Different sales opportunities and values including horse sales, private sales, dealers etc • Conclusion of estimated market value 	Discussion
2a. Understand the management and health of competition horses	2a.1 Analyse the management and health of a range of different groups of horses	Range = 3 or more Groups of horses to include: <ul style="list-style-type: none"> • Competition horses • Young horses • Horses in training • Horses at rest • Horses in rehabilitation (including post-operative care) 	Discussion
	2a.2 Explain Fédération Equestre Internationale (FEI) 'Clean Sport' rules and recommendations	Rules and recommendations to include: <ul style="list-style-type: none"> • Horses and humans • Drug testing • Withdrawal periods 	Discussion

		<ul style="list-style-type: none"> Sanctions 	
	2a.3 Explain commonly used medication for a range of ailments	Range = 3 or more Medication: <ul style="list-style-type: none"> Uses, costs, contra-indications Over the counter and medication only prescribed by a veterinary surgeon (POM-V) Commonly used drugs listed on the dangerous substance list Those that can be administered by a groom Usage restrictions and storage Ailments may include: <ul style="list-style-type: none"> Ulcers Cushings/laminitis Colic Respiratory Lameness Infection 	Discussion
	2a.4 Evaluate the use of a range of diagnostic tests	Range = 3 or more Diagnostic tests may include: <ul style="list-style-type: none"> Radiography Ultrasonography Blood tests Gastroscopy Joint and nerve blocks Swabs Joint tap 	Discussion
	2a.5 Analyse the implementation of biosecurity measures	Implementation to include: <ul style="list-style-type: none"> Regulations for vaccinations (FEI rules) Biosecurity before, during and after a competition Method of travel International travel Timescales 	Discussion
	2a.6 Explain the requirements for travelling horses for long distances and internationally	Requirements may include: <ul style="list-style-type: none"> Quarantine before and after travel Destination country's import rules Certification/declaration requirements Vet requirements Other documents Horse welfare including resting, feeding and hydration Skills of groom Travelling: <ul style="list-style-type: none"> Sea Road 	Discussion
2b. Understand the use of tack and training aids	2b.1 Evaluate tack and training aids relevant to requirements	Requirements to include: <ul style="list-style-type: none"> Horses and business 	Discussion
3. Analyse horse condition, feeding and management	3.1 Analyse condition and muscle development	Analysis to include: <ul style="list-style-type: none"> Static assessment only Development of main muscle groups Justification for estimation of level of fitness Type, breed, age, health and condition Identification of competition use or type of work the horse is carrying out 	Observation and discussion
	3.2 Plan the management of the horse to maintain its condition	Management to include: <ul style="list-style-type: none"> Planning and implementation of diet, fitness work and management regimes to maintain health in the competition horse 	Discussion

		<ul style="list-style-type: none"> • Impact of health issues • Practical application in yards of different sizes and disciplines • Adaptations if the horse is to be used for breeding 	
	3.3 Evaluate the management for different horses with specific focus on feeding and fitness	Horses may include: <ul style="list-style-type: none"> • Point to point • Endurance (Advanced 80-160km) • Show jumping (1.20m and above) • Dressage (Advanced Medium) • Eventing (Advanced Intermediate) • Stallions • Colts • Rigs • Riding school horses • Older horses Management to include: <ul style="list-style-type: none"> • Planning and implementation of diet, fitness work and management regimes to maintain health and condition • Impact of health issues • Practical application in yards of different sizes and disciplines 	
4. Understand breeding programmes for horses	4.1 Assess a mare for its suitability for breeding	Assessment may include: <ul style="list-style-type: none"> • Static assessment only • Shape • Weight • Udder • Conformation and behaviour • Age • Purpose/use of foal 	Observation and discussion
	4.2 Evaluate the practicalities of a specific breeding programme	Practicalities may include: <ul style="list-style-type: none"> • Inducing ovulation • Time of year • Facilities available • Costs 	Discussion
	4.3 Explain the process of Artificial Insemination and Embryo Transfer	Artificial Insemination process may include: <ul style="list-style-type: none"> • Selection of stallion • Ovulation and oestrus cycle • Semen (fresh vs chilled vs frozen) • Preparation of mare • Insemination of mare Embryo Transfer process to include: <ul style="list-style-type: none"> • Selection of stallion • Selection of suitable recipient mare(s) • Synchronising of oestrus cycle in both mares • Insemination of donor mare • Flushing and transferring the embryo 	Discussion
	4.4 Explain the ethics of breeding	Ethics may include: <ul style="list-style-type: none"> • Indiscriminate breeding • Welfare of mare and foal • Breeding from a mare out of work due to injury • Suitability of breeder and yard 	Discussion
	4.5 Evaluate how methods of handling young horses affects their development and behaviour	Methods of handling and training may include: <ul style="list-style-type: none"> • Daily routine attention: general handling • Work in hand: leading, trotting up • Loose jumping • Castration • Weaning • Preparation for ridden work • Introduction to loading and 	Discussion

		transportation	
5. Deliver training to develop staff and/or students	5.1 Deliver a training session	Training session in one or more of the following topics: <ul style="list-style-type: none"> • How to assess a horse's conformation • How to apply a knee or hock bandage • How to fit a double bridle • The use and fitting of a training aid (may include, Market Harborough, Bungees, Draw Reins, Harbridge, De Gogue) • How to check a dressage saddle for comfort • Methods of restraint 	Observation and discussion
	5.2 Demonstrate appropriate technical knowledge and skills	Correct technical knowledge and skills appropriate to Stage 4 level with regards to safety and welfare of horse and others	Observation and discussion

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Unit Structure



Unit 2: Literature Review

Unit Aim

This unit aims to enable learners to explore a topic of their choice relating to horse care. Learners will research their topic and sources of evidence, read and critique the evidence and present their findings to a panel of industry experts. The learner will have knowledge of useful resources for keeping current with industry research and practice and make informed decisions based on the reliability and value of the literature. The learner will also consolidate their presentation and communication skills to ensure they are confident communicating in the workplace or delivering training and demonstrations.

Unit Introduction

The learner will present on a topic of their choice relating to **Stage 4 Care**. For example, topics could come from within areas such as:

- Care and management of mares and youngstock
- Specialist tack for competition
- Nutrition
- Maintaining health and wellbeing in horses
- Health, management and fitness of competition horses
- Quality of life and euthanasia
- Equine learning theory (young horse handling)

Learners will be expected to review a minimum of three sources of evidence within their critique; this can be in the form of books, journals, magazines (for example, *Equine Health*), websites, expert testimony (expert opinion of an industry leading professional) or research articles. Only one expert testimony is permitted.

Learners have the option to present their review using software such as Microsoft PowerPoint, although this is not compulsory.

The learner will present their review to a small panel of up to three industry professionals (for example, BHS Assessor, veterinarian, farrier or proprietor). The presentation should last between 15-20 minutes, with an additional allowance for questions from the panel.

Supporting evidence and literature reviewed should be brought to the assessment for possible review from the panel. If an expert testimony is used as a source, a recording of the testimony must be brought to the assessment.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Present the findings of a review on equine care related literature	1.1 Demonstrate presentation skills	Presentation skills to include: <ul style="list-style-type: none">• Eye contact• Tone of voice• Body language• Use of props and supporting materials	Observation
	1.2 Critically analyse sources of evidence and draw conclusions	Sources of evidence may include: <ul style="list-style-type: none">• Books• Case studies• Internet research• Assignments• Journal articles• Projects• Magazines	Observation and discussion

		<ul style="list-style-type: none"> • Expert testimony • Appropriate alignment to BHS Stage 4 • Appropriate alignment to chosen topic <p>Conclusions:</p> <ul style="list-style-type: none"> • Reliability • Validity • Recommendations from review ie, management changes or further research ideas 	
	1.3 Demonstrate technical understanding	<p>Technical understanding: Good understanding of technical content, language and terminology</p>	Observation and discussion

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Unit Structure



Unit 3: Business Management Skills

Unit Aim

This unit aims to enable learners to demonstrate that they have the business management skills and knowledge required for a performance centre manager, freelance performance coach or consultant.

Unit Introduction

This unit assumes a comprehensive understanding of terminology, concepts and techniques used in the management of an equestrian business.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Understand the training requirements for the strategic organisation of a business	1.1 Explain methods for implementing a range of policies, procedures and working practice	Range = 3 or more Policies, procedures and working practice may include: <ul style="list-style-type: none"> • Safeguarding • GDPR • Fire procedure and prevention • Risk assessment procedures • Accident/incident (procedure and reporting (including RIDDOR)) • Health and Safety (including COSHH) • Equality and Diversity • Radicalisation and the Prevent Duty 	Discussion
2. Understand managerial responsibilities and requirements for business success	2.1 Explain how to support staff wellbeing	Support may include: Legal requirements: <ul style="list-style-type: none"> • Contract • Working hours and conditions • Paid leave Other support: <ul style="list-style-type: none"> • Development and career progression • Motivation • Incentives and rewards • Wage structure • Appraisals / regular meetings • Staff initiatives (ie mental health first aiders) • Recruitment and retention Wellbeing to include: <ul style="list-style-type: none"> • Physical and mental health 	Discussion
	2.2 Evaluate the impact of employment regulations on business growth	Impact may include: <ul style="list-style-type: none"> • Cost • Forward planning requirements • Resources (ie HR department / consultant) • Security for employers and employees Employment regulations may include: <ul style="list-style-type: none"> • Contract requirements • Pension (auto enrolment) • Working hours • Paid leave • Wage / minimum wage / cost of living wage • Apprentices • Number of staff • Health and Safety 	Discussion

	2.3 Evaluate the impact of business growth on financial requirements	<p>Impact may include:</p> <ul style="list-style-type: none"> • Cost • Governance and structure • Forward planning requirements • Resources (Finance team in house / consultant / accountant) • Economy of scale <p>Financial requirements may include:</p> <ul style="list-style-type: none"> • Fixed and variable costs • Banking facilities • VAT • Account preparation • Income and expenditure • Invoicing • Tax • Financial capitalisation • Budgeting and regular forecasting 	Discussion
	2.4 Analyse a range of risks to an equestrian business and the impact on the success of the business	<p>Range = 2 or more</p> <p>Risks may include:</p> <ul style="list-style-type: none"> • Fraud • Cyber security • Burglary • Not keeping up with modern technology (offering different payment options / plans, lost marketing opportunities) • Social media • Sustainability of business model • Carbon footprint of business • Brexit / EU • Contagious disease outbreak • Major accident / fatality • Serious welfare concern • Ageing of horses / illness / injury <p>Impact may include:</p> <ul style="list-style-type: none"> • Costs (rent, rates, insurance) • Risk Assessments • Forward planning requirements • Resources • Offering additional services to maintain business (livery, holiday B&B, competitions) • Loss of business • Closure / shut down 	Discussion
	2.5 Explain a strategic plan	<ul style="list-style-type: none"> • Definition of a strategic plan • What a strategic plan is used for • Benefit to the business • Development of a strategic plan • Who has responsibility for implementation • Review of strategic plan 	Discussion
	2.6 Explain the essential elements of a business plan for the application of finance	<p>The learner should be able to explain a business plan required for the application of finance towards the development of a facility or facilities within the business.</p> <p>Finance may include:</p> <ul style="list-style-type: none"> • Bank loan • Overdraft • Re-mortgage <p>Plan may include:</p> <ul style="list-style-type: none"> • Reasons to develop • Planning permission • Legal requirements and regulations • Cost and added value to business • Maintenance plan or development plan 	Discussion

		Facility or facilities may include: <ul style="list-style-type: none">• Surfaces / arenas• Grassland• Car park• Out buildings / communal rooms• Stables	
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Unit Structure



Unit 4: Business Management Presentation

Unit Aim

This unit aims to enable learners to plan a response to manage a major incident on a yard or other equestrian business. Learners will present their proposed response to a panel of industry professionals.

Unit Introduction

This unit assumes an understanding of terminology, concepts and techniques used in the management of an equestrian business. Learners will present a response to a major incident to include the management of horses, staff and stakeholders (if applicable).

The learner will present on a pre-defined scenario, scenarios will be one of the below:

- Outbreak of an infectious / contagious disease
- Repercussions following a riding fatality on site
- Serious welfare concern
- Celebrity / media visit
- Social media fake news
- Break in / burglary
- Flooding or fire
- IT failure / GDPR breach / power cut
- Serious safeguarding concern

At the assessment, the learner will be given a case study that includes details of the business and a major incident relating to one of the above scenarios. The learner will be given at least 60 minutes of preparation time to prepare a response as if they were presenting to their Chief Executive or Board of Directors (of the business). The learner will assume the role of Senior Manager and will have responsibility for the management of the incident.

The learner will present their response to an assessor. The discussion will last no longer than 30 minutes.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Present a response to a major incident	1.1 Demonstrate communication skills	Communication skills may include: <ul style="list-style-type: none">• Eye contact• Tone/clarity of voice• Body language	Observation
	1.2 Demonstrate technical understanding	<ul style="list-style-type: none">• Technical content meets industry requirements and good practice• Good understanding of technical content, language and terminology• Appropriate to current law and legislation	Observation and discussion
	1.3 Explain the nature and possible impact to the business	Impact may include: <ul style="list-style-type: none">• Staff and horses• Cost• Resources• Adverse publicity• Reputation	Observation and discussion
	1.4 Plan a response	Plan may include: <ul style="list-style-type: none">• Risk assessment (if appropriate)• Immediate response (first few hours)• Medium term (1-5 days)	Observation and discussion

		<ul style="list-style-type: none"> • Long term (weeks after) • Management of staff and horses • Consideration for staff and horse welfare • Minimising disruption to business as usual • Resources required • Cost • Stakeholder involvement • Damage limitations • Management of negative or adverse publicity • External communications • Any changes in future management to prevent reoccurrence • Other relevant actions specific to the incident 	
	1.5 Analyse potential repercussions	Repercussions may include: <ul style="list-style-type: none"> • Staff morale • Horsepower • Loss of income • Loss of sponsorship/partnerships • Reputation • Future business 	Observation and discussion

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Unit Structure



Unit 5: Working the Horse from the Ground

Unit Aim

This unit aims to enable learners to demonstrate their practical skills and underpinning knowledge related to the non-ridden training and development of competition and performance horses.

Unit Introduction

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

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Understand how to work horses from the ground using two reins	1.1 Evaluate the process of working horses between two reins	Process to include: <ul style="list-style-type: none"> • Lungeing with two reins and long reining • Different types of long reining in different environments • Position of reins and handler Horses to include: <ul style="list-style-type: none"> • Young horses • Experienced horses 	Discussion
2. Work the horse between two reins to develop its way of going	2.1 Maintain health, safety and welfare of horse, self and others at all times	Health, safety and welfare in relation to: <ul style="list-style-type: none"> • Use of schooling area • Awareness of space and other users • Horse fitness and level of education considered • Checking tack for safety • Lungeing with two reins or long reining • Use of poles (if appropriate) 	Observation
	2.2 Assess the horse's way of going	Way of going to include: <ul style="list-style-type: none"> • Informed observation of the horse working in walk, trot and canter • Comparison of way of going on both reins • With and without side reins (if appropriate) 	Observation and discussion
	2.3 Utilise techniques appropriate for the horse	Techniques to include; <ul style="list-style-type: none"> • Handling of equipment • Stance, authority • Working at relevant rhythm and tempo • Work over poles (as appropriate) to develop the way of going • Developing balance • On a circle and straight lines • Shortening and lengthening the stride • Transitions 	Observation
	2.4 Utilise a range of exercises to improve the horse's way of going	Exercises may include: <ul style="list-style-type: none"> • Transitions • Shortening and lengthening stride • Increasing and decreasing the size of the circle • Use of poles (as appropriate) to develop the way of going 	Observation

	2.5 Develop an effective rapport with the horse	Effective rapport to include: <ul style="list-style-type: none"> • Manner with the horse • Effectiveness of aids • Control and influence over horse's way of going • Empathy with the horse's needs 	Observation
	2.6 Evaluate the effectiveness of the session	Evaluation may include: <ul style="list-style-type: none"> • Reflection on the content of session • Logical sequence and timing • Analysis of effectiveness of exercises chosen • Identify strategies to improve personal performance • Identify effective techniques used 	Discussion
	2.7 Develop a plan for progression	Plan to include: <ul style="list-style-type: none"> • Identify areas for improvement • Consider progression for future sessions for the development of the horse 	Discussion

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Unit Structure



Unit 6: Ride for Training

Unit Aim

This unit aims to enable learners to showcase their experience and skills riding and training competition and performance horses across dressage, show jumping and cross country.

Unit Introduction

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

As part of assessment criteria 1.2, the learner can bring a logbook (of their training) or similar to the assessment. The logbook will support the learner during their analysis of the training they have delivered, and to aid discussion with the assessor. A template logbook is available to download from the BHS website: www.bhs.org.uk/pathways or the learner can supply their own log of evidence. The learner can also bring photos or videos (on your own device) s evidence to support your discussion.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Understand the progressive training of horses	1.1 Explain methods to progressively develop a horse's training	As part of Unit 6: Ride for Training, training to include: <ul style="list-style-type: none">• Dressage training up to Advanced Medium• Jump training up to 1.20m As part of Unit 7: Ride for Training Dressage, training to include: <ul style="list-style-type: none">• Dressage training up to Advanced Medium As part of Unit 8: Ride for Training Show Jumping, training to include: <ul style="list-style-type: none">• Jump training up to 1.20m All, making reference to: <ul style="list-style-type: none">• Training and retraining• Problem solving• Competition training• The Training Scale	Discussion
	1.2 Analyse the progressive training of a horse	Learner to discuss a training programme with a horse they have trained over a minimum period of six months. Analysis to include: <ul style="list-style-type: none">• Logbook of training, or similar• Goals and aims of the training programme• Progression of training programme• Training methods, exercises and type of work carried out• Resources, equipment and assistance utilised• Evaluation of the training programme• Self-reflection• Consideration for the welfare of horse throughout the training programme• Plan for continuation of training and development of horse Horse may include:	Discussion / logbook (optional)

		<ul style="list-style-type: none"> • Young horse for backing • Riding school horse used for training others • Competition horse (any level) • Retraining for a different discipline 	
2. Ride safely	2.1 Maintain the health, safety and welfare of horse, self and others	Health, safety and welfare to include: <ul style="list-style-type: none"> • Ride with consideration for other users of the school space • Consideration of individual horses • Consideration of ground conditions 	Observation
3. Assess a horse	3.1 Evaluate the horse prior to mounting	Evaluation to include: <ul style="list-style-type: none"> • Static and dynamic conformation assessment • Condition • Musculature • Age and type • Temperament 	Discussion
	3.2 Assess the horse under saddle	As part of Unit 6: Ride for Training and Unit 8: Ride for Training Show Jumping, assessment to include: <ul style="list-style-type: none"> • On the flat and over fences As part of Unit 7: Ride for Training Dressage, assessment to include: <ul style="list-style-type: none"> • On the flat All, assessment to include: <ul style="list-style-type: none"> • A ridden assessment on grass • All three paces • Assessment for potential use 	Observation
	3.3 Evaluate the horse	Evaluation to include: <ul style="list-style-type: none"> • Describe way of going in relation to the Training Scale • Balance and carriage • Level of training • Responsiveness to aids • Fitness 	Discussion
4. Ride horses up to Advanced Medium dressage to develop their way of going	Learners will be required to ride two horses in this section. One horse will be working towards this level. One horse will be more established at this level. The assessment criteria relate to both horses.		
	4.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> • A secure balanced position whilst maintaining integrity of the aids • Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	4.2 Warm the horse up and evaluate way of going	A progressive evaluation with reference to the Training Scale and reference to: <ul style="list-style-type: none"> • Pace • Balance • Way of going with reference to conformation • Relevance of tack • Gymnastic ability • Attitude / rideability • Technique 	Observation and discussion
	4.3 Use exercises appropriately to develop the horse	Exercises may include: <ul style="list-style-type: none"> • Dressage movements up to and including Advanced Medium level • Range of paces within the gait, collected to extended • Shoulder in, travers and renvers 	Observation

		<ul style="list-style-type: none"> • Half pass • Walk pirouette • Single flying change • Logical progression of exercises 	
	4.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> • Justify reasoning for the selection of the work • Effectiveness of the work 	Observation and discussion
	4.5 Plan a training schedule to develop the horse	Training schedule to include: <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months) • Reference to the Training Scale • Use of alternative work programmes which may include lungeing, hacking and outside work • Progression beyond Advanced Medium level work • Awareness of Fédération Equestre Internationale (FEI) and discipline specific rules and regulations 	Discussion
5. Ride a horse over show jumps up to 1.20m to develop its way of going	5.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> • A secure, balanced position whilst maintaining integrity of the aids • Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	5.2 Warm the horse up and evaluate way of going	A progressive evaluation of the horse with reference to: <ul style="list-style-type: none"> • The horse's strengths and weaknesses • Assessment of horse in all paces • Change of pace between fences • Reactiveness and response to aids • Ability to influence the canter • Balance through turns and corners • Relevance of tack • Gymnastic ability • Attitude / rideability • Jumping from trot or canter • Use of a placing pole • Relating fences 	Observation and discussion
	5.3 Use exercises and fences appropriately to develop the horse	Exercises and fences may include: <ul style="list-style-type: none"> • Relating fences to show understanding of training and the process for jumping a 1.20m course • Improving technique • Logical progression of exercises • A range of fences 	Observation
	5.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> • Justify reasoning for the selection of the work • Effectiveness of the work 	Observation and discussion
	5.5 Plan a training schedule to develop the horse	Training schedule to include: <ul style="list-style-type: none"> • Future possible work; short term (one month) and medium term (six months), and long term (twelve to 24 months) • Use of alternative work programmes which may include lungeing, hacking and outside work • Reference to the Training Scale 	Discussion

		<ul style="list-style-type: none"> • Use of grids and gymnastic exercises to improve the horse's technique • Progression towards jumping more technically demanding tracks • Awareness of FEI and discipline specific rules and regulations 	
6. Ride a horse over technical cross country fences up to 1.10m to develop its way of going	6.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> • A secure, balanced position whilst maintaining integrity of the aids • Demonstrate empathy and feel • An influential position that has a positive effect 	Observation
	6.2 Warm the horse up and evaluate way of going	A progressive evaluation of the horse with reference to: <ul style="list-style-type: none"> • The horse's strengths and weaknesses • Assessment of horse in all paces • Change of pace between fences • Reactiveness and response to aids • Ability to influence the canter • Balance through turns and corners • Relating appropriate fences together (fixed and simulated) • Relevance of tack • Gymnastic ability • Attitude / rideability • Moving at an appropriate pace 	Observation and discussion
	6.3 Assess and develop the horse using a range of cross country fences	A progressive assessment may include: <ul style="list-style-type: none"> • Relating fences to show understanding of training and the process for jumping a course that includes technical fences • Independent fences • Repeating fences to show development • Logical progression of exercises Cross country fences may include: <ul style="list-style-type: none"> • Fixed and simulated fences • Angles • Corners, related skinnies, arrowheads • Ditches • Steps, slopes and drops • Dog legs • Technical lines to related combinations • Water • Simulated fences 	Observation and discussion
	6.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> • Justify reasoning for the work undertaken • Effectiveness of the work 	Discussion
	6.5 Plan a training schedule to develop the horse	Training schedule to include: <ul style="list-style-type: none"> • Future possible work; short term (one month) and medium term (six months) and long term (twelve to 24 months) • Use of alternative work programmes which may include lungeing, hacking, gymnastic development and flatwork • Reference to the Training Scale • Developing horse's confidence • Progression towards jumping more technically demanding tracks • Awareness of FEI and British Eventing (BE) rules 	Discussion

7. Ride a horse that is training towards Advanced level dressage to develop its way of going	NOT APPLICABLE FOR THIS UNIT
8. Ride a horse used for training others on the flat over poles to develop its way of going	NOT APPLICABLE FOR THIS UNIT
9. Ride horses over show jumps of up to 1.25m to develop their way of going	NOT APPLICABLE FOR THIS UNIT

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Unit Structure

Unit 7: Ride for Training Dressage



Unit Aim

This unit aims to enable learners to showcase their experience and skills riding and training competition and performance horses.

Unit Introduction

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As part of assessment criteria 1.2, the learner can bring a logbook (of their training) or similar to the assessment. The logbook will support the learner during their analysis of the training they have delivered, and to aid discussion with the assessor. A template logbook is available to download from the BHS website: www.bhs.org.uk/pathways or the learner can supply their own log of evidence. The learner can also bring photos or videos (on your own device) s evidence to support your discussion.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Understand the progressive training of horses	1.1 Explain methods to progressively develop a horse's training	<p>As part of Unit 6: Ride for Training, training to include:</p> <ul style="list-style-type: none"> Dressage training up to Advanced Medium Jump training up to 1.20m <p>As part of Unit 7: Ride for Training Dressage, training to include:</p> <ul style="list-style-type: none"> Dressage training up to Advanced Medium <p>As part of Unit 8: Ride for Training Show Jumping, training to include:</p> <ul style="list-style-type: none"> Jump training up to 1.20m <p>All, making reference to:</p> <ul style="list-style-type: none"> Training and retraining Problem solving Competition training The Training Scale 	Discussion
	1.2 Analyse the progressive training of a horse	<p>Candidate to discuss a training programme with a horse they have trained over a minimum period of six months.</p> <p>Analysis to include:</p> <ul style="list-style-type: none"> Logbook of training, or similar Goals and aims of the training programme Progression of training programme Training methods, exercises and type of work carried out Resources, equipment and assistance utilised Evaluation of the training programme Self-reflection Consideration for the welfare of horse throughout the training programme Plan for continuation of training and development of horse <p>Horse may include:</p>	Discussion / logbook (optional)

		<ul style="list-style-type: none"> • Young horse for backing • Riding school horse used for training others • Competition horse (any level) • Retraining for a different discipline 	
2. Ride safely	2.1 Maintain the health, safety and welfare of horse, self and others	Health, safety and welfare to include: <ul style="list-style-type: none"> • Ride with consideration for other users of the school space • Consideration of individual horses • Consideration of ground conditions 	Observation
3. Assess a horse	3.1 Evaluate the horse prior to mounting	Evaluation to include: <ul style="list-style-type: none"> • Static and dynamic conformation assessment • Condition • Musculature • Age and type • Temperament 	Discussion
	3.2 Assess the horse under saddle	As part of Unit 6: Ride for Training and Unit 8: Ride for Training Show Jumping, assessment to include: <ul style="list-style-type: none"> • On the flat and over fences As part of Unit 7: Ride for Training Dressage, assessment to include: <ul style="list-style-type: none"> • On the flat All, assessment to include: <ul style="list-style-type: none"> • A ridden assessment on grass • All three paces • Assessment for potential use 	Observation
	3.3 Evaluate the horse	Evaluation to include: <ul style="list-style-type: none"> • Describe way of going in relation to the Training Scale • Balance and carriage • Level of training • Responsiveness to aids • Fitness 	Discussion
4. Ride horses up to Advanced Medium dressage to develop their way of going	Learners will be required to ride two horses in this section. One horse will be working towards this level. One horse will be more established at this level. The assessment criteria relate to both horses.		
	4.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> • A secure balanced position whilst maintaining integrity of the aids • Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	4.2 Warm the horse up and evaluate way of going	A progressive evaluation with reference to the Training Scale and reference to: <ul style="list-style-type: none"> • Pace • Balance • Way of going with reference to conformation • Relevance of tack • Gymnastic ability • Attitude / rideability • Technique 	Observation and discussion
	4.3 Use exercises appropriately to develop the horse	Exercises may include: <ul style="list-style-type: none"> • Dressage movements to Advanced Medium level • Range of paces within the gait, collected to extended • Shoulder in, travers and renvers 	Observation

		<ul style="list-style-type: none"> • Half pass • Walk pirouette • Single flying change • Logical progression of exercises 	
	4.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> • Justify reasoning for the selection of the work • Effectiveness of the work 	Observation and discussion
	4.5 Plan a training schedule to develop the horse	Training schedule to include: <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months) • Reference to the Training Scale • Use of alternative work programmes which may include lungeing, hacking and outside work • Progression beyond Advanced Medium level work • Awareness of Fédération Equestre Internationale (FEI) and discipline specific rules and regulations 	Discussion
5. Ride a horse over show jumps up to 1.20m to develop its way of going	NOT APPLICABLE FOR THIS UNIT		
6. Ride a horse over technical cross country fences of up to 1.10m to develop its way of going	NOT APPLICABLE FOR THIS UNIT		
7. Ride a horse that is training towards Advanced level dressage to develop its way of going	7.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> • A secure, balanced position whilst maintaining integrity of the aids • Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	7.2 Warm the horse up and evaluate way of going	A progressive evaluation with reference to the Training Scale and reference to: <ul style="list-style-type: none"> • Pace • Balance • Way of going with reference to conformation • Relevance of tack • Gymnastic ability • Attitude / rideability • Technique 	Observation and discussion
	7.3 Use exercises appropriately to develop the horse	Exercises may include: <ul style="list-style-type: none"> • Dressage movements towards Advanced level • Range of paces within the gait, collected to extended • Shoulder in, travers and renvers • Half pass • Work towards canter pirouettes • Work towards tempi changes • Logical progression of exercises 	Observation

	7.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> Justify reasoning for the selection of the work Effectiveness of the work 	Observation and discussion
	7.5 Plan a training schedule to develop the horse	Training schedule to include: <ul style="list-style-type: none"> Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months) Reference to the Training Scale Use of alternative work programmes which may include lungeing, hacking and outside work Progression to Advanced level work Awareness of FEI and British Dressage (BD) rules and regulations 	Discussion
8. Ride a horse used for training others on the flat over poles to develop its way of going	8.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> Riding in a GP or jump saddle A secure, balanced position whilst maintaining integrity of the aids Demonstrate empathy and feel An influential position that has a positive effect 	Observation
	8.2 Warm the horse up and assess way of going	A progressive assessment with reference to the Training Scale and reference to: <ul style="list-style-type: none"> All three paces Pace Balance Way of going with reference to conformation Relevance of tack Gymnastic ability Attitude / rideability Technique 	Observation and discussion
	8.3 Use exercises appropriately to develop the horse's athletic performance	Exercises may include: <ul style="list-style-type: none"> Use of poles to create a variety of floor patterns relative to the horse Raised poles, if appropriate Logical progression of exercises Athletic performance may include: <ul style="list-style-type: none"> Ability to influence the canter Paces, forwardness, attitude Rhythm, bend, straightness, outline Ease of movement 	Observation
	8.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> Paces, forwardness, attitude Rhythm, bend, straightness, outline Softer/stiffer side Ease of movement Stronger and weaker movements Response to the aids Reference to the Training Scale 	Discussion
	8.5 Plan a training schedule to develop the horse	Plan to include: <ul style="list-style-type: none"> Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months) Reference to the Training Scale Use of alternative work programmes which may include lungeing, hacking, gymnastic development and flatwork 	Discussion
9. Ride horses over show jumps of up to 1.25m to develop their way of going	NOT APPLICABLE TO THIS UNIT		

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Unit Structure

Unit 8: Ride for Training Show Jumping



Unit Aim

This unit aims to enable learners to showcase their experience and skills riding and training competition and performance horses.

Unit Introduction

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

As part of assessment criteria 1.2, the learner can bring a logbook (of their training) or similar to the assessment. The logbook will support the learner during their analysis of the training they have delivered, and to aid discussion with the assessor. A template logbook is available to download from the BHS website: www.bhs.org.uk/pathways or the learner can supply their own log of evidence. The learner can also bring photos or videos (on your own device) as evidence to support their discussion.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Understand the progressive training of horses	1.1 Explain methods to progressively develop a horse's training	<p>As part of Unit 6: Ride for Training, training to include:</p> <ul style="list-style-type: none"> Dressage training up to Advanced Medium Jump training up to 1.20m <p>As part of Unit 7: Ride for Training Dressage, training to include:</p> <ul style="list-style-type: none"> Dressage training up to Advanced Medium <p>As part of Unit 8: Ride for Training Show Jumping, training to include:</p> <ul style="list-style-type: none"> Jump training up to 1.20m <p>All, making reference to:</p> <ul style="list-style-type: none"> Training and retraining Problem solving Competition training The Training Scale 	Discussion
	1.2 Analyse the progressive training of a horse	<p>Candidate to discuss a training programme with a horse they have trained over a minimum period of six months.</p> <p>Analysis to include:</p> <ul style="list-style-type: none"> Logbook of training, or similar Goals and aims of the training programme Progression of training programme Training methods, exercises and type of work carried out Resources, equipment and assistance utilised Evaluation of the training programme Self-reflection Consideration for the welfare of horse throughout the training programme Plan for continuation of training and development of horse <p>Horse may include:</p>	Discussion / logbook (optional)

		<ul style="list-style-type: none"> • Young horse for backing • Riding school horse used for training others • Competition horse (any level) • Retraining for a different discipline 	
2. Ride safely	2.1 Maintain the health, safety and welfare of horse, self and others	Health, safety and welfare to include: <ul style="list-style-type: none"> • Ride with consideration for other users of the school space • Consideration of individual horses • Consideration of ground conditions 	Observation
3. Assess a horse	3.1 Evaluate the horse prior to mounting	Evaluation to include: <ul style="list-style-type: none"> • Static and dynamic conformation assessment • Condition • Musculature • Age and type • Temperament 	Discussion
	3.2 Assess the horse under saddle	As part of Unit 6: Ride for Training and Unit 8: Ride for Training Show Jumping, assessment to include: <ul style="list-style-type: none"> • On the flat and over fences As part of Unit 7: Ride for Training Dressage, assessment to include: <ul style="list-style-type: none"> • On the flat All, assessment to include: <ul style="list-style-type: none"> • A ridden assessment on grass • All three paces • Assessment for potential use 	Observation
	3.3 Evaluate the horse	Evaluation to include: <ul style="list-style-type: none"> • Describe way of going in relation to the Training Scale • Balance and carriage • Level of training • Responsiveness to aids • Fitness 	Discussion
4. Ride horses up to Advanced Medium dressage to develop their way of going	NOT APPLICABLE FOR THIS UNIT		
5. Ride a horse over show jumps up to 1.20m to develop its way of going	5.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> • A secure, balanced position whilst maintaining integrity of the aids • Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	5.2 Warm the horse up and evaluate way of going	A progressive evaluation of the horse with reference to: <ul style="list-style-type: none"> • The horse's strengths and weaknesses • Assessment of horse in all paces • Change of pace between fences • Reactiveness and response to aids • Ability to influence the canter • Balance through turns and corners • Relevance of tack • Gymnastic ability • Attitude / rideability • Jumping from trot or canter • Use of a placing pole • Relating fences 	Observation and discussion

	5.3 Use exercises appropriately and a range of fences to develop the horse	Exercises may include: <ul style="list-style-type: none"> • Relating fences to show understanding of training and the process for jumping a 1.20m course • Improving technique • Logical progression of exercises 	Observation
	5.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> • Justify reasoning for the selection of the work • Effectiveness of the work 	Observation and discussion
	5.5 Plan a training schedule to develop the horse	Training schedule to include: <ul style="list-style-type: none"> • Future possible work; short term (one month) and medium term (six months), and long term (twelve to 24 months) • Reference to the Training Scale • Use of alternative work programmes which may include lungeing, hacking and outside work • Use of grids and gymnastic exercises to improve the horse's technique • Progression towards jumping more technically demanding tracks • Awareness of FEI and discipline specific rules and regulations 	Discussion
6. Ride a horse over technical cross country fences up to 1.10m to develop its way of going	NOT APPLICABLE FOR THIS UNIT		
7. Ride a horse that is training towards Advanced level dressage to develop its way of going	NOT APPLICABLE FOR THIS UNIT		
8. Ride a horse used for training others on the flat over poles to develop its way of going	8.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> • Riding in a GP or jump saddle • A secure, balanced position whilst maintaining integrity of the aids • Demonstrate empathy and feel • An influential position that has a positive effect 	Observation
	8.2 Warm the horse up and assess way of going	A progressive assessment with reference to the Training Scale and reference to: <ul style="list-style-type: none"> • All three paces • Pace • Balance • Way of going with reference to conformation • Relevance of tack • Gymnastic ability • Attitude / rideability • Technique 	Observation and discussion
	8.3 Use exercises appropriately to develop the horse's athletic performance	Exercises may include: <ul style="list-style-type: none"> • Use of poles to create a variety of floor patterns relative to the horse • Raised poles, if appropriate • Logical progression of exercises Athletic performance may include: <ul style="list-style-type: none"> • Ability to influence the canter • Paces, forwardness, attitude • Rhythm, bend, straightness, outline • Ease of movement 	Observation

	8.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> • Paces, forwardness, attitude • Rhythm, bend, straightness, outline • Softer/stiffer side • Ease of movement • Stronger and weaker movements • Response to the aids • Reference to the Training Scale 	Discussion
	8.5 Plan a training schedule to develop the horse	Plan to include: <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months) • Reference to the Training Scale • Use of alternative work programmes which may include lungeing, hacking, gymnastic development and flatwork 	Discussion
9. Ride horses over show jumps of up to 1.25m to develop their way of going	Learners will be required to ride two horses in this section. One horse will be working towards the level. One horse will be more established at this level. The assessment criteria relate to both horses.		
	9.1 Ride in an influential, balanced position	Influential, balanced position to include: <ul style="list-style-type: none"> • A secure, balanced position whilst maintaining integrity of the aids • Riding forward to a receiving contact with rhythm and balance within a working frame appropriate to the horse's level of training • Demonstrate empathy and feel 	Observation
	9.2 Warm the horse up and evaluate way of going	A progressive evaluation of the horse with reference to: <ul style="list-style-type: none"> • The horse's strengths and weaknesses • Assessment of horse in all paces • Change of pace between fences • Reactiveness and response to aids • Ability to influence the canter • Balance through turns and corners • Relevance of tack • Gymnastic ability • Attitude / rideability • Jumping from trot or canter • Use of a placing pole • Relating fences 	Observation and discussion
	9.3 Use exercises appropriately and a range of fences to develop the horse	Exercises may include: <ul style="list-style-type: none"> • Relating fences to show understanding of training and the process for jumping a course • Improving technique • Logical progression of exercises 	Observation
	9.4 Evaluate the session	Evaluation to include: <ul style="list-style-type: none"> • Justify reasoning for the selection of the work • Effectiveness of the work 	Observation and discussion
	9.5 Plan a training schedule to develop the horse	Plan to include: <ul style="list-style-type: none"> • Future possible work; short term (one month), medium term (six months) and long term (twelve to 24 months) • Reference to the Training Scale • Use of alternative work programmes which may include lungeing, hacking and outside work • Use of grids and gymnastic exercises to improve the horse's technique • Progression towards jumping more technically demanding tracks • Awareness of FEI and British 	Discussion

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

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

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

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Unit Structure

Unit 10: Coaching Eventing Disciplines



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
1. Self-reflect on own coaching	1.1 Evaluate coaching styles and practices	Self-reflection relates to each session. Evaluation to include: <ul style="list-style-type: none"> • Analysis of riders and the application of coaching theory to assist their development • Self-reflect on coaching sessions • Understanding rider mind-set and psychology 	Discussion
2. Coach safely	2.1 Maintain the health, safety and welfare of horse, self and others	Learners must risk assess for each coaching session to include: <ul style="list-style-type: none"> • Hazards • Control measures Learners must demonstrate safe coaching in all sessions, including consideration of: <ul style="list-style-type: none"> • Riding area and surfaces • Equipment • Tack, including balance and suitability of saddle, bridle and bit • Suitability of horse and exercises 	Observation
3. Understand how a rider can influence a horse's way of going	3.1 Assess the influence of a rider on a horse's way of going	As part of Unit 10: Coaching Eventing Disciplines and Unit 12: Coaching Show Jumping, influence may include: <ul style="list-style-type: none"> • Pace • Straightness • Lateral movements • Bascule • Jump technique As part of Unit 11: Coaching Dressage, influence may include: <ul style="list-style-type: none"> • Pace • Straightness • Lateral movements 	Discussion
4. Coach to develop the performance of rider(s) and/or horse(s) on the flat and over fences	4.1 Coach a differentiated session to BHS career students to develop their knowledge and skills	Differentiated session: Coaching riders of varying levels in the same session. Session to include: <ul style="list-style-type: none"> • Arena eventing training session • Differentiation of session to suit each rider • Inclusion of each rider, discussion and feedback • Walking the course/lines with the riders • Assessing each rider during the warm up • Use of practice fences • Jump/link fences to improve the skills 	Observation and discussion

		<p>and knowledge of each rider to develop their ability to influence the horse's performance</p> <ul style="list-style-type: none"> • Giving feedback to the riders • Explaining the BHS career structure • Developing each rider's performance • Evaluate the effectiveness of the session for each horse and rider • Self-reflection <p>BHS career students:</p> <ul style="list-style-type: none"> • 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 <p>The session may include:</p> <ul style="list-style-type: none"> • Use of technology, for example a headset and earpiece 	
	4.2 Coach a show jumping training session to improve performance of horse and rider	<p>Show jumping training session to include:</p> <ul style="list-style-type: none"> • Variety of fences up to 1.15m • Jumping and linking fences in a competitive context • Assessing the rider during the warm up • Giving feedback to the rider • Developing the horse and rider's performance • Evaluate the effectiveness of the session for the horse and rider • Self-reflection <p>Horse and rider:</p> <ul style="list-style-type: none"> • A horse and rider combination capable of jumping a 1.15m course 	Observation and discussion
	4.3 Coach a dressage training session to improve horse and rider	<p>Dressage training session to include:</p> <ul style="list-style-type: none"> • Exercises to improve Advanced Medium level work • Assessing the rider during the warm up • Giving feedback to the rider • Developing the horse and rider's performance • Evaluate the effectiveness of the session for the horse and rider • Self-reflection <p>Horse and rider:</p> <ul style="list-style-type: none"> • A horse and rider combination capable of working at or towards BD Advanced Medium level 	Observation and discussion
5. Coach to develop the performance of horse(s) and/or rider(s) on the flat and over poles	NOT APPLICABLE FOR THIS UNIT		
6. Coach to develop the performance of horse(s) and/or rider(s) using poles and fences	NOT APPLICABLE FOR THIS UNIT		

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Unit Structure

Unit 11: Coaching Dressage



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
1. Self-reflect on own coaching	1.1 Evaluate coaching styles and practices	Self-reflection relates to each session. Evaluation to include: <ul style="list-style-type: none"> • Analysis of riders and the application of coaching theory to assist their development • Self-reflect on coaching sessions • Understanding rider mind-set and psychology 	Discussion
2. Coach safely	2.1 Maintain the health, safety and welfare of horse, self and others	Learners must risk assess for each coaching session to include: <ul style="list-style-type: none"> • Hazards • Control measures Learners must demonstrate safe coaching in all sessions, including consideration of: <ul style="list-style-type: none"> • Riding area and surfaces • Equipment • Tack, including balance and suitability of saddle, bridle and bit • Suitability of horse and exercises 	Observation
3. Understand how a rider can influence a horse's way of going	3.1 Assess the influence of a rider on a horse's way of going	As part of Unit 10: Coaching Eventing Disciplines and Unit 12: Coaching Show Jumping, influence may include: <ul style="list-style-type: none"> • Pace • Straightness • Lateral movements • Bascule • Jump technique As part of Unit 11: Coaching Dressage, influence may include: <ul style="list-style-type: none"> • Pace • Straightness • Lateral movements 	Discussion
4. Coach to develop the performance of rider(s) and/or horse(s) on the flat and over fences	NOT APPLICABLE FOR THIS UNIT		
5. Coach to develop the performance of horse(s) and/or rider(s) on the flat and over poles	5.1 Coach a differentiated session to BHS career students to develop their knowledge and skills	Differentiated session: Coaching riders of varying levels in the same session. Session to include: <ul style="list-style-type: none"> • A session on the flat using poles and/or floor patterns • Assessing each rider during the warm up • Differentiation of session to suit each rider 	Observation and discussion

		<ul style="list-style-type: none"> • Inclusion of each rider, discussion and feedback • Explaining the BHS career structure • Improve the knowledge and skills of each rider to develop their ability to influence the horse's performance • Giving feedback to the riders • Developing each rider's performance • Evaluate the effectiveness of the session for each horse and rider • Self-reflection <p>BHS career students:</p> <ul style="list-style-type: none"> • 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 <p>The session may include:</p> <ul style="list-style-type: none"> • Use of technology, for example a headset and earpiece 	
	5.2 Coach a dressage training session to improve horse and rider competition performance	<p>Dressage training session to include:</p> <ul style="list-style-type: none"> • Exercises to improve Elementary/Medium level work • Observe rider performing a test • Giving feedback to the rider • Developing the horse and rider's performance • Evaluate the effectiveness of the session for the horse and rider • Self-reflection <p>Horse and rider:</p> <ul style="list-style-type: none"> • A horse and rider combination capable of working at Elementary/Medium level 	Observation and discussion
	5.3 Coach a dressage training session to develop horse and rider	<p>Dressage training session to include:</p> <ul style="list-style-type: none"> • Exercises to improve Advanced Medium level work • Assessing the rider during the warm up • Giving feedback to the rider • Developing the horse and rider's performance • Evaluate the effectiveness of the session for the horse and rider • Self-reflection <p>Horse and rider:</p> <ul style="list-style-type: none"> • A horse and rider combination capable of working at BD Advanced Medium level 	Observation and discussion
6. Coach to develop the performance of horse(s) and/or rider(s) using poles and fences	NOT APPLICABLE FOR THIS UNIT		

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

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

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