

Section 4: Coaching

Complete Horsemanship Pathway

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

Section 4: Coaching covers the following units:

- Unit 9: Coaching Presentation
- Unit 10: Coaching Eventing Disciplines

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

Performance Coach BHSI

The next few pages will detail the unit structure of units 9 and 10. The unit structure lists the assessment criteria you will be assessed against to achieve each unit. We strongly recommend you also read our Guidelines document (relevant to the qualification you are working towards) which also details the scope of the assessment.

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

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

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

Unit Structure



Unit 9: Coaching Presentation

Unit Aim

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

Unit Introduction

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

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

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

Supporting evidence should be brought to the assessment for review.

Learning Outcome The learner will be able to:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
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

Please check the latest syllabus prior to booking. We regularly review our course content to make it relevant and current for the benefit of our learners. For these reasons, unit specifications may be updated.

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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