Qualification Structure

Coaching4All

Qualification Aim

This qualification will enhance a coach's skills, knowledge and behaviours giving them the tools and confidence to adapt their coaching to meet the needs of a wide variety of clients. The coach will have a deeper understanding of the potential barriers their clients could face and the skills to support them, so their clients have the best possible experience. This qualification is aimed for all coaches in equine who want to coach positively and effectively, providing equal opportunities and increasing participation at all levels.

Qualification Introduction

This qualification assumes an understanding of terminology and techniques used in the planning and delivery of coaching sessions including horses or ponies. Learners will have opportunities for training and guidance to support their development via in person and online tutor led sessions. Learners will self-study and gain practical experience to facilitate reflection of their coaching practice and development in preparation for an end point assessment. Learners will be assisted to produce two case studies throughout the course. Assessment of some theory parts could be done through group discussions during tutor led training.

Learning Outcome The learner will:	Assessment Criteria	Guidance on the breadth of content that may be covered during assessment.	Assessment Method
1. Understand equity **and diversity.**	1.1 Describe **equity and diversity.**	**Equity and diversity** • Equality Act 2010 including protected characteristics • underrepresented groups such as ethnicity, socio-economic (affordability), disability.	Professional discussion
	1.2 Explain the **importance** of equity and diversity.	**Importance** • For example: supporting underrepresented groups such as by use of language, minimising the impact of unconscious bias, accessibility, funding.	Professional discussion
2. Know about **conditions, disabilities and barriers.**	2.1 Describe a **range** of **conditions, disabilities and barriers**.	**Range = 3 or more** **Conditions, disabilities and barriers** may include: • mental health including anxiety, depression, post-traumatic stress disorder, obsessive behaviours, bipolar disorder, eating disorders, self-harm, panic attacks, anger management • learning difficulty including ADHD, autism or Dyspraxia	Professional discussion

		• learning disability or conditions linked to a learning disability including Down's syndrome • non-verbal participants • addiction including drugs, alcohol, substance abuse, gambling • physical disabilities and conditions including injuries and mobility • under-resourced communities, cultural and religious considerations, undisclosed conditions, underrepresented groups, neglect, previous experience, financial.	
	2.2 Describe the **benefits** of participating in equine activities.	**Benefits such as** • increased self-awareness based on how the horse mirrors and reacts to human actions and behaviours • physical and mental benefits • developing life skills • increasing self-esteem and worth • change of environment	Professional discussion
3. Be able to **plan, deliver** and **manage** an **inclusive environment.**	3.1 Explain further **safety measures** for participants with conditions, disabilities and barriers.	**Safety** • safeguarding, health and safety, data protection, equality and diversity • Horse Welfare and wellbeing **Measures** • risk assessments specific to the individual and circumstances • suitable lesson plan • managing the facility such as signs and physical resources • additional safeguarding concerns, when to intervene • reporting procedures to relevant person which may include other agencies.	Professional discussion
	3.2 Plan, deliver and **manage** an **inclusive environment** and meet participant needs.	**Planning** • getting the right information to understand the needs and aims of the participant to inform teaching, learning and coaching without pre-conceived misconceptions, including speaking to the participant and potentially speaking to others involved with the participant to gather information • initial equine assessment to identify the needs and aims of the	Case study Professional discussion

		participant to inform teaching, learning and coaching • education, health and care plans, their purpose and application • horse allocation to suit the participant • production of detailed risk assessments and lesson plans. **Delivering and managing an inclusive environment** • meeting the physical needs and aims of the participant • meeting the emotional and behavioural needs and aims of the participant • meeting other specific needs and aims of participants such as language, culture and religion, developing equine skills, other personal goals • ensuring horse welfare • ensuring the inclusion of all participants within the session • methods of communication • resources to support the needs of the participant • impact on the participant such as developing social skills, confidence, resilience and self-esteem • review of delivery and management to inform improvement.	
	3.3 Explain how to m**anage** unexpected situations.	**Manage** • assess the situation • prioritise actions • manage horse reactions and welfare • knowing when and where to get help • contingency planning • specific to equine • adaption to working practices.	Professional discussion
	3.4 Identify where to go to for **additional support, advice and guidance.**	**Additional support, advice and guidance** • Within the workplace • Outside the workplace	Professional discussion
4 Understand how to support conditions, disabilities and barriers **at work.**	4.1 Explain how to ensure equity and inclusion **at work**.	**At work** • policies, procedures and practices in the workplace	Professional discussion

		- well-being of all including mentoring and supervision and coach well-being - benefits to the business of being inclusive such as community cohesion and increased sustainability.	
5. Understand how to develop own skills.	5.1 Explain **opportunities** for continual professional development of coaching.	**Opportunities** - observation of other coaches - mentoring - peer to peer support - volunteer within other equine centres (such as CLTH, RDA) - other CPD such as events or workshops - other qualifications - short/long term goals - SMART targets - personal action plan.	Professional discussion