

Age Requirements

This qualification is suitable for candidates in all age ranges, however there is a minimum age of 19 years. Candidates must also be a Gold or Junior Gold member of The British Horse Society.

Training and Learning

Training can be via a number of methods including formal learning, practice and revision. The number of credits and guided learning hours will help candidates and their trainers to gauge how much training and preparation they will need. Each credit equals 10 hours of learning time.

The Exam Day

Candidates should arrive in good time to familiarise themselves with the surroundings, so they are seated and prepared for the briefing which usually starts at 8.15am (check the confirmation letter for the exact time). The purpose of the briefing is to explain how the day is run, to meet other candidates and Assessors and to answer any questions the candidates might have about the day. Each candidate will be given a programme and asked to fill in an emergency contact form.

During the briefing the candidates will be divided into groups and given their numbers and a name label. The Chief Assessor will also notify the candidates which lessons and presentation topic they will be delivering. The programme for the day and any housekeeping will be discussed with the candidates. Any questions and queries should be raised at this time.

Before the start of the exam the Chief Assessor will introduce the Assessors and explain which units each one will be covering.

This qualification is broken down into two smaller qualifications made up of seven units. Each unit can be taken individually or all on the same day.

EQL Level 5 Diploma In Coaching Horse Riders for the Commercial Environment

UNIT 1 – Coach a group of riders for improvement and development

UNIT 4 – Coach a rider on the lunge for development

UNIT 6 – The principles of equestrian business management

UNIT 7 – Deliver an equestrian coaching presentation

EQL Level 5 Diploma In Coaching Horse Riders for Competition

UNIT 2 – Coach a rider on the flat for competition

UNIT 3 – Coach a rider over fences for competition

UNIT 5 – The principles of equitation for equestrian coaches

UNIT 5

The principles of equitation for equestrian coaches (Level 4)

15 credits/90 guided learning hours

Unit purpose and aims

This unit builds upon the knowledge and understanding required for EQL Level 3 Certificate in BHS Preliminary Teaching of Horse Riding. The coach will be able to demonstrate an increase in experience and knowledge required for this Level 4 unit.

The candidate will have an understanding of more technical riding and coaching terminology and will be able to describe those requirements needed from horse and rider at a higher level of competition. This unit also gives the candidate the opportunity to draw upon their own experiences as a coach to address complex problems.

The candidate will be aware of the nature and scope required of the equestrian coach over a variety of disciplines. They will be able to analyse, interpret and evaluate relevant information and ideas. They will have an informed awareness of different perspectives or approaches to coaching a horse and rider and be able to review the effectiveness of each.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Understand how to improve and progress a horse and rider's level of performance on the flat	1.1 Discuss in detail the terms used to define a horse's way of going on the flat
	1.2 Analyse the qualities required for the different paces a horse may exhibit
	1.3 Critically compare the differences in a horse's way of going from Preliminary to Elementary dressage level
	1.4 Clarify how to introduce and progress a horse and/or rider's performance for the following: - shoulder in - counter canter - simple change - rein-back
	1.5 Summarise types of problems experienced and suggest methods to overcome them
	1.6 Discuss the rules for affiliated British Dressage and British Eventing competition
2. Understand how to improve and progress a horse and rider's level of performance over fences	2.1 Discuss in detail the terms used to define a horse's way of going when jumping
	2.2 Discuss in detail the development of a rider's seat, balance and 'feel' for riding over fences
	2.3 Critically compare riding techniques when jumping different types of fences

UNIT 7**Deliver an equestrian coaching presentation (Level 4)**

8 credits/35 guided learning hours

Unit purpose and aims

This unit builds upon the knowledge and skills required for EQL Level 3 Certificate in BHS Preliminary Teaching of Horse Riding. The coach will have the competence required to produce a logical lesson plan related to the subject brief and deliver an informative presentation to pupils.

The candidate will be able to lead a presentation effectively. They will be able to present with confidence and utilise resources and technology appropriately. They will present with enthusiasm and in a manner appropriate to motivating pupils' desire to learn. They will have a clear technical understanding of the chosen topic and be able to interpret relevant information and ideas.

The coach will be able to lead and facilitate a discussion effectively, answer questions accordingly and exhibit the autonomy required by the industry for a senior post.

Learner Outcomes	Assessment Criteria
The learner will	The learner can
1. Be able to prepare and deliver a presentation	1.1 Produce a lesson plan that has a clear framework and objectives relating to the subject brief
	1.2 Communicate accurate technical information with an approach to engage and motivate learners
	1.3 Deliver a presentation in an interesting manner with clarity and intonation of voice
	1.4 Deliver an interactive presentation applying a variety of teaching methods and resources
	1.5 Build a rapport with the learners
	1.6 Facilitate discussion with and between learners
	1.7 Manage time effectively
2. Be able to evaluate the session	2.1 Self reflect and evaluate the session
	2.2 Formulate a plan to develop personal performance

PROCEDURE FOR ASSESSMENT

This section will be assessed in a classroom or similar location and will be taken with several candidates together. This section of the exam may take up to 40 minutes depending on the number of candidates.

Each candidate will give a presentation of up to 10 minutes to pupils, showing an ability to involve and relate to learners.

6. Physical and mental preparation for a session

Many coaches and competitors recognise the benefits of thorough physical and mental preparation. Whether you are coaching competitive or leisure riders, mental and physical preparation can assist the rider in reaching their goals and gain the maximum from training sessions.

Research suggests that mental preparation can provide the competitive edge when performing against competitors with similar physical and skill capabilities. As a coach it is important to be aware of basic tools and training techniques that can help you to be effective. It is suggested that any of the following subjects are suitable for inclusion within the discussion on physical and mental preparation for a session:

- The benefits of mental preparation for a training session or competition.
- The benefits of physical preparation for a training session or competition.
- How poor mental preparation can effect performance in training sessions or competition.
- How poor physical preparation effects performance in training sessions or competition.
- The importance of a training plan/structure as part of mental and physical preparation.
- How good mental and physical preparation assists in preventing fatigue.
- How mental and physical preparation helps to prevent stress and anxiety.
- The effects of over training.
- Factors that need to be built into a physical or/and mental preparation structure.

9. Mentoring

Mentoring is an increasingly popular tool for supporting personal development. It is an excellent way of developing an individual's skills and potential and can be useful to everyone irrelevant of age, ability or academic background.

There is often confusion about what exactly mentoring is and how it differs from coaching. In simple terms, coaching develops a person's skills and knowledge. It usually focuses on specific skills and goals.

Mentoring is often long term and involves giving support, guidance and advice. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences and involves a more experienced colleague using their greater knowledge and understanding to support the development of a more junior or inexperienced individual.

It is suggested that any of the following subjects are suitable for inclusion within the discussion on mentoring:

- How mentoring can help individuals to recognise and maximise their potential.
- The skills and attributes of a good mentor.
- How mentoring helps to raise awareness and generate personal responsibility.
- The importance of encouraging the mentee to explore options and make choices for themselves.
- Informal versus formal mentoring practice.
- Personal qualities of a good mentor such as empathy and respect.
- The importance of reflective practice and continuing professional development of the mentor.
- The relevance of ethical and moral values when mentoring.
- The importance of confidentiality.
- The differences between coaching, teaching and mentoring.