



Authority



Developed in Partnership with the  
British Horseracing

# 1st4sport Level 3 Certificate in Equestrian Coaching (Racing)

## Learner Portfolio

Version 2: 01 December 2021

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***Developing and awarding qualifications for the active learning and leisure industry***

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Developed in Partnership with the British Horseracing Authority

Qualification Number: 603/2443/0

Resource Version Date: V2 1 December 2021

Overview of the Course

Learner Record of Achievement

Learner Feedback and Action Plan

Task 1: The role of the Equestrian Programme Coach

Task 2: Rules and Regulations

Task 3: Duty of Care

Task 4: Safe Coaching Practice

Task 5: Inclusive Coaching Practice

Task 6: Supporting Participant Lifestyle

Task 7: Nutrition, Hydration and the use of Drugs and Supplements in Sport

Task 8: Understand the Physical Requirements of Equestrian Sports

Task 9: Understand the Mental Requirements of Equestrian Sports

Task 10: Understand the principal methodologies of skills development

Task 11: Goal Setting (Self)

Task 12: Reflective Coaching Practice

Task 13: Horse and Rider Profiling

Task 14: Goal Setting (Rider)

Task 15: Annual Plan

Task 16: Risk Review of Annual Plan

Task 17: Eight Week Detailed Plan

Task 18: Individual Session Plans

Task 19: Coaching Programme Review

Task 20: Formal assessment of coaching (Part 1)

Task 21: Formal assessment of coaching (Part 2)

## Overview of the Course

This 1st4sport Level 3 Certificate in Equestrian Coaching (Racing) comprises the following units:

1. The role of the equestrian programme coach
2. The role of skill development in equestrian coaching programmes
3. Plan an equestrian coaching programme
4. Deliver an equestrian coaching programme
5. Review an equestrian coaching programme
6. Pathway Unit: Technical coaching requirements for racing

The assessment methods are through a combination of written or eLearning tasks and observation of coaching.

## Learner Record of Achievement

Learner name:		Unique learner number (ULN):	
Address:			
Date of birth:		Postcode:	
Event authorisation number (EAN):		Tel no:	
		1st4sport learner registration no:	

## Recognised Centre's Details

Centre name:	
Centre staff:	Coach Educator(s)/Internal Assessor(s)
	Independent Assessor
	Internal Quality Assurer

## Achievement of Course Prerequisites

Prior to <b>registration</b> , learners are required to	Date	Checked by (coach educator/assessor)
Be aged 18 years or over		
Have completed the Level 2 Certificate in Equestrian Coaching or equivalent		
Confirm their identity by showing an accepted form of government issued identification		
Prior to <b>certification</b> , learners are required to	Date	Checked by (coach educator/assessor)
Attend and have a valid and in date certificate for a recognised safeguarding workshop		
Attend and hold a valid and in date certificate for a recognised first/emergency aid workshop		



## Task Achievement Summary

The Task Achievement Summary should be updated after each assessment to record your progression through the qualification.

Task		Learner Signature	Assessor Signature	Internal Quality Assurer (IQA) Signature
1	The role of the equestrian programme coach			
2	Rules and regulations			
3	Duty of care			
4	Safe coaching practice			
5	Inclusive coaching practice			
6	Supporting participant lifestyle			
7	Nutrition, hydration and the use of drugs and supplements in sport			
8	Understand the physical requirements of equestrian sports			
9	Understand the mental requirements of equestrian sports			
10	Understand the principal methodologies of skills development			
11	Goal Setting (self)			
12	Reflective coaching practice			
13	Horse and Rider Profiling			
14	Goal Setting (Rider)			
15	Annual Plan			
16	Risk Review of Annual Plan			
17	Eight Week Detailed Plan			
18	Individual Session Plans			
19	Coaching Programme Review			
20	Formal assessment of coaching (Part 1)			
21	Formal assessment of coaching (Part 2)			

## Unit Record of Achievement

To be completed by the assessor to confirm that all aspects of the assessment specification have been appropriately evidenced and each unit of the qualification has been achieved.

Achievement	Assessor Signature	Date	IQA Signature	Date
The role of the equestrian programme coach (Tasks 1, 2, 3, 4, 5, 6, 7)				
The role of skill development in equestrian coaching programmes (Tasks 7, 8, 9, 10)				
Plan an equestrian coaching programme (Tasks 10, 11, 13, 14, 15, 16, 17, 18)				
Deliver an equestrian coaching programme (Task 11, 14, 15, 16, 17, 18, 20, 21)				
Review an equestrian coaching programme (Task 1, 11, 12, 19)				
Technical coaching requirements for Racing (All tasks)				



Adherence to the British Horseracing Authority Code of Conduct  
*To be completed by the learner.*

*I can confirm that as a rider coach I agree to abide by the BHA's Code of Conduct for Coaches*

Learner name:		Date	
Learner signature:		:	

## Code of Conduct

Personal Statement  
*To be completed by the learner and confirmed by the assessor at the conclusion of the programme of assessment.*

*I can confirm that the work contained within this Learner Portfolio and all evidence and products associated with the achievement of this qualification are my own work. I can also confirm that my assessment took place as described in the Learner Portfolio Assessment Specification.*

Learner name:		Date:	
Learner signature:			
I, the assessor, confirm that I have checked the above to be accurate.			
Assessor name:			
Assessor signature:			

## Personal Statement

## Learner Feedback and Action Plan

(Assessor Use Only)

*This Learner Feedback and Action Plan Form should be used by the coach educator/ assessor to provide feedback to the learner on each individual assessment task, with the exception of Tasks 20 and 21 where a separate feedback and action plan is given through the recorded observation and learner reflection.*

Learner's name:	
Assessor's name:	
Assessor Feedback to the Learner on Performance	
Task 1: The role of the equestrian programme coach	
Task 2: Rules and regulations	
Task 3: Duty of care	
Task 4: Safe coaching practice	
Task 5: Inclusive coaching practice	
Task 6: Supporting participant lifestyle	
Task 7: Nutrition, hydration and the use of drugs and supplements in sport	
Task 8: Understand the physical requirements of equestrian	
Task 9: Understand the mental requirements of equestrian	
Task 10: Understand the principal methodologies of skills development	
Task 11: Goal Setting (self)	
Task 12: Reflective coaching practice	
Task 13: Horse and Rider Profiling	
Task 14: Goal Setting (Rider)	
Task 15: Annual Plan	
Task 16: Risk Review of Annual Plan	

Task 17: Eight Week Detailed Plan	
Task 18: Individual Session Plans	
Task 19: Coaching Programme Review	
Task 20: Formal assessment of coaching (Part 1)	
Task 21: Formal assessment of coaching (Part 2)	

Action Plan for the Learner for Further Development			
Learner's signature:		Date:	
Assessor's signature:			
Internal quality assurer's signature:	(if seen)		



## Task 1: Understand the roles of the equestrian performance coach (LO1 A/C1.1)

- a. Please complete the Racing2Learn eLearning course which can be found here:  
<https://racing2learn.com/mod/hvp/view.php?id=1118>

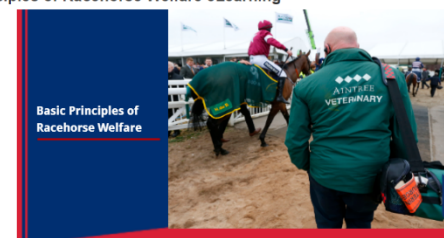
Level 3 Coaching – Task 1: Understand the roles of the Equestrian Performance Coach



**Place your completed certificate in this section of your portfolio.**

- b. Please complete the Racing2Learn eLearning course on Basic Principles of Racehorse Welfare which can be found here:  
<https://racing2learn.com/mod/hvp/view.php?id=392>

Basic Principles of Racehorse Welfare eLearning



**Place your completed certificate in this section of your portfolio.**

- c. Place a copy of your own Coaching Philosophy in this section of your portfolio.  
d. Place a copy of the BHA Code of Conduct for Coaches in this section of your portfolio.

You have now completed Task 1.

## Task 2: Understand the responsibilities of the equestrian performance coach in relation to Rules and Regulations (LO2 A/ C2.1)

- a. Please complete the Racing2Learn eLearning course which can be found here:  
<https://racing2learn.com/mod/hvp/view.php?id=1114>

Level 3 Coaching – Task 2: The responsibilities of a coach in relation to industry rules and regulations

Welcome to this British Horseracing Authority eLearning course. This is part of a series of eLearning courses designed for those wishing to take the performance coach in relation to industry rules and regulations.

**Level 3 Coaching -  
Task 2: The  
responsibilities of a  
coach in relation to  
industry rules and  
regulations**

**Place your completed certificate in this section of your portfolio.**

- b. You should hold a current first aid certificate. **Please place your certificate in this section of your portfolio.**
- c. You should hold a relevant Safeguarding qualification. **Please place your certificate in this section of your portfolio.**
- d. You should complete the BHA LGBT+ Awareness and Inclusion for the Racing Industry which can be accessed here:  
<https://racing2learn.com/course/view.php?id=118>. **Please place your certificate in this section of your portfolio.**
- e. You must complete the BHA Integrity Education Programme which can be accessed here:  
<https://integrityeducation.britishhorseracing.com/>

**Please sign here to confirm you have completed this course**

..... **Date of completion**.....

You have now completed Task 2.

## Task 3: Duty of Care (LO2 A/C 2.2)

- a. Please complete the Racing2Learn eLearning course which can be found here:  
<https://racing2learn.com/mod/hvp/view.php?id=1127>

Level 3 - Task 3: Duty of Care



**Place your completed certificate in this section of your portfolio.**

You have now completed Task 3.

## Task 4: Safe Coaching Practice (LO2 A/C 2.3)

- a. Please complete the Racing2Learn eLearning course which can be found here:  
<https://racing2learn.com/mod/hvp/view.php?id=1133>

Level 3 Coaching - Task 4: Safe Coaching Practice



Level 3 Coaching -  
Task 4: Safe Coaching  
Practice

**Place your completed certificate in this section of your portfolio.**

- b. Within the Task you are required to give examples of:
- Three Normal Operating Procedures
  - Three Emergency Operating Procedures

**Please place your examples in this section of your portfolio.**

You have now completed Task 4.



## Task 5: Inclusive Coaching Practice (LO2 A/C 2.4)

- a. Please complete the Racing2Learn eLearning course which can be found here:  
<https://racing2learn.com/mod/hvp/view.php?id=1143>

### Level 3 Coaching - Task 5: Inclusive Coaching Practice

**Level 3 Coaching -  
Task 5: Inclusive  
Coaching Practice**



**Place your completed certificate in this section of your portfolio.**

You have now completed Task 5.

## Task 6: Supporting Participant Lifestyle (LO3 A/C 3.1, 3.2, 3.3)

- a. Please complete the Racing2Learn eLearning course which can be found here:  
<https://racing2learn.com/mod/hvp/view.php?id=1146>

### Level 3 Coaching - Task 6: Supporting Participant Lifestyle



**Place your completed certificate in this section of your portfolio.**

You have now completed Task 6.

## Task 7: Supporting Participant Lifestyle (LO3 A/C 3.4, 3.5)

This task required you to complete the following Racing2Learn eLearning courses:

- a. Nutritional support for the jockey athlete (Part 1)  
<https://racing2learn.com/course/view.php?id=138>
- b. Nutritional support for the jockey athlete (Part 2)  
<https://racing2learn.com/course/view.php?id=148>
- c. Nutritional support for the jockey athlete (Part 3)  
<https://racing2learn.com/course/view.php?id=149>
- d. Nutritional support for the jockey athlete (Part 4)  
<https://racing2learn.com/course/view.php?id=150>
- e. Basic Principles of Health and Wellbeing (Part 1) Diet and exercise  
<https://racing2learn.com/course/view.php?id=114>
- f. Basic Principles of Health and Wellbeing (Part 2) Social factors  
<https://racing2learn.com/course/view.php?id=117>

**Once you have completed these courses, please place your certificates in this section of your portfolio.**

You must also complete the BHA Integrity Education Programme which you completed in Task 2.

You have now completed Task 7.

**Level 3 Coach**  
**Task 7: Nutriti**  
**hydration and**  
**use of drugs &**  
**supplements**  
**sport**

## Task 8: Understanding the physical requirements of equestrian sports (LO1 A/C 1.1, 1.2)

- a. Please complete the Racing2Learn eLearning course which can be found here:  
<https://racing2learn.com/mod/hvp/view.php?id=1154>

Level 3 Coaching – Task 8: Understand the Physical Requirements of Equestrian Sport



**Place your completed certificate in this section of your portfolio.**

You have now completed Task 8.

## Task 9: Understanding the mental requirements of equestrian sports (LO2/3 A/C 2.1, 2.2, 3.1)

- a. Please complete the Racing2Learn eLearning course which can be found here: <https://racing2learn.com/mod/hvp/view.php?id=1156>
- b. To complete this course you also need to complete the eLearning course on Coaching to Improve Rider Confidence which can be accessed here: <https://racing2learn.com/course/view.php?id=153>

### Level 3 Coaching – Task 9: Understand the Mental Requirements of Equestrian Sport



**Place your completed certificates in this section of your portfolio.**

You have now completed Task 9.

## **Task 10: Illustrate the principal methodologies of skills development (LO3 A/C 3.2)**

For this task you need to provide a written essay covering the following:

- a. Explain the difference in the following delivery styles

Pedagogy vs Andragogy  
(Recommended word count approx.150) 10 marks

- b. Explain how the following skills development methods would feature in your rider coaching sessions:

- Whole practice
  - Part instruction
  - Whole-part-whole instruction
  - Shaping
  - Chaining
- (Recommended word count approx.300) 25 marks

- c. Explain the range of skill development coaching activities that could feature in your rider coaching include

- Drill based
  - Scenario based
  - Differentiation
- (Recommended word count approx.150) 15 marks

- d. Outline the range of coaching methods for skill development including

- Facilitation
  - Instruction
  - Demonstration
  - Question and Answer
- (Recommended word count approx.150) 20 marks

- e. Critically analyse how coaching behaviours impact on rider skill development

(Recommended word count approx.300) 30 marks

**This covers LO3.3**

Nam		Da	
Area/s of			
What motivates you in your role as a			
Identify one long-term goal for your			
Identify two short-term goals for your coaching			
What current knowledge, experience, qualities or skills do			

### Task 11: Goal Setting (Self) (LO3 A/C 3.2)

Goal type	What is your goal?	Gaps in experience	Specific actions required	What support do you need to	By when?	Progress
Long-Term Goal(s)						
Short-Term Goal 1						

Short-Term Goal 2						
-------------------	--	--	--	--	--	--



## Task 12: Reflective Log of Coaching Practice

Throughout the level 3 programme it is important that you demonstrate that you are able to reflect on what you have done and are doing in an accurate and meaningful way to help you plan ahead. As a minimum you are required to record your observations at the following reflection points:

- At the beginning of your level 3 qualification
- Following the profiling and goal setting activity with your rider
- At the end of the eight sessions recorded for your rider
- At the end of your level 3 learning programme

The following questions are a guide to help you focus on key areas. They are not exhaustive and you may wish to capture further thinking.

- What have I done differently in working with the rider?
- What have I learned about the rider as a person and a rider that I didn't know already?
- What have I learned about myself?
- How were my coaching process skills? E.g. questioning, listening, involving the rider, focusing on areas other than technical?
- What did I find useful? Frustrating?
- How will what I have found out influence what I do and how I work with my rider in the future?
- How am I applying / using any of these processes, skills, approaches with other riders?
- How did the profiling and process influence how I actually worked with the rider?



A table has been provided for each reflection point for you to do this, although you may choose to use your own format if you don't have enough room within the tables

Reflection Point	At the beginning of your level 3 qualification
Reflection Point	Following the profiling and goal setting activity with your rider

At the end of the eight sessions, complete a reflection from a greater distance. At this point in the process it is useful to look back at what you have done and how you have worked with the rider and record some reflections about the process. The following questions are a guide to help you focus on key areas. They are not exhaustive and you may wish to capture further thinking.

- What were my personal goals to help me be a better coach?
- What were my goals for and with the rider?
- How have I gone about achieving those?
- What has worked well? What could I improve?
- What have I done differently in working with the rider?
- What else have I learned about myself?
- Looking forwards, what will the next areas of focus be for my rider and for me as a coach?

Reflection Point	At the end of the eight sessions recorded for your rider

Reflection Point	At the end of your level 3 learning programme

## Task 13: Rider and Horse Profile

### **Produce a rider and horse profile**

Develop a profile about the rider you are working with. Explain how the rider has been involved in the profiling process as well as your own views. You can use the template(s) given in the appendix, or use your own templates, adaptations or combinations of these. Cover all the performance areas (technical, tactical, mental, physical, lifestyle). You may have differing amounts of detail in each area but they must all be covered.

You may choose to use video of your rider and this would be the place to put your analysis of where rider is at this point. You may have worked with them for some time, or they may be new to you. Either way, show where you feel the rider is now and contrast this with how the rider sees themselves at this point.

The profile should act as a base-line on which you develop goals and plans later in this portfolio.

# Rider Profile



Rider's Name:										
Completed by:										
Date of profiling										
Skills identified										
<b>Technical Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Tactical Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Physical training skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Mental Skills</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>Lifestyle</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>



## Performance Profile – Racing

### Qualifications

Name: .....

Date: .....

### Scoring Criteria

5 = Excellent, 4 = Good, 3 = Satisfactory, 2 = Poor, 1 = Unsatisfactory

Circle the number you feel applies to your rider/jockey, try not to think too much about your answer, just go with your instinctive feeling.

### Physical

General fitness	1	2	3	4	5
Flexibility	1	2	3	4	5
Endurance/Stamina	1	2	3	4	5

Upper body strength	1	2	3	4	5
Lower body strength	1	2	3	4	5
Core Strength	1	2	3	4	5
Overall strength	1	2	3	4	5

### Strength

Please list any limiting factors (medical issues/disabilities):

### Basic Race Riding Skills

Balanced body position	1	2	3	4	5
Pushing technique	1	2	3	4	5
Changing hands	1	2	3	4	5
Ability to maintain balance and momentum when fatigued	1	2	3	4	5

### Technical/whip Skills (for Jockey Coaching pathway only)

Whip down the shoulder, backhand with both hands on the reins	1	2	3	4	5
Pulling the whip through	1	2	3	4	5
Waving the whip	1	2	3	4	5
Using whip behind the saddle, backhand	1	2	3	4	5
Using the whip behind the saddle, forehand	1	2	3	4	5
Use of the whip in un-favoured hand	1	2	3	4	5

## Tactical (for Jockey Coaching pathway only)

Aware of the rules relating to Jockeys	1	2	3	4	5
Race awareness	1	2	3	4	5
Course awareness	1	2	3	4	5
General knowledge of racing	1	2	3	4	5

## Mental (Communication Skills)

Communication and relationship with trainer	1	2	3	4	5
With agents and owners	1	2	3	4	5
With family or spouse	1	2	3	4	5
With staff and/or other jockeys	1	2	3	4	5
Socially away from horses	1	2	3	4	5

## Psychological Skills

Self-belief	1	2	3	4	5
Concentration	1	2	3	4	5
Decision Making	1	2	3	4	5
Attitude	1	2	3	4	5
Problem Solving	1	2	3	4	5
Coaches' general comments/summary					

You should include information on the following:

- the strategic overview of the coaching programme
- the units and phases of a coaching programme
- factors to consider when developing a coaching programme

This is a guide for assessing a racehorse, you can choose to profile the racehorse in a way that suits you.

Conformation	Comments	Score
Body and legs in proportion		
Has an uphill build		
Has a light head/neck connection		
Neck that is raised and arched with muscling in the top line		
Has a strongly built and strongly muscled back/loin formation		
Is attractive		

Movement	Comments	Score
Walk is a pure '4 beat' that is active, supple and with impulsion		



Trot is a pure '2 beat' that is active, supple, with impulsion, balance and self-carriage		
Canter is a pure '3 beat' that is active, light, supple, with impulsion balance and self-carriage		
Can lengthen and shorten easily, maintaining rhythm and balance		
Has good posture		
Shows flexion in the joints, engagement of the hindquarters, freedom from the shoulder with a slight lift of the knee		

Character	Comments	Score
Has a willing, hardworking and honest character		
Is intelligent		
Has the will to perform		
Is easy to handle		
Reacts quickly to aids		

Health	Comments	Score
Soundness		
Fitness		
Muscle structure		
Foot conformation		
Straightness		

## Task 14: Goal Setting (Rider)

### Short, Medium and Long-Term Goals for the Rider

**This task requires you to identify short, medium and long terms goals for the rider(s) you are coaching.**

**You are required to identify and outline:**

- at least one long term goal that should be performance or process orientated, there can be an additional outcome based goal.
- at least four medium term goals that should be performance or process orientated, there can be additional outcome based goals. The four performance/process goals should be technical/tactical/physical/mental or lifestyle related.
- at least four short term goals that should be performance or process orientated, there can be additional outcome based goals. The four performance/process goals should be technical/tactical/physical/mental or lifestyle related.

This evidence can be presented in written format on a form or bullet point. If you choose to use the latter method, then these must be written as SMART goals

Long term goals				
Goals	How will you know if you have achieved this goal	Time frame for completion	Adjustments made to goal	Evaluation
Medium term goals				
Short term goals				

## Task 15: Annual Plan

### Prepare an Annual Plan

This task requires you to detail a 12 month plan agreed between you and your rider. Depending on what is relevant to your rider, this may be a very broad picture or much more detailed.

This should be an overview, covering the performance areas, that link clearly to the goals you have agreed. It should be divided into appropriate sections e.g. Preparation, Pre- race, Race, Skills Development, Rest (transition).

This will include elements that happen outside of the rider's time with you. So, although you will not be delivering these elements, you need to show that they are happening and how they fit into the overall picture.

Explain briefly the thinking behind what you have chosen to put into each section. E.g. greater technical focus in work-riding, more races in summer for Flat racing fixtures, or winter for National Hunt season etc.

You can record this in a way that is most appropriate for you and your rider, as long as the method of recording used is in line with the assessment criteria for the qualification. There is a template within the appendix, although you do not have to use this, it is there as an example. Different formats are acceptable and different approaches suit different kinds of riders and coaches.

# Example Task 15. Annual Plan

Activity	Jan				Feb				March				April				May				June			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Coaching																								
Training (Schooling)																								
Exercise (Hacking)																								
Breaks																								
Farrier																								
Rider Fitness																								
Rider Holiday																								

Activity	July				August				September				October				November				December			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Coaching																								
Training (Schooling)																								
Exercise (Hacking)																								
Breaks																								

Farrier																			
Rider Fitness																			
Rider Holiday																			



## Task 16: Risk Review of Annual Plan

### **Complete a risk review of the annual plan**

Produce a brief outline of the risks that may arise at each period of the annual programme that may need to be considered and managed.

Identify what precautions may need to be taken to manage each risk, or what other resources or specialist personnel such as nutritionist, psychologist, physiotherapists who might be required.

You can record this in a way that is most appropriate for you and your rider. Different formats are acceptable and different approaches suit different kinds of riders and coaches.

## Task 17: Eight Week Detailed Plan

### **Produce an Eight Week detailed plan**

This task requires a more detailed overview of what is to be done in a smaller block of time from the annual plan. It should provide more detail of the type of training to be completed during this period, when the rider is working away from you as well as with you. It can identify when other people may be involved in supporting the rider such as home coach or physio etc.

Explain your rationale for what is being covered in this block. Why does it make sense to focus on the key areas you have suggested at this particular time?

The link between the profile, the annual plan and the eight week plan needs to be clear. There is template in the appendix that you may choose to use if appropriate for you and your rider.

You do not have to use the template, it is provided as an example, and you should record this in a way that is most appropriate for you and your rider, as long as the method of recording used is in line with the assessment criteria for the qualification. Different formats are acceptable and different approaches suit different kinds of riders and coaches.



Month & Year	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1 – Dates							
Week 2 – Dates							
Week 3 – Dates							
Week 4 – Dates							

Month & Year	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 5 – Dates							
Week 6 – Dates							

Week 7 – Dates							
Week 8 – Dates							

## Task 18: Individual Session Plans

### **Eight session plans for rider horse combination**

You are required to produce a series of eight linked session plans from a period within the annual/seasonal plan. Ensure these planned activities are consistent with agreed good practice. The plans should include all the details shown in the template within the task but may be presented in a format that best suits the coach. For each session plan include realistic:-

- Timings
- Exercises
- Intensity
- Duration

At the end of each session, record your evaluation of the session, using session self-evaluation guidance and the progress, and a reflection of your own coaching.

Any modifications required to the coaching activity and resources should be highlighted. These should be introduced to the coaching programme and monitored.

Information should be collated and recorded analytically.

See the following page for a template session plan.

### **Risk assessments:**

Produce a record of risk assessments for each of the eight sessions. If the same venue is used for all eight sessions then one risk assessment should be produced and a safety checklist provided for each separate session.

Risk assessments should be produced for each separate coaching environment.

See the following pages within the task for a blank copy of a risk assessment form.

# Session Plan Template **1st4sport**

Date:	Rider(s):	Horse(s):	Equipment/resources:
Session Goal/s:			Personal goals/s:
Time	Task/exercise	Coaching points/focus	
mins	Warm-up		
mins	Main content		
mins	Cool-down		
Evaluation of session and action for next session:			Evaluation of own coaching practice:
Action for next session:			

**Risk assessments:**

Produce a record of risk assessments for each of the 8 sessions. If the same venue is used for all eight sessions then one risk assessment should be produced and a safety checklist provided for each separate session.

Risk assessments should be produced for each separate coaching environment.

A Risk Assessment Template is available for use or reference in the Appendix.

Action to be taken:

- 1) identify the hazard
- 2) decide what action needs to be taken to minimise the risk
- 3) using the template provided within the Appendix, categorise the risk using the table. Most risks you find are 'possible' and would result in 'discomfort' or 'first aid treatment', putting them at a risk level of 4.
- 4) decide who is to carry out that action

The format shown below has been drawn up to identify the level of risks found in the sport -

	<b>Likelihood of occurrence</b>	<b>Severity of harm</b>
Low	Possible but unlikely	First aid treatment only
Medium	Likely	Visit to doctor, hospital or lost time from work
High	Almost certain	Major injury or death

Ensure you identify an action that reflects the risk. In other words you reduce either the *likelihood of occurrence* or the *severity of harm*. Add this action to your checklist. Record your assessment and the success of the action taken for future reference.

## Safety Checklist Template

### Location and riders

Name of group/ session	
Date and Time of session	
Riders	
Lead coach	
Date of risk assessment	
Name and address of location	
Location of toilets	
Nearest telephone	
Name of on site First Aider	
Location of First Aid	
First Aid Kit on site and stocked	
Location contact	
Name of Coach	

## Session Self Evaluation Guidance

In recording your session evaluations and your personal coaching using the following questions will help you to reflect on the effectiveness of the session and actions you might take as a result of the reflections.

To what extent did you meet:

- the session goal/s?
- your personal goals?

What were you particularly pleased with;

- In relation to your rider and horse combination?
- Your own coaching?

If you repeated the session again, what if anything, would you change;

- In relation to the session structure?
- In relation to your own coaching?

What progress did you notice:

- In relation to the rider and horse combination?
- In your own coaching?

What action will you take as result of this reflection in relation to;

- Your next session with your rider/horse combination
- Your own coaching practice?

## Task 19a: Coaching Programme Review

Review the impact of the programme; this includes the process from profiling and goal setting to the annual plan and on-going coaching. This should include how these processes worked for your rider the impact that they had on motivations, organisation of training and races and performance improvement.

You may wish to add evidence of improvements made by including; photo's, video, race results, testimonials from other people involved in the programme such as parents or home coaches.

The following questions should help direct your review of the overall programme:

- What aspects of the coaching programme have made a positive impact in helping your rider to meet their goals or develop their overall performance? (consider everything you have undertaken in the Level 3 programme such as; profiling, goal setting, annual planning, reviews, focussed session plans, integration of new techniques, involvement of other experts etc),
- What specific improvements have your rider and horse made over the length of the programme?
- What aspects of the coaching programme have been less effective?
- What has been your key learning as you have worked through this coaching programme?
- How have your coaching skills developed through the programme?





Explain the key points and principles of coaching start procedures

Explain the key points and principles of communicating and interacting with the racing media

## Task 20: Formal Assessment of Coaching 1 – Simulator Session

You will be assessed carrying out two formal coaching sessions, this task covers the first one of those. You will also be expected to reflect on your own performance following these sessions and complete a professional discussion with your assessor.

In session 1 you will be observed coaching on a simulator and may differ depending on whether you are being assessed as a Riding Coach, or a Jockey Coach.

You will be expected to demonstrate your ability to coach for a minimum of 30 minutes.

### Practical Coaching Observation Checklist

Learner name:		Learner number:	
Venue:		Date assessed:	
Independent assessor:		Quality Assurer:	
Competent/Not yet competent (delete as appropriate)	Children/Adults (delete as appropriate)		

Manage a safe and effective coaching environment		
Assessment Criteria	Evidence Produced	Outcome C/NYC
Complete safety checks and manage the safe and effective set-up and taking down of equipment if relevant communicate health and safety requirements of venue to rider(s) (risk assessment for venue should be evidenced)		
Check safety of riders, horse (if applicable), equipment, tack and arena/coaching area at the start and throughout the session		
Equipment is used safely, in accordance with good practice and meets current health and safety requirements		
Exercises are safe, inclusive and appropriate for horse/ rider combination/s		

Deliver coaching programmes using a range of coaching styles and methods		
Assessment Criteria	Evidence Produced	Outcome C/NYC
<p>Establish positive coaching relationships with rider/s and prepare them for the coaching session and identify relevant goal/s.</p> <p><i>(Introduction, check riders physical and mental readiness to participate, appropriate warm-up ensure riders understand the value and purpose of warm-up and initial assessment and analysis leading to clear focus and SMART</i></p>		
<p>Deliver the coaching programme</p> <p><i>(effective communication, including; explanation, demonstrations, listening and negotiating, leadership, rider empowerment, effective questioning, appropriate motivational methods clear progression, meeting needs of horse/ rider combination/s)</i></p>		

Deliver coaching programmes using a range of coaching styles and methods		
Assessment Criteria	Evidence Produced	Outcome C/NYC

<p>Develop riders' performance within the coaching programme</p> <p><i>(Demonstrate improvement of the horse/rider combination. On-going observation of combination demonstrated through feedback and relevant exercises)</i></p>		
<p>Conclude the coaching programme</p> <p><i>(Finishing on a positive outcome, cool down, involve rider/s in summary and progress in session, identifies work for the immediate and medium term future)</i></p>		
<p>Develop personal coaching practice</p> <p><i>(Is able to accurately reflect on the session identify strengths and areas for improvements, can identify action plan to progress personal</i></p>		

Technical competence		
Assessment Criteria	Evidence Produced	Outcome C/NYC
Able to recognise positional strengths and faults and able to select appropriate exercises and activity to meet the goals of the rider.		
Appropriate and technically correct information generated to support the development of the rider's goals		
Able to recognise condition, soundness and fitness of horse and gauge work accordingly (not applicable for an observed session involving a simulator)		
Overall outcome of session		

Learner name:		Date:	
To be completed by the assessor			
Q1:			
Answer 1 :			
Q2:			
Answer 2:			
Q3:			
Answer 3:			
Q4:			
Answer 4:			
Q5:			
Answer 5:			

Assessor signature:

Date:



## Task 21: Formal Assessment of Coaching 2 - Riding

You will be assessed carrying out two formal coaching sessions, this task covers the second one of those. You will also be expected to reflect on your own performance following these sessions and complete a professional discussion with your assessor.

In session 2 you will be observed coaching a riding session, which may differ depending on whether you are being assessed as a Riding Coach, or a Jockey Coach.

### Riding Coach Assessment

You will be expected to demonstrate your ability to coach session(s) in equestrian coaching for a minimum of 60 minutes, through the observation.

### Jockey Coach Assessment

You will be expected to demonstrate your ability to coach session(s) in equestrian coaching (Racing) for a minimum of 60 minutes, through the observation of two practical coaching session assessments. One observed coaching session will take place on a racing simulator, and one will take place on either the gallops, through stalls or over jumps. Where observations are conducted in a simulated environment, these must be in addition to the logged sessions that must be delivered in the coach's normal coaching environment.

### Practical Coaching Observation Checklist

Learner name:		Learner number:	
Venue:		Date assessed:	
Independent		Verifier:	
Competent/Not yet competent (delete as appropriate)		Children/Adults (delete as appropriate)	

Manage a safe and effective coaching environment		
Assessment Criteria	Evidence Produced	Outcome C/NYC
Complete safety checks and manage the safe and effective set-up and taking down of equipment if relevant communicate health and safety requirements of venue to rider(s) (risk assessment for venue should be evidenced)		

Check safety of riders, horse (if applicable), equipment, tack and arena/coaching area at the start and throughout the session		
Equipment is used safely, in accordance with good practice and meets current health and safety requirements		
Exercises are safe, inclusive and appropriate for horse/ rider combination/s		

Deliver coaching programmes using a range of coaching styles and methods		
Assessment Criteria	Evidence Produced	Outcome C/NYC

<p>Establish positive coaching relationships with rider/s and prepare them for the coaching session and identify relevant goal/s.</p> <p><i>(Introduction, check riders physical and mental readiness to participate, appropriate warm-up ensure riders understand the value and purpose of warm-up and initial assessment and analysis leading to clear focus and SMART</i></p>		
<p>Deliver the coaching programme by assisting in the pre-test preparation</p> <p><i>(effective communication, including; explanation, demonstrations, listening and negotiating, leadership, rider empowerment, effective questioning, appropriate motivational methods clear progression,</i></p>		

Deliver coaching programmes using a range of coaching styles and methods		
Assessment Criteria	Evidence Produced	Outcome C/NYC
Evaluation of riders performance of the test  <i>(On-going observation of combination demonstrated through feedback and discussion. Show correct technical/ tactical knowledge and skill. Debrief rider on their performance of test, share</i>		
Conclude the coaching programme  <i>(Finishing on a positive outcome, cool down, involve rider/s in summary and progress in session, identifies work for the immediate and medium term</i>		
Develop personal coaching practice  <i>(Is able to accurately reflect on the session identify strengths and areas for improvements, can identify action plan to</i>		
Technical competence		
Assessment Criteria	Evidence Produced	Outcome C/NYC
Able to recognise positional strengths and faults and able to select appropriate exercises and activity to meet the goals of the rider.		

Appropriate and technically correct information generated to support the development of the rider's goals		
Able to recognise condition, soundness and fitness of horse and gauge work accordingly (not applicable for an observed session involving a simulator)		
Overall outcome of session		

Learner name:		Date:	
To be completed by the assessor			
Q1:			
Answer 1 :			
Q2:			
Answer 2:			
Q3:			
Answer 3:			
Q4:			
Answer 4:			
Q5:			
Answer 5:			

Assessor signature:

Date:

## Data Statement and Your Communication Preferences

### 1st4sport Qualifications

1st4sport Qualifications is an awarding organisation recognised and regulated by the Office of the Qualifications and Examinations Regulation (Ofqual) in England, CCEA in Northern Ireland, Qualifications Wales in Wales and SQA Accreditation in Scotland, and was created with the aim of offering vocational and occupational qualifications in areas of sport, recreation and allied occupations. 1st4sport is a division of Coachwise Ltd.

As you have registered for a qualification awarded by us, we may then choose to send you information on other qualifications or related products offered by Coachwise 1st4sport mail order catalogue.

This qualification has been developed in partnership with British Racing and we will share information on your qualification status with them. They may wish to communicate with you on issues relating to the qualification and other similar products and services.

### The Personal Learner Record (PLR)

The Personal Learner Record (PLR) is operated by the Skills Funding Agency (through the Learner Records Service). The Personal Learning Record (PLR) is a compilation of learning and achievement records such as awards, certificates and qualifications that have been achieved through UK education bodies. The verified learning and qualifications undertaken can be from school, college or work. This record can be shared, by learners, with schools, colleges, further education training providers, universities or employers when making an application to further their education, training and employment; the PLR means learners should no longer have to show physical copies of different certificates to learning providers and employers. 1st4sport upload learner achievement data directly to the PLR.

All organisations that will have access to the information you provide are registered under the Data Protection Act 1998 and will use your personal information in accordance with requirements of the Act. At no time will your personal information be passed to organisations for marketing or sales purposes.

For further details of how your data is shared and used by the Learner Record Service and how to change who has access to your record, please see their website at <https://www.gov.uk/government/collections/learning-records-service>.

If you **do not wish** to receive communications from Coachwise Ltd., or the NGB associated with your qualification, please return the slip below.



### 1st4sport Qualifications Communication Preferences Reply Slip

Please return to: 1st4sport Qualifications, Coachwise Ltd, Chelsea Close, Off Amberley Road, Armley, Leeds LS12 4HP

Your full name:			
Your address:			
Postcode:		Date of birth:	
1st4sport learner number:			
Please tick the relevant box if you do not wish to receive communications from:			
1st4sport Qualifications and Coachwise Ltd			
British Racing with whom this qualification was developed			
Signed:		Date:	