



Developed in Partnership with
The British Horseracing Authority

1st4sport Level 2 Certificate in Equestrian Coaching (Racing)

Learner Portfolio

Version 1: 13 February 2019

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Developing and awarding qualifications for the active learning and leisure industry

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Qualification Number: 603/1443/6
Resource Version Date: V1: 13 February 2019

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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 registration , learners are required to:	Date	Checked by (coach educator/assessor)
be aged 17 years or over		
complete the pre course tasks		
confirm their identity by showing an accepted form of government issued identification		
Prior to certification , learners are required to:	Date	Checked by (coach educator/assessor)
be aged 18 years or over		
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	Quality Assurer Signature
1 The Role and Responsibilities of the Coach			
2 Duty of Care			
3 Rules and Regulations			
4 Nutrition and Hydration			
5 Coaching Styles and Rider Development			
6 Inclusive Coaching Practice			
7 Safe Coaching Practice			
8 Horses Way of Going and Principles of Communication			
9 Plan a Series of Linked and Progressive Coaching Sessions			
10 Deliver a Series of Linked and Progressive Coaching Sessions			
11 Practical Demonstration of Coaching 1			
12 Practical Demonstration of Coaching 2			

Component Record of Achievement

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

Achievement	Assessor Signature	Date	QA Signature	Date
The role of the equestrian coach (Tasks 1, 2, 3, 4, 5, 6 and 7)				
Plan a series of equestrian coaching sessions (Task 8)				
Deliver a series of equestrian coaching sessions (Task 9)				
Review a series of equestrian coaching sessions (Task 9, 10 and 11)				
Technical requirements for coaching in racing (All tasks)				

Code of Conduct

Adherence to the British Horseracing Authority's (BHA) Rider Coaches Code of Conduct <i>To be completed by the learner.</i>			
<i>I can confirm that as a rider coach I agree to abide by the BHA's Code of Conduct for Coaches</i>			
Learner name:		Date:	
Learner signature:			

Personal Statement

Personal Statement <i>To be completed by the learner and confirmed by the assessor at the conclusion of the programme of assessment.</i>			
<i>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.</i>			
Learner name:		Date:	
Learner signature:			
I, the undersigned, confirm that I have checked the above to be accurate.			
Assessor name:			
Assessor signature:			

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 10 and 11 where separate feedback and an 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 and Responsibilities of the Rider Coach			
Task 2: Duty of Care			
Task 3: Rules and Regulations			
Task 4: Nutrition and Hydration			
Task 5: Coaching Styles and Rider Development			
Task 6: Inclusive Coaching Practice			
Task 7: Safe Coaching Practice			
Task 8: Horses Way of Going and Principles of Communication			
Task 9: Plan a Series of Linked and Progressive Coaching Sessions			
Task 10: Deliver a Series of Linked and Progressive Coaching Sessions			
Action Plan for the Learner for Further Development			
Learner's signature:		Date:	
Assessor's signature:			
Internal quality assurer's signature:	<i>(if seen)</i>		

Task 1: The Role and Responsibilities of the Coach

- a Describe the **role** of a Coach who delivers linked and progressive coaching sessions using the spaces provided below.

<p>Provide an overview of the role of a coach of linked and progressive sessions in coaching riders</p>	
<p>What benefits does a coach of progressive sessions bring to equestrian coaching?</p>	
<p>Why is it important the coach acts as a role model to riders and others?</p>	
<p>Why is it important to build relationships and rapport with others involved in the session including:</p> <ul style="list-style-type: none"> • riders • the coaching team • spectators/parents 	

Provide an overview of the responsibilities of a coach of linked and progressive sessions in equestrian coaching for each of the following areas:		
Goal Setting	For an individual session	
	For a series of sessions	
Session Planning	For an individual session	
	For a series of sessions	
Health and Safety	Prior to a session	
	Within a session	
Session Delivery	When working within a coaching team	
	When working independently	
Session Review	For an individual session	
	For a series of sessions	

- b Continuing Professional Development (CPD) is critical to the success of a coach. Create a realistic CPD Plan in the template below for your own coaching development. Review and update this plan regularly to monitor and log any progress made and to add/amend/remove targets as circumstances change. Targets may be formal (qualifications/training based) or informal (changes you want to introduce into your coaching practice)

CPD Target and Date	Benefits to Coaching Practice	Date Achieved

- c In the box provided below identify 3 requirements of a coach:

1	
2	
3	

- d In the box provided below identify 3 qualities of a coach:

1	
2	
3	

e In the box provided below identify 3 roles a coach may need to fulfil:

1	
2	
3	

Task 2 – Duty of Care

- a As a coach you have a duty of care towards your riders. One of the critical roles in this is the safeguarding and protection of children and vulnerable adults. There are five main forms of abuse that you should recognise the possible signs and symptoms of. Name and describe these in the table below:

Form of abuse	Signs of abuse

- b Answer the following questions to explain how you can protect both riders and yourself against safeguarding issues and allegations

Describe three steps you should take as a coach to protect yourself from allegations relating to safeguarding issues with young people or adults at risk?	
1	
2	
3	
When should you report suspected abuse?	

<p>There are additional considerations to be made if you are coaching older teenagers/young adult riders for both your behaviour as a coach and the behaviour of other riders. Identify and describe two situations which could be considered as 'poor practice' or 'inappropriate behaviour'.</p>	
1	
2	

- c Data Protection: As a coach you will be exposed to personal information about riders. Answer the following questions.

<p>What personal information about riders might you come across as a coach?</p>	
<p>How would you ensure this information remains confidential?</p>	

Task 3: Rules and Regulations

- a Identify and outline Horse Racing and the requirements of being an active coach recognised by the British Horseracing Authority (BHA).

Give a brief overview of the sport of horseracing	
What code must a rider coach have a clear understanding of, and abide by?	
What are the roles of officials within racing? Why should the coach positively promote the officials?	
Who is the National Governing Body of, or responsible organisation for, horse racing?	
Where can you access the BHA code of conduct for coaches?	
What are the BHA requirements for you to be recognised as a coach within the sport of horse racing?	

Task 4: Nutrition and Hydration

a Describe the functions of each major food/nutrient group identified below.

Food/Nutrient Group	Function of food/nutrient type:
Carbohydrate	
Protein	
Fat	
Vitamins and Minerals	
<p>Your body uses water in all its cells, organs, and tissues to help regulate its temperature and maintain other bodily functions. The body loses water in a variety of ways including breathing and sweating, two things that increase when riding horses. How can you reduce the risk of dehydration during coaching sessions?</p>	
<p>Explain how nutrition and hydration can impact on rider performance</p>	

Task 5: Coaching Styles and Rider Development

For this task you are required to consider the range of coaching styles available to you, and how the development needs and motivations of the riders may impact on your coaching style and methods.

List three different coaching/teaching styles and give a description of what this coaching style is	
Coaching style	Description

Young people learn differently to adults. Give three methods you could introduce to ensure young people stay engaged with your coaching sessions:	
1	
2	
3	

Effective communication is more than just talking to riders. As a coach you will engage with a range of communication methods. Identify three different communication methods below and provide a minimum of two key features of each communication method.		
	Communication Method	Key features
1		
2		
3		

Whilst your coaching style can influence the success of a coaching session and the improvement riders make, another key factor is the motivation of the riders for being there in the first place. Motivation can be either physical or psychological or both.

Describe two physical motivations and one psychological motivation for participation common to a range of riders and how coaching can help with these. Explain why understanding your riders' motivation is important.

Physical motivation		How coaching sessions can help achieve this goal
1		
2		
Psychological motivation		How coaching sessions can help achieve this goal
1		
Why is it important to understand your riders' reasons for attending your coaching session?		

Task 6: Inclusive Coaching Practice

- a Being able to adapt your coaching to meet the needs of riders is critical to effective coaching. For the riders below, identify any protected characteristics they possess and give examples of how you could adapt activities to ensure they are able to participate

Rider	Protected characteristic(s)	Adaptation to ensure activities are inclusive
A rider with a hearing impairment, but who can lip read		
A rider who is currently fasting for Ramadan but wants to continue with their training		

- b Sometimes in sport or physical activity, there are justifications for barriers to access being in place. Complete the following table

What steps would you take if you were unable to meet a rider's coaching needs due to:	
<ul style="list-style-type: none"> age of the rider (age restrictions of child/adult competition) 	
<ul style="list-style-type: none"> ability level of rider is significantly advanced for the group 	
<ul style="list-style-type: none"> ability level of rider is significantly below the rest of group 	

Task 7: Safe Coaching Practice

- a Below are two images, one is of some starting stalls, and the other is of an all weather gallop. Choose one of the photo's and identify the health and safety checks you would need to carry out on the specific environment before the delivery of a coaching session. Record the identified checks within the box provided for your chosen picture.



Credit: copyright - Shutterstock.com_Yorkman

Starting Stalls Answers:

1	
2	
3	
4	
5	
6	



© ChrisVanLennepPhoto/Shutterstock.com

All Weather Gallop Answers:

1	
2	
3	
4	
5	
6	

- b As a coach working independently, you are required to understand, and be able to conduct, Risk Assessments. Using the Risk Assessment template provided over the page, and the health and safety checks identified above, describe three hazards that could arise and appropriate control measures you can implement to reduce the risk rating. A completed example has been provided for you.

NB. Normal working practice would require you to conduct a Risk Assessment before identifying the health and safety aspects to check prior to a coaching session.

Risk Assessment for Rider Coaching Sessions

Venue: *Northern Racing College Gallop* Completed by (name): *A Coach* (Signature) *A Coach*

Date: *01 May 2017*

Review Date: *01 May 2018*

Playing Area/Training Area

Check that the area and surroundings are safe and free from obstacles, if applicable check floor, roof leaks, lighting, heating, security and welfare.

Equipment

Check that it is fit and sound for activity and suitable for age group/ability, check there is no equipment left from other activities or obstructions left in the sporting area

Riders

Check that the attendance register is up to date with medical information and contact details. Check that riders are appropriately attired for the activity.

Description of Hazard	Evaluation of Risk (high/med/low)	Action(s) to Minimise Risk	Person to Advise if Risk is Outside Own Competence to Assess	Re-evaluation of Risk (high/med/low)
<i>Gallop</i>	<i>Medium</i>	<i>Walk the gallop to ensure it are safe and free from obstacles/obstruction.</i>	<i>Monitor regularly and not use area if considered dangerous to either horse or rider; report to facility manager</i>	<i>Low</i>
<i>Fences/Hurdles</i>	<i>High</i>	<i>Inspect the fences/hurdles to ensure they are safe for use. Also check the ground leading up to the obstacle(s), and both the take-off and landing areas.</i>	<i>Facility manager</i>	<i>High</i>
<i>Rails</i>	<i>Medium</i>	<i>Check not broken or protruding, in good condition and in full working order</i>	<i>Do not use if broken; report to facility manager</i>	<i>Low</i>
<i>Riders not having appropriate kit (ie helmet, body protector etc)</i>	<i>Medium</i>	<i>Communicate to all riders their responsibility for having the appropriate kit</i> <i>Check riders before sessions</i>	<i>Change your session to minimise risk</i>	<i>Low</i>

Risk Assessment

Venue: _____ Completed by (name): _____ (Signature) _____

Date: _____ Review Date: _____

Playing Area/Training Area

Check that the area and surroundings are safe and free from obstacles, check floor, roof leaks, lighting, heating, security and welfare.

Equipment

Check that it is fit and sound for activity and suitable for age group/ability, check there is no equipment left from other activities or obstructions left in the sporting area

Riders

Check that the attendance register is up to date with medical information and contact details. Check that riders are appropriately attired for the activity.

Description of Hazard	Evaluation of Risk (high/med/low)	Action(s) to Minimise Risk	Person to Advise if Risk is Outside Own Competence to Assess	Re-evaluation of Risk (high/med/low)

- c Following the Risk Assessment and Health and Safety Check of the venue, you should check and set up the required equipment. What are the key things you should look for?

	Equipment check	Equipment Set Up
Key things to look for:		

- d If you found any problems when conducting the Risk Assessment or the Pre-Session Health and Safety Check, what should you do?

	Venue Issues	Equipment Issues
If I found a problem I would:		

- e What additional things would you need to consider in your Risk Assessment and Pre-Session Health and Safety Check for an outdoor coaching session? List three.

Additional outdoor health and safety considerations	

- f What are your responsibilities for dealing with and reporting the following?

	How I would deal with this	How I would report this
Accident		
Injury		
Illness		

Task 8 – Horses Way of Going and Principles of Communication

As a rider / jockey coach describe what you understand by the following terms:	
The horse's paces	
Footfalls at walk, trot canter and gallop	
The Scale of Training (Rythym, Straightness, Contact Impulsion, Suppleness, Connection)	

Communicating with various contacts and providing an analysis and overview of a horses performance is a crucial part of work-riding / race-riding.

Outline the principles of communication	
Outline how you would report on a horses performance	
Why is reporting on a horses performance important	

Task 8a – The Principles of Jockey Coaching

This task is only required to be completed by those who will be actively coaching jockeys, as opposed to coaching general riding within the racing yard environment.

This task requires you to outline and explain coaching areas specific within your role as a jockey coach and relevant to the jockey you are coaching.

Explain the key points and principles of conducting a coached course walk with a jockey
Explain the key points of the support network available to jockeys
Explain the key points and principles of correct use of the whip
Explain the key points and principles of communicating and interacting with the racing media
Explain the principles of pre-race preparation and post race reviews

Task 9 – Plan a Series of Linked and Progressive Coaching Sessions

This task requires you to plan a series of four (minimum) linked and progressive coaching sessions. You will be expected to deliver and evaluate the series of coaching sessions in Task 9. Templates are provided to support you completion of this task.

- a List information you would need to gather be in a position to effectively plan a series of coaching session for a group of riders.

Information	Source of information:

- b Plan a series of rider coaching sessions for a group of children or adult riders that you regularly coach (or will be coaching in order to achieve this qualification)

To develop an effective overview plan for your series of sessions, you will need to:

- Conduct a risk assessment of your coaching venue to identify any hazards and the impact these may on your sessions. A template is provided for you.
- Establish who your rider group are including:
 - Expected number
 - Age
 - Ability level
 - Their motivation for attending – what are their goals?
- Establish the dates, times and durations¹ of your coaching session
- Establish if you will have any coaching support available

Once you have developed your overview plan, you will need to develop the individual session plans for each session in the series.

Your session plan should contain the following information:

- any racing / riding specific requirements. *Information on this will be provided by your coach educator/assessor.*
- full breadth of session plan, including but not limited to:
 - session details (location, time, date, equipment requirements etc.)
 - introduction
 - warm up and cool down
 - activities (technical, tactical and/or race related)
 - plenary/recap

A session plan template has been provided on the following pages. An example of a completed session plan will be provided by your coach educator/assessor.

¹ You will be informed of the required duration of the session by your coach educator/assessor.

Risk Assessment

Venue: _____ Completed by (name): _____ (Signature) _____

Date: _____ Review Date: _____

Playing Area/Training Area

Check that the area and surroundings are safe and free from obstacles, check floor, roof leaks, lighting, heating, security and welfare.

Equipment

Check that it is fit and sound for activity and suitable for age group/ability, check there is no equipment left from other activities or obstructions left in the sporting area

Riders

Check that the attendance register is up to date with medical information and contact details. Check that performers are appropriately attired for the activity.

Description of Hazard	Evaluation of Risk (high/med/low)	Action(s) to Minimise Risk	Person to Advise if Risk is Outside Own Competence to Assess	Re-evaluation of Risk (high/med/low)

Description of Hazard	Evaluation of Risk (high/med/low)	Action(s) to Minimise Risk	Person to Advise if Risk is Outside Own Competence to Assess	Re-evaluation of Risk (high/med/low)

Linked Session Planner – an overview (Example)

Learner name:		A Coach		
Topic:		Develop rider balance, position and effectiveness at all paces		
Equipment/resources required:		Venue, Racehorse simulator, video and playback equipment, first aid kit, radio/mobile phone, correct riding equipment, gallop	Ability/special needs:	Apprentice Riders
Session Number	Resources/Equipment Needed	Key Technical Content	Key Coaching Points	Aim/Goal of session
Session 1:	<ul style="list-style-type: none"> Understanding of importance of rider balance in relation to horse performance Links to riding session 	<ul style="list-style-type: none"> Warm up Discuss rider position Demonstrate position and balance Cool down Fitness elements Review and reflect 	<ul style="list-style-type: none"> Understanding of importance of balance Correct position Holding reins in single and double bridge Importance of fitness 	<ul style="list-style-type: none"> Understanding of importance of rider balance in relation to horse performance Links to riding session
Session 2:	<ul style="list-style-type: none"> Enclosed arena Correct riding equipment Radio/mobile phone Video and playback equipment 	<ul style="list-style-type: none"> Establish correct balanced position in walk, trot and canter in enclosed area Correct use of aids Importance of warm up and cool down of horse and rider 	<ul style="list-style-type: none"> Position Balance at each pace and during transitions Use of space Consideration of other riders (if applicable) 	<ul style="list-style-type: none"> Establishing effective, balanced position Ability to maintain control of horse at each pace Links to riding on gallops
Session 3:	<ul style="list-style-type: none"> Horse Gallop Correct riding equipment Video and playback equipment Radio/mobile phone First aid kit 	<ul style="list-style-type: none"> Warm up horse in enclosed area Steady canter on gallops Smooth set off and pull up Position and balance Cool down and feedback 	<ul style="list-style-type: none"> Position Balance and effectiveness Consideration of other riders (if applicable) Judgement of pace 	<ul style="list-style-type: none"> Controlling horse on the gallops Maintaining a balanced, effective position throughout Links to changes of pace and riding in a string
Session 4:	<ul style="list-style-type: none"> Horse Other riders and horses Gallop Correct riding equipment Video and playback equipment Radio/mobile phone First aid kit 	<ul style="list-style-type: none"> Warm up horse in enclosed area in a string Steady canter on gallops behind other riders Smooth set off and pull up Keeping an appropriate distance Position and balance Cool down and feedback 	<ul style="list-style-type: none"> Position Balance and effectiveness Consideration of other riders (if applicable) Judgement of pace 	<ul style="list-style-type: none"> Controlling horse on the gallops in a string Maintaining a balanced, effective position throughout Awareness of safety when riding with others

Linked Session Planner – an overview

Learner name:				
Topic covered in the four sessions:				
Equipment/resources required:		Ability/special needs:		
Session Number	Objectives	Activity	Key Coaching Points	Organisation
Session 1:				
Session 2:				
Session 3:				
Session 4:				
Comments:				

Coaching Session Plan 1

Name:			
Date:	Time:	Venue/facility:	Risk Assessment complete:
Group and age:		Coaches/personnel:	Equipment/resources:
Ability:	Others:		Riders' needs:
Objective:			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Warm Up:</i>			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Cool down and recap:</i>			
<i>Contingency plan:</i>				

Coaching Session Plan 2

Name:			
Date:	Time:	Venue/facility:	Risk Assessment complete:
Group and age:		Coaches/personnel:	Equipment/resources:
Ability:	Others:		Riders' needs:
Objective:			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Warm Up:</i>			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Cool down and recap:</i>			
<i>Contingency plan:</i>				

Coaching Session Plan 3

Name:			
Date:	Time:	Venue/facility:	Risk Assessment complete:
Group and age:		Coaches/personnel:	Equipment/resources:
Ability:	Others:		Riders' needs:
Objective:			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Warm Up:</i>			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Cool down and recap:</i>			
<i>Contingency plan:</i>				

Coaching Session Plan 4

Name:			
Date:	Time:	Venue/facility:	Risk Assessment complete:
Group and age:		Coaches/personnel:	Equipment/resources:
Ability:	Others:		Riders' needs:
Objective:			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Warm Up:</i>			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Cool down and recap:</i>			
<i>Contingency plan:</i>				

Task 10: Deliver a Series of Linked and Progressive Coaching Sessions

The task requires you to **deliver and evaluate** your series of coaching sessions planned in Task 8. The series of coaching sessions must be delivered to the same rider, or group of riders in a real coaching environment. Templates are provided to support your recording of the task. This task involves the following:

- a Deliver the series of coaching sessions. For each session you must:
 - Conduct a pre-session health and safety check in line with your Risk Assessment *per session*
 - Follow your session plan, making any required adaptations and/or progressions as required by the rider(s).
 - Evaluate each session immediately following delivery, identifying any areas of strength and areas for development for:
 - The rider, or group of riders
 - Your own coaching practice
 - Record the delivery of each session on the coaching log, identifying any changes to the following session(s) and goals
 - Have the delivery of each session confirmed by somebody who witnessed it. This could be a rider, another coach, or a spectator. You are expected to provide the contact details of this witness to allow your assessor and internal/external quality assurer to verify the delivery of each session if required. You will need to make the witness aware of this and ensure they are happy to be contacted for this purpose.

- b Evaluate the series of coaching sessions holistically. For this you should reflect on:
 - Feedback from people involved in the coaching sessions. This could include riders, other coaches, spectators
 - the progress made by the rider(s)
 - further areas for development for the rider(s) based on their initial goals
 - your own coaching practice and how this has developed over the delivery of the sessions
 - further areas for development for your own coaching practice based on strengths and weaknesses identified over the series of sessions

Coaching Log for the Series of Linked and Progressive Coaching Sessions

Complete the log with the details of each session and ensure it is witnessed, preferably by a mentor. Four session plans must be submitted and evidenced in the log.

Learner name:				
Session	Session Goals	Session Outcomes <i>(Include Review of Rider Development)</i>	Changes to next session	Delivery confirmed by: (name, signature, ☎ number)
Date				
1				
2				
3				
4				

Pre-session Health and Safety Checklist: Session 1

NB. Refer to Risk Assessment (Task 8) to identify any additional required checks

Coach name			Venue	
Date			Time	
Facility	Yes	No	Notes	
Is first aid available?				
Do you have a mobile phone?				
Is a telephone within easy reach?				
Toilet facilities available				
Emergency briefing carried out				
Exit routes checked and cleared				
Playing/practical area				
Non-slippery/suitable				
Safe and free from obstacles				
Area free of hazards				
Equipment				
Sturdy?				
Free from rough edges?				
Large equipment secured?				
Electrical equipment safe to use?				
Riders				
Full register & contact details?				
Any medical conditions/disabilities?				
Appropriately attired?				
Additional information/Notes:				

Self-Evaluation Session 1

Describe how the aims/goals were met:	
Feedback from Others	
Did you receive feedback from others? What was the method of feedback and who from?	
Summarise feedback from others:	
Review of session delivery	
What were the strengths of the session?	
What were the weaknesses or aspects you would change of the session next time?	
Review of own performance	
What were your areas of strength within the session?	
What were your areas of further development within the session?	

Pre-session Health and Safety Checklist: Session 2

NB. Refer to Risk Assessment (Task 8) to identify any additional required checks

Coach name			Venue	
Date			Time	
Facility	Yes	No	Notes	
Is first aid available?				
Do you have a mobile phone?				
Is a telephone within easy reach?				
Toilet facilities available				
Emergency briefing carried out				
Exit routes checked and cleared				
Playing/practical area				
Non-slippery/suitable				
Safe and free from obstacles				
Area free of hazards				
Equipment				
Sturdy?				
Free from rough edges?				
Large equipment secured?				
Electrical equipment safe to use?				
Riders				
Full register & contact details?				
Any medical conditions/disabilities?				
Appropriately attired?				
Additional information/Notes:				

Self-Evaluation Session 2

Describe how the aims/goals were met:	
Feedback from Others	
Did you receive feedback from others? What was the method of feedback and who from?	
Summarise feedback from others:	
Review of session delivery	
What were the strengths of the session?	
What were the weaknesses or aspects you would change of the session next time?	
Review of own performance	
What were your areas of strength within the session?	
What were your areas of further development within the session?	

Pre-session Health and Safety Checklist: Session 3

NB. Refer to Risk Assessment (Task 8) to identify any additional required checks

Coach name			Venue	
Date			Time	
Facility	Yes	No	Notes	
Is first aid available?				
Do you have a mobile phone?				
Is a telephone within easy reach?				
Toilet facilities available				
Emergency briefing carried out				
Exit routes checked and cleared				
Playing/practical area				
Non-slippery/suitable				
Safe and free from obstacles				
Area free of hazards				
Equipment				
Sturdy?				
Free from rough edges?				
Large equipment secured?				
Electrical equipment safe to use?				
Riders				
Full register & contact details?				
Any medical conditions/disabilities?				
Appropriately attired?				
Additional information/Notes:				

Self-Evaluation Session 3

Describe how the aims/goals were met:	
Feedback from Others	
Did you receive feedback from others? What was the method of feedback and who from?	
Summarise feedback from others:	
Review of session delivery	
What were the strengths of the session?	
What were the weaknesses or aspects you would change of the session next time?	
Review of own performance	
What were your areas of strength within the session?	
What were your areas of further development within the session?	

Pre-session Health and Safety Checklist: Session 4

NB. Refer to Risk Assessment (Task 8) to identify any additional required checks

Coach name			Venue	
Date			Time	
Facility	Yes	No	Notes	
Is first aid available?				
Do you have a mobile phone?				
Is a telephone within easy reach?				
Toilet facilities available				
Emergency briefing carried out				
Exit routes checked and cleared				
Playing/practical area				
Non-slippery/suitable				
Safe and free from obstacles				
Area free of hazards				
Equipment				
Sturdy?				
Free from rough edges?				
Large equipment secured?				
Electrical equipment safe to use?				
Riders				
Full register & contact details?				
Any medical conditions/disabilities?				
Appropriately attired?				
Additional information/Notes:				

Self-Evaluation Session 4

Describe how the aims/goals were met:	
Feedback from Others	
Did you receive feedback from others? What was the method of feedback and who from?	
Summarise feedback from others:	
Review of session delivery	
What were the strengths of the session?	
What were the weaknesses or aspects you would change of the session next time?	
Review of own performance	
What were your areas of strength within the session?	
What were your areas of further development within the session?	

Task 11: Practical Demonstration of Coaching 1

This task requires you to **plan** a coaching session. You will then **deliver and evaluate** coaching activity/activities from this session plan. Your coaching delivery will be observed by your assessor. Templates are provided to support your recording of the task. This task involves the following:

- a Write a session plan for a rider, or group of riders that you would coach. You may coach this session to peers on your course, or within a real coaching environment. Your coach educator/assessor will advise you of this.

Riding Coach Assessment

You will be expected to demonstrate your ability to coach session(s) in equestrian coaching (Racing) for a minimum of 20 minutes, through the observation of two practical coaching session assessments. Observations will take place with riders in an assessment situation which closely simulates exercising or working racehorses. One observed coaching session will take place in the school, and one will take place on the gallops. 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.

Jockey Coach Assessment

You will be expected to demonstrate your ability to coach session(s) in equestrian coaching (Racing) for a minimum of 20 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 with one or more riders either in an arena or on the gallops. 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.

- b Using your session plan, identify the coaching activity/ activities you will deliver to a rider, or group of riders. The selected activity/activities must last a minimum of 20 minutes.
- c Prepare the coaching environment, including the racing simulator and rider(s) for the delivery of your chosen activity/activities. This preparation should include:
 - Session goals
 - Ground rules
 - Completion of a Pre-Session Health and Safety Checklist, in line with the Risk Assessment for your assessment venue (you may use the venue Risk Assessment where one exists).
- d **Deliver** the activity/activities to the rider, or group of riders, incorporating appropriate skills and techniques. The assessor will observe you leading the activity/activities and assess you using the criteria listed on the Practical Coaching Assessment Observer Record.
- e **Self-evaluate** your coaching performance immediately after delivering the activity/activities. Identify aspects of the sessions you did well and any you would do differently next time (ideally three of each). Include any feedback you received from the rider(s) and others involved in the session. A template is provided for you.
- f Share the self-evaluation with your assessor. Your assessor may wish to ask you some questions on your Risk Assessment, pre-session health and safety checks, session plan, session delivery and/or your self-evaluation.

Practical Demonstration of Coaching 1 Session Plan

Name:			
Date:	Time:	Venue/facility:	Risk Assessment complete:
Group and age:		Coaches/personnel:	Equipment/resources:
Ability:	Others:		Riders' needs:
Objective:			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Warm Up:</i>			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Cool down and recap:</i>			
<i>Contingency plan:</i>				

Level 2 Practical Demonstration of Coaching 1: Pre-session Health and Safety Checklist

NB. Refer to relevant Risk Assessment to identify any additional required checks

Coach name			Venue	
Date			Time	
Facility	Yes	No	Notes	
Is first aid available?				
Do you have a mobile phone?				
Is a telephone within easy reach?				
Toilet facilities available				
Emergency briefing carried out				
Exit routes checked and cleared				
Playing/practical area				
Non-slippery/suitable				
Safe and free from obstacles				
Area free of hazards				
Equipment				
Sturdy?				
Free from rough edges?				
Large equipment secured?				
Electrical equipment safe to use?				
Riders				
Full register & contact details?				
Any medical conditions/disabilities?				
Appropriately attired?				
Additional information/Notes:				

Level 2 Practical Demonstration of Coaching 1: Self-Evaluation

Describe how the aims/goals were met:	
Feedback from Others	
Did you receive feedback from others? What was the method of feedback and who from?	
Summarise feedback from others:	
Review of session delivery	
What were the strengths of the session?	
What were the weaknesses or aspects you would change of the session next time?	

Review of own performance		
What were your areas of strength within the session?		
What were your areas of further development within the session?		
Priorities for own personal development and related action plan to continue to improve your coaching?	Development:	Action plan:

Level 2 Practical Coaching Demonstration 1: Assessment Observer Record

For assessor use only

This record provides the assessor with a means to assess learners' practical coaching demonstration. The overall outcome for the task is recorded on the Level 2 Practical Coaching Demonstration: Assessment Outcomes sheet.

Learner name:			
Assessor name:		Date:	
The learner has:		Evidence Ref. ¹ Obs/ Q + No.	Outcome ² C / NYC
1	set up equipment safely and effectively and conducted health and safety checks (required standards are met)		
2	developed a session plan that is well planned and technically accurate		
3	delivered introduction to the session including planned outcomes and ensuring riders ownership in this		
4	delivered an engaging session where riders are positive and motivated		
5	delivered a session where all riders interact and have plenty of opportunity to be involved		
6	delivered a session that includes decision making for riders		
7	delivered a session using technically accurate demonstrations and explanations when required		
8	provided the opportunity for the group and individuals to be stretched (physically/technically/mentally)		
9	analysed riders performance providing timely support and feedback to the group and individuals to develop their understanding and promote learning		
10	demonstrated time management for the session and group, moving activities on at appropriate times		
11	established and maintained group control, and ensured a safe and positive environment at all times		
12	demonstrated a range of communication skills relevant to the session and the group (verbal and non verbal)		
13	concluded the session by reviewing the main outcomes and providing whole group and, where possible, individual feedback		

¹ Evidence Ref. column must contain one of the following codes to identify what assessment decision is based on:
Obs – observation of session, Q – questioning after the session for clarification + number on the question sheet:

² Outcome column should contain a C (Competent) or NYC (Not Yet Competent) per criterion and should be based on the outcomes of the observation and any subsequent questioning (if required).

Level 2 Practical Demonstration of Coaching 1: Question Sheet
For assessor use only

Learner name:		Date:	
To be completed by the assessor			
Q1:			
Answer 1 :			
Q2:			
Answer 2:			
Q3:			
Answer 3:			
Q4:			
Answer 4:			
Q5:			
Answer 5:			
I can confirm that the questions listed above were asked by my assessor and the answers are an accurate record of my responses.			
Learner signature		Name	Date
Assessor signature		Name	Date

Level 2 Practical Demonstration of Coaching 1: Notes and Feedback
For assessor use only

Notes from the session (indicate references):

How to coach (coaching methodology)
What to coach (sports-specific knowledge)

Level 2 Practical Demonstration of Coaching 1:
Assessment Outcomes
For assessor use only

Practical Coaching Demonstration:		Competent / Not Yet Competent <i>(delete as appropriate)</i>			
Action Plan for Further Coaching Development			Timescale		
I agree to abide by the _____ ¹ Code of Practice:					
Learner signature		Name		Date	
Assessor signature		Name		Date	

¹ The learner should insert the name of the coaching code of the practice adopted by their sport. For example UK Coaching Code of Practice

Task 12: Practical Demonstration of Coaching 2

This task requires you to **plan** a coaching session. You will then **deliver and evaluate** coaching activity/activities from this session plan. Your coaching delivery will be observed by your coach educator/assessor. Templates are provided to support your recording of the task. This task involves the following:

- a Write a session plan for a rider, or group of riders. You may coach this session to peers on your course, or within a real coaching environment. Your coach educator/assessor will advise you of this.

Riding Coach Assessment

You will be expected to demonstrate your ability to coach session(s) in equestrian coaching (Racing) for a minimum of 20 minutes, through the observation of two practical coaching session assessments. Observations will take place with riders in an assessment situation which closely simulates exercising or working racehorses. One observed coaching session will take place in the school, and one will take place on the gallops. 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.

Jockey Coach Assessment

You will be expected to demonstrate your ability to coach session(s) in equestrian coaching (Racing) for a minimum of 20 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 the gallops. 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.

- b Using your session plan, identify the coaching activity/ activities you will deliver to a rider, or group of riders. The selected activity/activities must last a minimum of 20 minutes.
- c Prepare the coaching environment and riders for the delivery of your chosen activity/activities. This preparation should include:
 - Session goals
 - Ground rules
 - Completion of a Pre-Session Health and Safety Checklist, in line with the Risk Assessment for your assessment venue (you may use the venue Risk Assessment where one exists).
- d **Deliver** the activity/activities to the rider, or group of riders, incorporating appropriate skills and techniques. The assessor will observe you leading the activity/activities and assess you using the criteria listed on the Practical Coaching Assessment Observer Record.
- e **Self-evaluate** your coaching performance immediately after delivering the activity/activities. Identify aspects of the sessions you did well and any you would do differently next time (ideally three of each). Include any feedback you received from the rider(s) and others involved in the session. A template is provided for you.
- f Share the self-evaluation with your assessor. Your assessor may wish to ask you some questions on your Risk Assessment, pre-session health and safety checks, session plan, session delivery and/or your self-evaluation

Practical Demonstration of Coaching 2 Session Plan

Name:			
Date:	Time:	Venue/facility:	Risk Assessment complete:
Group and age:		Coaches/personnel:	Equipment/resources:
Ability:	Others:		Riders' needs:
Objective:			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Warm Up:</i>			

Time	Activity/Session Content (including progression)	Coaching Points	Differentiation (All, most, some)	Organisation/Resources
	<i>Cool down and recap:</i>			
<i>Contingency plan:</i>				

Level 2 Practical Demonstration of Coaching 2: Pre-session Health and Safety Checklist

NB. Refer to relevant Risk Assessment to identify any additional required checks

Coach name			Venue	
Date			Time	
Facility	Yes	No	Notes	
Is first aid available?				
Do you have a mobile phone?				
Is a telephone within easy reach?				
Toilet facilities available				
Emergency briefing carried out				
Exit routes checked and cleared				
Playing/practical area				
Non-slippery/suitable				
Safe and free from obstacles				
Area free of hazards				
Equipment				
Sturdy?				
Free from rough edges?				
Large equipment secured?				
Electrical equipment safe to use?				
Riders				
Full register & contact details?				
Any medical conditions/disabilities?				
Appropriately attired?				
Additional information/Notes:				

Level 2 Practical Demonstration of Coaching 1: Self-Evaluation

Describe how the aims/goals were met:	
Feedback from Others	
Did you receive feedback from others? What was the method of feedback and who from?	
Summarise feedback from others:	
Review of session delivery	
What were the strengths of the session?	
What were the weaknesses or aspects you would change of the session next time?	

Review of own performance		
What were your areas of strength within the session?		
What were your areas of further development within the session?		
Priorities for own personal development and related action plan to continue to improve your coaching?	Development:	Action plan:

Level 2 Practical Coaching Demonstration 2: Assessment Observer Record

For assessor use only

This record provides the assessor with a means to assess learners' practical coaching demonstration. The overall outcome for the task is recorded on the Level 2 Practical Coaching Demonstration: Assessment Outcomes sheet.

Learner name:			
Assessor name:		Date:	
The learner has:		Evidence Ref. ¹ Obs/ Q + No.	Outcome ² C / NYC
1	set up equipment safely and effectively and conducted health and safety checks (required standards are met)		
2	developed a session plan that is well planned and technically accurate		
3	delivered introduction to the session including planned outcomes and ensuring riders ownership in this		
4	delivered an engaging session where riders are positive and motivated		
5	delivered a session where all riders interact and have plenty of opportunity to be involved		
6	delivered a session that includes decision making for riders		
7	delivered a session using technically accurate demonstrations and explanations when required		
8	provided the opportunity for the group and individuals to be stretched (physically/technically/mentally)		
9	analysed riders performance providing timely support and feedback to the group and individuals to develop their understanding and promote learning		
10	demonstrated time management for the session and group, moving activities on at appropriate times		
11	established and maintained group control, ensuring a safe and positive environment at all times		
12	demonstrated a range of communication skills relevant to the session and the group (verbal and non verbal)		
13	concluded the session by reviewing the main outcomes and providing whole group and, where possible, individual feedback		

¹ Evidence Ref. column must contain one of the following codes to identify what assessment decision is based on:
Obs – observation of session, Q – questioning after the session for clarification + number on the question sheet:

² Outcome column should contain a C (Competent) or NYC (Not Yet Competent) per criterion and should be based on the outcomes of the observation and any subsequent questioning (if required).

Level 2 Practical Demonstration of Coaching 2: Question Sheet

For assessor use only

Learner name:		Date:	
To be completed by the assessor			
Q1:			
Answer 1 :			
Q2:			
Answer 2:			
Q3:			
Answer 3:			
Q4:			
Answer 4:			
Q5:			
Answer 5:			
I can confirm that the questions listed above were asked by my assessor and the answers are an accurate record of my responses.			
Learner signature		Name	Date
Assessor signature		Name	Date

Level 2 Practical Demonstration of Coaching 2: Notes and Feedback
For assessor use only

Notes from the session (indicate references):

How to coach (coaching methodology)

What to coach (sports-specific knowledge)

Level 2 Practical Demonstration of Coaching 2:
Assessment Outcomes
For assessor use only

Practical Coaching Demonstration:		Competent / Not Yet Competent <i>(delete as appropriate)</i>			
Action Plan for Further Coaching Development			Timescale		
I agree to abide by the _____ ¹ Code of Practice:					
Learner signature		Name		Date	
Assessor signature		Name		Date	

¹ The learner should insert the name of the coaching code of the practice adopted by their sport. For example UK Coaching Code of Practice

Reassessment Records:

If you are unsuccessful in achieving any of the assessments of the qualification, you will be presented with two opportunities for reassessment.

Reassessment 1			
Learner's name:			
Assessor's name:			
Reassessment date:		Venue:	
Outcome (please circle):	Competent	Not yet competent	
Feedback			
Learner's Action Plan			Completed By:
Learner's signature:		Date:	
Assessor's signature:			

Reassessment 2			
Learner's name:			
Assessor's name:			
Reassessment date:		Venue:	
Outcome (please circle):	Competent	Not yet competent	
Feedback			
Learner's Action Plan			Completed By:
Learner's signature:			Date:
Assessor's signature:			

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 and 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 the British Horseracing Authority (BHA), 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 BHA, 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			<input type="checkbox"/>
The BHA with whom this qualification was developed			<input type="checkbox"/>
Signed:		Date:	