



Developed in Partnership with the
British Horseracing Authority

1st4sport Level 3 Certificate in Equestrian Coaching (Racing)

Learner Portfolio

Version 1: 17 October 2018

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Developing and awarding qualifications for the active learning and leisure industry

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Contents	Page
Learner Record of Achievement	1
Learner Feedback and Action Plan	5
Task 1: Personal Development Plans	8
Task 2: Reflective Log of Coaching Practice	10
Task 3: Coaching Philosophy	14
Task 4: Rider and Horse Profile	15
Task 5: Goal Setting	18
Task 6: Annual Plan	20
Task 7: Risk Review of Annual Plan	23
Task 8: Eight Week Detailed Plan	24
Task 9: Individual Session Plans	27
Task 10: Coaching Programme Review	32
Task 11: Nutrition, Hydration and Weight Management	33
Task 12: Prohibited Substance Guidance	35
Task 13: Rider(s) Code of Behaviour	38
Task 14: Formal Assessment of Coaching 1	39
Task 15: Formal Assessment of Coaching 2	45
Appendix	51
Data Statement and Your Communication Preferences	60

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 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 certification , 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 Personal Development Goals			
2 Reflective Log of Coaching Practice			
3 Coaching Philosophy			
4 Rider and Horse Profile			
5 Goal Setting			
6 Annual Plan			
7 Risk Review of Annual Plan			
8 Eight Week Detailed Plan			
9 Individual Session Plans			
10 Coaching Programme Review			
11 Nutrition, Hydration and Weight Management			
12 Prohibited Substance Guidance			
13 Rider(s) Code of Behaviour			
14 Formal Assessment of Coaching 1			
15 Formal Assessment of Coaching 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 3 and 4)				
The role of skill development in equestrian coaching programmes (Tasks 2, 6 and 7)				
Plan an equestrian coaching programme (Tasks 2, 6 and 7)				
Deliver an equestrian coaching programme (Tasks 2, 5, 6 and 7)				
Review an equestrian coaching programme				
Technical coaching requirements for Racing (All tasks)				

Code of Conduct

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

Personal Statement

<p>Personal Statement <i>To be completed by the learner and confirmed by the assessor at the conclusion of the programme of assessment.</i></p>			
<p><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></p>			
Learner name:		Date:	
Learner signature:			
I, the assessor, 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 14 and 15 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: Personal Development Goals	
Task 2: Reflective Log of Coaching Practice	
Task 3: Coaching Philosophy	
Task 4: Rider and Horse Profile	
Task 5: Goal Setting	
Task 6: Annual Plan	

Task 7: Risk Review of Annual Plan	
Task 8: Eight Week Detailed Plan	
Task 9: Individual Session Plans	
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Task 12: Prohibited Substance Guidance	
Task 13: Rider(s) Code of Behaviour	

Action Plan for the Learner for Further Development

Large empty rectangular area for writing the action plan.

Learner's signature:		Date:	
Assessor's signature:			
Internal quality assurer's signature:	<i>(if seen)</i>		

Task 1: Personal Development Plans

Task 1a Specific Goals

Explain the specific goals you want to focus on to improve your coaching skills. You may have a long-term goal to work with particular riders or in specific coaching roles. The purpose of this exercise is to be specific about areas you want to develop through the level 3 programme and to monitor your programme.

Name		Date	
Area/s of coaching identified			
What motivates you in your role as a coach?			
Identify one long-term goal for your coaching (12 months +)			
Identify two short-term goals for your coaching (6-12 months)			
What current knowledge, experience, qualities or skills do you have that will help you achieve your goals?			

Goal type	What is your goal?	Gaps in experience	Specific actions required	What support do you need to achieve your goal?	By when?	Progress
Long-Term Goal(s)						
Short-Term Goal 1						
Short-Term Goal 2						

Task 2: Reflective Log of Coaching Practice

Task 2a: Reflective Points

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?

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 3: Coaching Philosophy

Task 3a Personal Coaching Philosophy

Produce a personal coaching statement that describes your coaching philosophy. Present your coaching philosophy in a format that most appropriately explains who you are as a coach and what you represent in your coaching. It should identify your role in ensuring rider(s) are at the centre of the coaching process and demonstrate equitable and ethical practice that develops the rider and others involved in the programme. This task is likely to develop and evolve over a period of time. You can record your initial thoughts and key words that are important to you in your coaching. It should underpin your actions, thoughts and behaviour as a coach.

You can use the below template to record your philosophy, or use another format of your choosing.

Learner name:	
---------------	--

My Personal Coaching Philosophy

Task 4: Rider and Horse Profile

Task 4a 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										
Technical Skills	1	2	3	4	5	6	7	8	9	10
Tactical Skills	1	2	3	4	5	6	7	8	9	10
Physical training skills	1	2	3	4	5	6	7	8	9	10
Mental Skills	1	2	3	4	5	6	7	8	9	10
Lifestyle	1	2	3	4	5	6	7	8	9	10

Performance Profile – Racing

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

Strength

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

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

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 and goals for development.

Task 5: Goal Setting

Task 5a: 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 6: Annual Plan

Task 6a: 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 6: 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 7: Risk Review of Annual Plan

Task 7a: 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 8: Eight Week Detailed Plan

Task 8a: 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.

Eight Week Detailed Plan Template

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 9: Individual Session Plans

Task 9a: 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 1

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:			

Task 9b: 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 -

	Likelihood of occurrence	Severity of harm
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 10: 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?

Task 11: Nutrition, Hydration and Weight Management

Task 11a: Produce a plan for ride nutrition, hydration and weight management

Complete the below tasks in relation to nutrition, hydration and weight management.

Provide a guidance sheet for one of your riders on nutrition and hydration. This should be relevant to;

- the riders age, fitness and physical makeup.

This should include relevant portions from the five food groups.

Consider nutrition and hydration guidance for;

- before
- during and
- after

a training session **or** work riding/race riding

Rider, age, fitness and physical make-up:

Time frame	Suggested Nutrition	Suggested Hydration
Before		
During		
After		

Describe the principles of hydration and its effects on sports performance:

Explain the importance of healthy eating and hydration for all riders:

Task 12: Prohibited Substance Guidance

Task 12a: Produce guidance on prohibited substances

Explain:

- the racing specific procedures for rider drug testing
- how you would help riders understand the rules in regards to doping and principles in having a clean sport
- the steps you would take to help the rider maintain the horse for it to stay free of banned substances
- the responsibilities of the coach and rider in making checks when taking supplementation or medicines

Identify where you would check if medications or supplements were appropriate for:

- a rider to take when involved in training for a race
- a horse to take when involved in training for a race
- explain the impact of riders' injury management on training and work

Explain the Racing-specific procedures for rider drug testing
How you would help riders understand the rules in regards to doping and principles in having a clean sport?
Explain the steps you would take to help the rider maintain the horse for it to stay free of banned substances

Explain the responsibilities of the coach and rider in making checks when taking supplementation or medicines:	
Coach's Responsibilities	Rider's Responsibilities

Identify where you would check if medications or supplements were appropriate for:

A rider to take when involved in training for a race
A horse to take when involved in training for a race

Explain the impact of riders' injury management on training and work

Task 13: Rider(s) Code of Behaviour

Task 13a: Produce a code of behaviour

After reviewing existing codes of conduct and behaviour, produce, in collaboration with your rider(s) and other people's support, a code of behaviour for your rider(s) and others involved in the coaching programme.

Rider(s) Code of Behaviour

Use this template to record the code that you develop with your rider(s).

Learner name:	
Rider(s) name:	

Code of Behaviour

Task 14: 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 and principles of a stewards enquiry
Explain the key points and principles of riding a finish

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 15: Formal Assessment of Coaching 1

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.

The type of session(s) you will be observed coaching, will 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 (Racing) for a minimum of 60 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. 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 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 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 goal/s)</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
Develop riders' performance within the coaching programme <i>(Demonstrate improvement of the horse/rider combination. On-going observation of combination demonstrated through feedback and relevant exercises)</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 future)</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 progress personal skills)</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:

Task 16: Formal Assessment of Coaching 2

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.

The type of session(s) you will be observed coaching, will 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 (Racing) for a minimum of 60 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. 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 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 assessor:		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 goal/s)</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, 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>Evaluation of riders performance of the test</p> <p><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 observations of test in a positive manner)</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 skills)</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:

Appendix

This appendix contains templates that can be utilised in the completion of tasks within the learner portfolio.

These templates have been included to support the recording of evidence for level 3. They may be modified and changed to meet the needs of the rider and the coaching programme, they are not compulsory and do not need to be used in addition to any evidence that you create yourself. Some of the templates have examples to show what kinds of evidence should be recorded, again these are simply examples and do not have to be incorporated in your use of the templates.

<i>Mental Skills</i>					
e.g. Goal setting	1	2	3	4	5

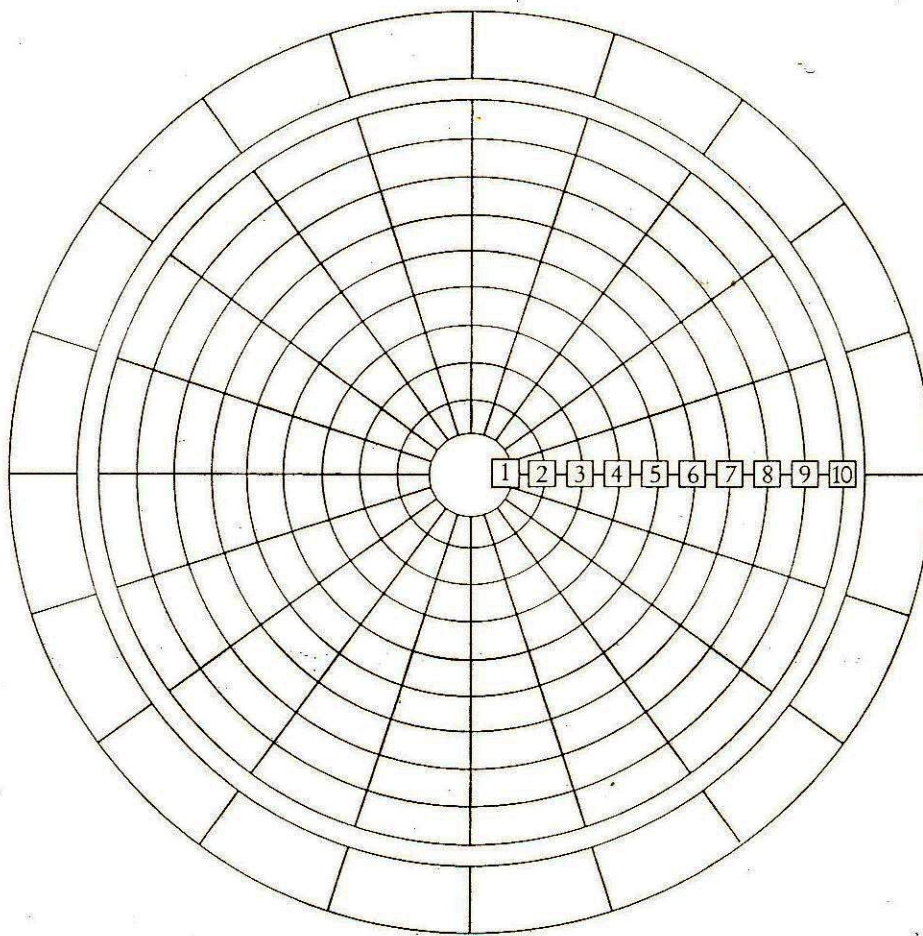
Profile wheel

This may be used in preference to the 'Block Profile', the performance criteria should be labelled around the edges

Rider: _____

Date: _____

Discipline: _____



Rider and Horse name:																						
Month:	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun										
Date: (w/c) ¹																						
Training phases/ Macrocycle ²																						
Mesocycle:																						
Microcycle:																						
Tactical																						
Technical																						
Physical																						
Mental																						

¹ w/c = week commencing

² GP = General preparation, SP = Specific preparation, PC = Pre-competition (pre-race fixture), R = Rest, AR = Active recovery

8 Week Detailed Plan

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							

RISK LEVEL

LIKELIHOOD X SEVERITY = ACTION

Likelihood	5	10	15	20	25		Almost Certain	5	Death		High	Take immediate action before training starts
							Very Likely	4	Serious Injury / Hospital Required			Re assess to ensure the risk has reduced to below 10
	3	6	9	12	15		Likely	3	Treatment by Doctor		Medium	Monitor throughout the training and review assessment. Take action when required
	2	4	6	8	10		Possible	2	First aid Treatment			Ensure you have a contingency plan
	1	2	3	4	5		Very Unlikely	1	Discomfort		Low	Monitor throughout the training
Severity												

1	Poor fitting tack. Cracked, worn leather and stitching	7	Fire
2	Locations where public can fall 2 metres or more.	8	Rider fall
3	Holes, cables or tree roots causing slip, trip or fall	9	Horse fall
4	Slippery riding surface	10	Unsuitable Horse
5	Empty jump cups on wings	11	Incapable rider
6	Weather condition where excessive dust may occur	12	Vehicles in close proximity

Risk Assessment – Report Form

Training Phase / Area:

Actions Required

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date
5	Main Arena	Check arena before riding starts	3	HC		
4	Warm-up area	Surface top is slippery with hard base. Use only for walk and trot work in warm-up and cool down	3	HC		

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:			
1st4sportsport Qualifications and Coachwise Ltd			
British Racing with whom this qualification was developed			
Signed:		Date:	