

# Level 1 Coaching – Task 4: Inclusive Coaching Practice



# Welcome

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## **About the course**

Welcome to this British Horseracing Authority eLearning course. This is part of a series of eLearning courses designed for those wishing to take the Level 1 Coaching Qualification in Racing. It is about developing coaching practice that is fair and inclusive Coaching.

## **Who is this for?**

This course is for a Level 1 Coaching Assistant.

## **How long will this course take?**

The course is **self-paced** and takes up to 60 minutes.

## **Who wrote the course**

This course has been developed by the British Horseracing Authority.

# Learning outcomes

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## About this course

By studying this course you will gain a knowledge and understanding of the importance of the roles and responsibilities of a Coaching Assistant (Level 1) including:

- Inclusive delivery of equestrian coaching activities
- Assisting the coaching of riders who share protected characteristics
- Communicating with a variety of participant types
- Recognising that different participants learn in different ways
- How different backgrounds and stages of participant development can impact on coaching

# Inclusive delivery of equestrian coaching activities

All coaches are required to adhere to the British Horseracing Authority's Equality and Diversity Policy ([insert link](#)).

## Discrimination

It is unlawful to discriminate, directly or indirectly, in recruitment or employment on the grounds of the following 'protected characteristics', which include:

- Age
- Disability
- Race
- Sex
- Religion or Belief
- Marriage and Civil Partnership
- Pregnancy and Maternity
- Sexual Orientation
- Gender Reassignment





# Assisting the coaching of riders who share protected characteristics

A coach should consider the specific needs of every learner when planning and delivering their coaching sessions. This requires them to:

- *Adopt a fair and adaptable attitude*
- *Provide equal access to opportunities for everyone*
- *Use a common sense approach to coaching and learning*
- *Create achievable, challenging session goals*

The coach should use language that is:

- *Appropriate*
- *Sensitive*
- *Relevant*
- *Consistent*



# Communicating with a variety of participant types

It is important that the coach can use a variety of communication methods confidently to develop rapport with different types of riders. The three main lines of communication are:

- **Verbal** – use a range of words to “paint a picture” of what you are seeing
- **Tone** – is not about what is spoken, but how it is said and the impression it makes on riders
- **Body Language** – communicating through movement and postures such as gestures, eye contact and touch



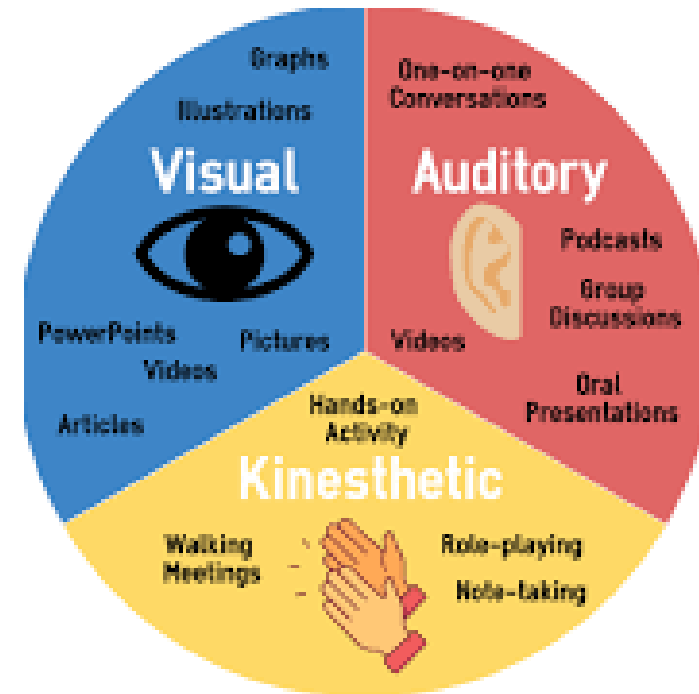
# Recognising that different participants learn in different ways

Most people have a preferred way to learn. Some learn by listening, some watch to learn, while others need to do the task to learn it. However, it is generally accepted that most people prefer a combination of all three. These learning styles are:

**Visual** – participants who like to learn by watching a demonstration or video. Seeing their colleagues complete the exercise or reading the information.

**Auditory** – learning by listening to explanations, by using audio tapes or by discussing the task with colleagues and the coach.

**Kinaesthetic** – people who learn by “having a go” and doing the task, possibly learning by making mistakes and problem solving to get to a successful end result.



# How different backgrounds and stages of participant development can impact on coaching

Learning about other cultures helps the coach to understand different perspectives within the world in which we live. It helps dispel personal biases about different groups of learners.

Participants from diverse cultures can contribute language skills, new ways of thinking, new knowledge and different experiences to the coaching session.

Different stages of learning will impact on the coaches session plans and goals and necessitate varied activities and delivery styles.



# How different backgrounds and stages of participant development can impact on coaching (cont).

There are four main stages of learning. These are:

**Unconscious incompetent** – a beginner setting out to learn a new skill

**Conscious incompetent** – a learner who has an understanding of the basic skill but is unable to produce it consistently

**Conscious competent** – a participant with some experience who still needs to focus on producing the skill correctly and consistently

**Unconscious competent** – a very experienced participant who has amassed a certain amount of knowledge over a long period of time and can carry out the skill subconsciously

