

Level 1 Coaching – Task 5: Inclusive Coaching Practice FACT SHEET



Learning outcomes

About this course

By studying this Fact Sheet you will gain a knowledge and understanding of the importance of inclusive coaching practice including:

- Inclusive delivery of equestrian coaching activities
- Communicating with a variety of participant types
- Understanding riders' needs
- Recognising that different participants learn in different ways
- Assisting the coaching of riders who share protected characteristics
- 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 which can be found here: <https://www.britishhorseracing.com/regulation/safeguarding/>

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



Understanding riders' needs

Prior to planning any coaching session, the coach should ascertain certain information about the rider which may impact on how the session is delivered. Relevant information might include:

- **Rider motivation for taking part.** Do they want to ride the more challenging horses in the yard? Do they want to improve their confidence? Do they want to improve career prospects?
- **Rider stage of development.** A nervous or inexperienced rider in a group of senior riders will need to be coached sensitively so that they are not over-faced, but do feel part of the group.
- **Preferred learning style.** The rider may not be aware of this but the coach should observe what style suits them best. Some riders may prefer to watch others whilst other learn from doing.
- **Fitness, age and health.** An unfit, stiff rider with underlying health problems (i.e. weak back) should be given regular breaks and exercises that are not too strenuous.
- **Emotional development and background.** Riders who lack confidence, are nervous or inexperienced should be encouraged and supported.

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



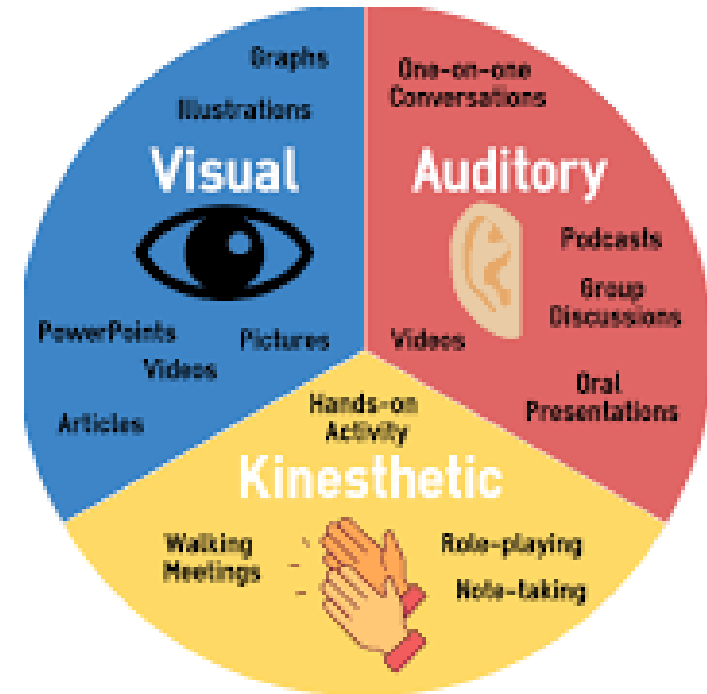
Recognising that different participants learn in different ways

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 the three main learning styles. 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

