



Developed in partnership with
British Showjumping

1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping)

Qualification Specification

V1: 01 June 2017

This document is designed to be viewed on a computer and contains hyperlinks which will not be available if printed.

This specification must be read by all relevant personnel within recognised centres approved to offer this qualification. It contains the *Qualification Approval Conditions* which must be complied with and should be read in conjunction with the *1st4sport Centre Recognition Conditions*.

Coach educators, assessors and internal quality assurers should also be made aware that they must comply with the following addendums to ensure full deployment of the standards:

- *The Learner Portfolio*
- *The Delivery, Assessment and Quality Assurance Approach*

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Contents

List of contents	Page
Qualification Purpose Statement <ul style="list-style-type: none"> • Regulation • Overview • Progression • Market and Support 	1
Qualification Approval Conditions: Section One: Qualification Resources <ul style="list-style-type: none"> • QCON 1.1 Qualification Workforce Capacity and Ratios • QCON 1.2 Qualification Administrator • QCON 1.3 Qualification Coordinator • QCON 1.4 Qualification Coach Educators • QCON 1.5 Qualification Assessors • QCON 1.6 Qualification Internal Quality Assurers • QCON 1.7 Qualification Delivery Sites, Facilities and Environment • QCON 1.8 Qualification Equipment • QCON 1.9 Qualification Materials • QCON 1.10 Qualification Fees 	6
Qualification Approval Conditions: Section Two: Administration, Initial Assessment and Inductions <ul style="list-style-type: none"> • QCON 2.1 Course/Programme Administration • QCON 2.2 Learner Eligibility and Pre-Requisites • QCON 2.3 Learner Eligibility and Barriers to Access • QCON 2.4 Learner Eligibility and Recognised Prior Learning (RPL) • QCON 2.5 Learner Enrolment, Agreement and Registration Period • QCON 2.6 Learner Inductions 	13

List of contents	Page
Qualification Approval Conditions: Section Three - Training and Assessment <ul style="list-style-type: none"> • QCON 3.1 Training and Assessment Hours • QCON 3.2 Training and Assessment Programme • QCON 3.3 Assessment Specification • QCON 3.4 Assessment Tools • QCON 3.5 Assessment Eligibility • QCON 3.6 Assessment Process • QCON 3.7 Eligibility of Learners for Special Consideration • QCON 3.8 Eligibility of Learners for Certification • QCON 3.9 Reassessments 	19
Qualification Approval Conditions: Section Four - Internal Quality Assurance <ul style="list-style-type: none"> • QCON 4.1 Internal Quality Assurance Strategy • QCON 4.2 Internal Quality Assurance Sampling • QCON 4.3 Internal Quality Assurance Interventions 	24
Communications and Contacts	26
Appendix: Component Specifications for the 1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping)	27

Qualification Purpose Statement: 1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping)

Regulation					
Qualification Details	Qualification Title	Qualification No.	Level	GLHs ¹	TQT ²
	1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping)	603/1443/6	2	40	136
	Operational Start Date	01 June 2017			
	Review Date	31 May 2019			
	Registration Period	2 Years			
Overview					
Introduction	<p>This qualification is solely awarded by 1st4sport Qualifications as the recognised awarding organisation regulated by Ofqual in England. The technical content for this qualification has been developed in partnership with British Showjumping, the recognised NGB for Showjumping across the home countries (excluding NI), using the industry's agreed common content derived from the National Occupational Standards for Sports Coaching (2014), developed by UK Coaching, the UK's technical agency for sports coaching. It is relevant for learners who aspire to become a coach responsible for delivering linked and progressive showjumping coaching sessions to individuals and groups of participants over time (and able to deliver independently if over the age of 18).</p>				
	<p>The qualification and its components are listed on the <i>Register of Regulated Qualifications</i>; component details are contained in the appendix to this specification. This qualification is equivalent to Level 3 on the European Qualifications Framework (EQF). Further information about the EQF can be found at: http://ec.europa.eu/eqf/home_en.htm</p>				

¹ Guided Learning Hours. GLHs for a specific qualification are defined as the number of hours of largely face-to-face tuition and assessment on-course; this includes all time spent on course-based learning and assessment activities.

² Total Qualification Time. TQT for a specific qualification is defined as the total number of notional hours required to achieve the qualification; this includes the GLHs, plus all off-course directed study time, including any time taken to complete any remote working/research/evidence generating activities.

Objective	This qualification is designed to provide benefit to learners on the basis that it prepares them for employment as a showjumping coach. A level 2 showjumping coach is able to plan, deliver and evaluate a series of linked and progressive showjumping coaching sessions independently, although they may work as part of a larger coaching team. In attending the qualification, learners are introduced to the practical and theoretical aspects of planning, delivering and evaluating progressive coaching sessions in showjumping.				
Structure	This qualification consists of five mandatory components. Learners must successfully complete all five components.				
	Component Title	Component Aim	Accreditation No.	Level	GLHs
	The role of the equestrian coach	This component assesses a coach's understanding of their role and responsibilities and the roles of others, ensuring that their equestrian coaching is safe and inclusive.	A/615/7121	2	8
	Plan a series of equestrian coaching sessions	This component assesses a coach's ability to plan a series of equestrian coaching sessions to meet the needs of participants. The series of equestrian coaching sessions planned will be linked and progressive in nature in order to develop participants' performance in equestrian.	F/615/7122	2	9
	Deliver a series of equestrian coaching sessions	This component assesses a coach's ability to deliver a series of equestrian coaching sessions to meet the needs of participants. The equestrian coaching sessions delivered will be linked and progressive in nature in order to develop participants' performance within equestrian.	J/615/7123	2	8
	Review a series of equestrian coaching sessions	This component assesses a coach's ability to review a series of equestrian coaching sessions that meet the needs of participants. The series of equestrian coaching sessions reviewed will be linked and progressive in nature in order to develop participants' performance within equestrian.	L/615/7124	2	7
Technical coaching requirements for showjumping	This component aims to develop the coach's knowledge of the technical coaching requirements for showjumping.	R/615/7125	2	8	

Training and Assessment

Achievement of the qualification is normally through attendance on a course of training and assessment. The assessment specification requires learners to:

- complete a series of assessed tasks contained within their learner portfolio, provided by 1st4sport.
- plan, deliver and evaluate a minimum of six coaching sessions in showjumping. Four of the six sessions must be linked and progressive, and working with the same individual or group of participants in order to monitor and review any progress made. The additional sessions will ideally be planned for a different participant type to the linked and progressive sessions eg adults/youths/ children/disabled/non-disabled.
- demonstrate their ability to coach session(s) in two practical coaching assessments, split into one group session of 45mins and one individual session of 30 mins (either in their workplace or in a simulated environment). Observed sessions may be taken from the six planned sessions.

The learner portfolio and the practical demonstrations are inclusive of all assessment criteria. Successful completion will result in the achievement of the qualification.

Progression	
Entry Routes for Learners	<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> • provide evidence, through application, of possessing Level 1 General Riding competencies through previous qualifications specifically any of the following: <ul style="list-style-type: none"> - Level 1 Qualification in General Riding - BHS Stage 1 - Pony Club C Test (Recognition will be given to prior equivalent, experiential learning) • be accurately identified • be at least 17 years of age • complete the pre-course tasks before day 1 of the course • be able to communicate effectively in English³ (this includes listening, speaking, reading and writing). <p>Prior to certification, learners are required to:</p> <ul style="list-style-type: none"> • be aged 18 years or older • attend and have a valid and in date certificate for a recognised safeguarding workshop⁴ (online version not accepted) • attend and have a valid and in date certificate for a recognised first/emergency aid workshop⁵
Exit Routes for Learners: Education	<p>The skills and knowledge developed may also be used to enable learners to progress to other industry-relevant qualifications in equestrian coaching, such as the Level 3 Qualification in Equestrian Coaching for; General Riding, Eventing, and Dressage. Learners may also be able to access British Showjumping regional Continual Professional Development workshops.</p>
Exit Routes for Learners: Employment	<p>This qualification may lead to paid employment or unpaid voluntary roles in coaching showjumping, either working independently or as part of a coaching team. Other roles that the learner may consider exploring include Activity Leader, Official, or Sports Volunteer.</p>

³ Learners must be able to understand the requirements of the qualification and the information within the qualification materials in English without assistance. Where there is demand, this qualification may also be available in Welsh or Irish.

⁴An example of a recognised safeguarding workshop would be the UK Coaching Safeguarding and Protecting Children Workshop.

⁵An example of a recognised safeguarding workshop would be the First Aid at Work qualification, or the British Horse Society (BHS) First Aid 2 Day Course.

Market and Support	
Target Audience: Learners	The qualification is designed for those who wish to become involved in showjumping as a coach, and to have responsibility for the ongoing development of participants. It is an entry point to coaching, depending on the ability and confidence of the learner. It is directed at learners who have an interest in sport or physical activity and showjumping.
Target audience: Centres	The qualification is designed to be delivered through recognised centres who are affiliated to British Showjumping. For further information on gaining this affiliation, potential recognised centres should contact British Showjumping directly.
Target Audience: Employers	The qualification is designed to support employers in the sport, active leisure and physical activity sector; supporting development pathways of employees and volunteers. Qualified and competent employees and volunteers in this sector supports the professionalisation of the industry, ensures quality assured services and duty of care to stakeholders.
Alternatives:	<p>The 1st4sport Level 2 Certificate in Equestrian Coaching (Jockey Coaching) is the same qualification offered via a different pathway and may be a viable alternative to learners interested in coaching jockeys.</p> <p>There is also the Level 1 Coaching Qualification in General Riding, if learners feel they aren't yet at the standard required to attend a level 2 qualification.</p> <p>1st4sport Qualifications also award a number of alternative sport-specific qualifications in Coaching at Level 2, full details are available on our website at www.1st4sportqualifications.com.</p>
Support	The qualification is recognised as the industry standard level 2 qualification for showjumping coaches by British Showjumping and UK Coaching. The support is focused on the benefits of the qualification for learners, the objective of the qualification and the predicted learner demand. This information was gathered through valid research and consultation with a range of stakeholders.

Qualification Approval Conditions

1st4sport recognised centres are required to comply with the *1st4sport Centre Recognition Conditions*. All centres who have achieved qualification approval status for this qualification are also obliged to comply with the following *Qualification Approval Conditions*.

Failure to comply with all relevant conditions will result in sanctions being applied which may lead to qualification approval status being revoked. Centres are advised to ensure their qualification workforce is familiar with the conditions which impact upon them, their role and responsibilities.

Section One: Qualification Resources	
QCON 1.1 Qualification Workforce Capacity and Ratios	
Conditions	Evidence: Minimum Workforce
<p>The recognised centre is required to have a qualified and competent qualification workforce in place which includes as a minimum.</p> <ul style="list-style-type: none"> • a qualification administrator • a qualification coordinator • an appropriately qualified coach educator • an appropriately qualified assessor • an appropriately qualified internal quality assurers (IQA). <p>In deploying the workforce, the recognised centre must ensure that each course operates with a maximum of 12 learners to two approved coach educators and assessors. Centres must be mindful of the time required to conduct assessment when allocating workforce to a course and, depending on learner numbers, may find it beneficial to have additional coach educators/assessors available for the Practical Demonstration of Coaching to reduce the time required for this.</p> <p>The observed assessments must be conducted on a 1:1 basis.</p>	Evidence: Ratios
	<p>Must be evidenced in the <i>Staff</i> section of <i>Athena</i>. Each member of staff must be named and linked to the qualification and role. The information must be current at all times.</p> <p>Must be evidenced through:</p> <ul style="list-style-type: none"> • course/programme attendance registers for staff and learners • course/programme authorisation requests to 1st4sport • internal quality assurance sampling plans and reports.

QCON 1.2 Qualification Administrator	
Conditions	Evidence: Competence
<p>The recognised centre is required to recruit and deploy a qualification administrator who is responsible for the administration of this qualification via timely, accurate administration activities. These must comply with the <i>1st4sport Position Statement: Qualification Administration</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> course authorisation and any related activities learner registration and any related activities learner certification and any related activities.
QCON 1.3 Qualification Coordinator	
Conditions	Evidence: Competence
<p>The recognised centre is required to recruit and deploy a qualification coordinator who is responsible for ensuring compliance with the <i>qualification approval conditions</i> outlined within this qualification specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> qualification resource records (staff, sites, learning and assessment materials) qualification administration, initial assessment and induction records training, assessment and internal quality assurance records.

QCON 1.4 Qualification Coach Educators	
Conditions	Evidence: Initial Capability and Competence
<p>The recognised centre is required to recruit and deploy a minimum of:</p> <ul style="list-style-type: none"> two British Showjumping licensed UKCC Level 2 coach educators <p>Information on how to become a British Showjumping licensed coach educator/assessor is available from British Showjumping, who can be contacted through https://www.britishshowjumping.org.uk/contact_us</p>	<p>Must be evidenced through the following information being uploaded into each member of staff's personal profile within <i>Athena</i>:</p> <ul style="list-style-type: none"> check against British Showjumping workforce list on Athena
	Evidence: Ongoing Capability and Competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> standardisation activities internal quality assurance reports and action responses external quality assurance reports and action responses (<i>Athena</i>) audited communications with EQA demonstrating sharing of learning programme inclusive of defined timings and content structure
QCON 1.5 Qualification Assessors	
Conditions	Evidence: Initial Capability and Competence
<p>The recognised centre is required to recruit and deploy a minimum of:</p> <ul style="list-style-type: none"> two British Showjumping licensed UKCC Level 2 assessors <p>Information on how to become a British Showjumping licensed coach educator/assessor is available from British Showjumping, who can be contacted through https://www.britishshowjumping.org.uk/contact_us</p>	<p>Must be evidenced through the following information being uploaded into each member of staff's personal profile within <i>Athena</i>:</p> <ul style="list-style-type: none"> check against British Showjumping workforce list on Athena
	Evidence: Ongoing Capability and Competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> standardisation activities internal quality assurance reports and action responses external quality assurance reports and action responses (<i>Athena</i>) audited communications with EQA demonstrating sharing of learning programme inclusive of defined timings and content structure

QCON 1.6 Qualification Internal Quality Assurers	
Conditions	Evidence: Initial Capability and Competence
<p>The recognised centre is required to recruit and deploy an internal quality assurer who:</p> <ul style="list-style-type: none"> • is a British Showjumping licensed internal quality assurer <p>and holds one of the following:</p> <ul style="list-style-type: none"> • a minimum of a UKCC endorsed Level 3 Showjumping Award/Certificate <p>Information on how to become a British Showjumping licensed internal quality assurer is available from British Showjumping.</p>	<p>Must be evidenced through the following information being uploaded into each member of staff's personal profile within <i>Athena</i>:</p> <ul style="list-style-type: none"> • check against British Showjumping workforce list on Athena
	Evidence: Ongoing Capability and Competence
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • recorded standardisation activities • internal quality assurance records (implementation of sampling and reports) • external quality assurance reports and action responses (<i>Athena</i>).
QCON 1.7 Qualification Delivery Sites, Facilities and Environment	
Conditions	Evidence: Sites and Facilities
<p>The recognised centre is required to have one or more delivery sites which contain facilities to support the programme of learning and assessment. These must comply with health and safety regulations and have in place appropriate access arrangements. All training and/or assessment sites should include the following facilities:</p> <ul style="list-style-type: none"> • car parking and toilets • two enclosed arenas suitable for showjumping (minimum size 25m x 40m) • male and female changing facilities 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • inventories and dynamic risk assessments • internal quality assurance reports • external quality assurance reports (<i>Athena</i>).

QCON 1.8 Qualification Equipment	
Conditions	Evidence: Equipment
<p>The recognised centre is required to have equipment in place to facilitate the full programme of learning and assessment which must comply with accepted health and safety practice and should include:</p> <ul style="list-style-type: none"> • twenty fence wings • 60 poles • sufficient cups including safety cups • first aid kit (human and equine) • emergency phone • an indoor classroom • a screen, projector, laptop, speakers and flipchart. <p>The recognised centre must ensure that all learners and persons being coached wear appropriate showjumping apparel and safety clothing/equipment.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • inventories • internal quality assurance reports • external quality assurance reports (<i>Athena</i>).

QCON 1.9 Qualification Materials¹²

Conditions	Evidence: Materials
<p>The recognised centre is required to ensure that the Coach Educators and Assessors have the following materials available:</p> <ul style="list-style-type: none"> • <i>1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping) Qualification Specification</i> • <i>1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping), Delivery, Assessment and Quality Assurance Approach, which contains the British Showjumping Learning and Assessment Programme</i> <p>The materials provided by 1st4sport and the qualification development and delivery partner British Showjumping to facilitate the training and the assessment are required to be used to promote consistency of assessment standards across centres over the life of the qualification. Where this is not appropriate to the type of learners at the centre or for a specific course/learner cohort, appropriate and credible alternatives may be agreed with the 1st4sport External Quality Assurer.</p> <p>The recognised Centre is also required to ensure that learners are provided with the a <i>1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping) Learner Portfolio</i> which includes the 1st4sport assessment tasks.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • the published programme of learning and assessment per course • completion of <i>1st4sport Learner Portfolios</i> assessed in accordance with the <i>1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping), Delivery, Assessment and Quality Assurance Approach</i> • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>).

¹² The qualification workforce is required to ensure the confidentiality of the Delivery, Assessment and Quality Assurance Approach at all times. This must not be shared with the learners or third party who are not part of the qualification workforce under any circumstances.

QCON 1.10 Qualification Fees ¹³	
Conditions	Evidence: Fees
<p>The recognised centre is required to pay a £100 plus VAT learner registration and certification fee per registered learner when the course is authorised with 1st4sport within the appropriate timescales.</p> <p>The recognised centre is required to ensure that learners are provided with information on the total cost of achieving the qualification; this should include a comprehensive package of training, assessment and any optional costs made very clear at the point the learner enters into a contract with the centre.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • pre-course marketing tools • pre-course instructions to learners • course authorisation requests to 1st4sport and related payment logs.

¹³ Where recognised centres wish to authorise courses between 10 and 19 working days before the start of the course, we will automatically upgrade the course to our *FastTrack* service for additional £5 fee per learner (plus VAT where this is applicable).

Section Two: Administration, Initial Assessment and Inductions

QCON 2.1 Course/Programme Administration

Conditions	Evidence: Administration Records
<p>All recognised centres should utilise the 1st4sport centre portal to authorise courses, register and certificate learners.</p> <p>To gain access to this system the centre needs to register interest with 1st4sport and be issued with a system username and password. To obtain assistance or to request this contact the 1st4sport Business Support Team on: Tel: 0113 290 7610 Email: cst@1st4sportqualifications.com</p>	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • engagement with the 1st4sport portal • course authorisation records, related updates and communications • learner registration records, related updates and communications • learner certification records, related updates and communications.

QCON 2.2 Learner Eligibility and Pre-Requisites	
Conditions	Evidence: Pre-Requisites
<p>Prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> • provide evidence, through application, of possessing Level 1 General Riding competencies through previous qualifications specifically any of the following: <ul style="list-style-type: none"> - Level 1 Qualification in General Riding - BHS Stage 1 - Pony Club C Test (Recognition will be given to prior equivalent, experiential learning) • be accurately identified • be at least 17 years of age • complete the pre-course tasks before day 1 of the course • be able to communicate effectively in English¹⁴ (this includes listening, speaking, reading and writing). <p>Prior to certification, learners are required to:</p> <ul style="list-style-type: none"> • be aged 18 years or older • attend and have a valid and in date certificate for a recognised safeguarding workshop¹⁵ (online version not accepted) • attend and have a valid and in date certificate for a recognised first/emergency aid workshop¹⁶ 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • learner records containing personal data including title, name, date of birth, address gender nationally, ethnicity, disability and access needs • learner identity check records containing the type of proof reviewed, the reviewer's name and the date confirmed • records of activities to check understanding of the English language (where this is deemed to be necessary).

¹⁴ Learners must be able to understand the requirements of the qualification and the information within the qualification materials in English without assistance. Where there is demand, this qualification may also be available in Welsh or Irish.

¹⁵An example of a recognised safeguarding workshop would be the UK Coaching Safeguarding and Protecting Children Workshop.

¹⁶An example of a recognised safeguarding workshop would be the First Aid at Work qualification, or the British Horse Society (BHS) First Aid 2 Day Course.

QCON 2.3 Learner Eligibility and Barriers to Access

Conditions	Evidence: Access Arrangements
<p>The recognised centre is required to conduct an initial assessment of learners to consider barriers to access in accordance <i>Equality Act 2010</i>¹⁹ and its protected characteristics. Barriers have been identified in order to preserve the integrity, the technical requirements and duty of care. These include:</p> <ul style="list-style-type: none"> • age – individuals under the age of 18 are not permitted to be certificated due to the autonomy of the role and the nature and level of risk associated with Showjumping environments • race – individuals who do not speak English to an appropriate standard for quality assurance purposes. In such cases reasonable adjustments will not be applied. • disability – individuals with mental or physical or learning disabilities may find some of the competencies difficult and/or dangerous to their well being. • pregnancy and maternity – it could be detrimental to the health of a pregnant woman and her unborn child to attempt the full extent of the competencies within this qualification. <p>Reasonable adjustments should be requested in accordance with the <i>1st4sport Position Statement: Access Arrangements</i> where learners have declared disability, pregnancy or maternity barriers.</p>	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • learner application forms or web-based application services (where disabilities and access requests are recorded) • reasonable adjustment requests, supporting evidence²⁰ and clearly implemented arrangements.

¹⁹ There are no barriers to access on the grounds of marriage, religion or belief, sex, sexual orientation or gender transformation.

²⁰ Medical reports, diagnostic tests or professional testimonies

QCON 2.4 Learner Eligibility and Recognised Prior Learning (RPL)	
Conditions	Evidence: RPL
<p>Learners with proven extensive coaching experience may apply to British Showjumping for consideration for RPL.</p> <p>The recognised centre is required to ensure that learners pass all assessments to achieve the qualification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> records of learners attendance and achievements completion of <i>1st4sport Learner Portfolios</i> assessed in accordance with the <i>1st4sport DAQAA</i> internal quality assurance reports external quality assurance reports and action responses (<i>Athena</i>).
QCON 2.5 Learner Enrolment, Agreement and Registration Period	
Conditions	Evidence: Enrolment Process
<p>The recognised centre is required to have a fair and equitable enrolment process. Where eligibility is confirmed, the recognised centre is required to have an agreement in place with each learner to ensure that they:</p> <ul style="list-style-type: none"> conduct themselves accordingly in accordance with the <i>BEF Code of Conduct and Ethics for Coaches, Instructors, Trainers and Teachers</i> are equipped with appropriate apparel to facilitate coaching activities understand that the registration period for this qualification is 2 years (24 months) in which time they must complete all aspects of their learning and assessment including reassessments. comply with recognised centre policy and procedure comply with the qualification conditions, 1st4sport policy, position statements and related processes. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> learner application forms or web based application services signed learning agreements/contracts²¹.

²¹ It is acceptable for the learner agreement to form part of a declaration within the application/enrolment form.

QCON 2.6 Learner Inductions

Conditions	Evidence: Induction Process
<p>The recognised centre is required to provide an effective qualification and course induction to all learners which introduces:</p> <ul style="list-style-type: none"> • the individual members of the centre’s workforce and their roles • the centre’s policies and procedures which as a minimum must cover: <ul style="list-style-type: none"> - health and safety - equality and diversity - data protection - malpractice/maladministration - appeals - complaints - child/vulnerable adult safeguarding. • information on their Unique Learner Number (ULN) and the Personal Learner Record (PLR) (for centres in England only at this time). • the learning outcomes and the assessment criteria • the learning and assessment programme • individual learning plans • links to National Occupational Standards and functional skills (where these exist) • the position of the qualification in relation to others and any progression opportunities • any scheduled internal or external quality assurance activities. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • induction attendance registers and records • policy booklets or signposts • induction documentation.

Section Three: Training and Assessment	
QCON 3.1 Training and Assessment Hours	
Conditions	Evidence: Learning Hours
<p>The recognised centre is required to deliver the qualification in accordance with the recommended guided learning hours which are 40 hours, depending upon learners' needs and the structure of the programme of training and assessment. The total quality time (TQT) is 136 hours which is calculated from the guided learning hours, directed study and all assessments.</p> <p>In doing so the recognised centre must ensure that the five mandatory units are completed.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> marketing tools (where these exist) a published learning and assessment programme.
QCON 3.2 Training and Assessment Programme	
Conditions	Evidence: Course Programme
<p>The recognised centre is required to use the British Showjumping training and assessment programme adapting where necessary to meet the specific needs of individual learners. In delivering the programme the following is considered:</p> <ul style="list-style-type: none"> all learning outcomes all assessment opportunities and the assessment criteria each learner's individual needs the learners' registration period (2 years). 	<p>Training and assessment programmes must be evidenced through:</p> <ul style="list-style-type: none"> a published learning and assessment programme per course course administration records.

QCON 3.3 Assessment Specification	
Conditions	Evidence: Assessment
<p>Achievement of the qualification is normally through attendance on a course of training and assessment. The assessment specification requires learners to:</p> <ul style="list-style-type: none"> • complete a series of assessed tasks contained within their learner portfolio • plan, deliver and evaluate a minimum of six coaching sessions in showjumping. Four of the six sessions must be linked and progressive, and working with the same individual or group of riders in order to monitor and review any progress made. The additional two sessions will ideally be planned for, and delivered to, a different participant type to the linked and progressive sessions eg adults/youths/ children/disabled/non-disabled. • produce a written risk assessment for the coaching venue used during the coaching of the above activity • produce a written evaluation of the above activity • be observed delivering one individual showjumping coaching session for a minimum of 30 minutes, and one group showjumping coaching session for a minimum of 45 minutes by an appropriately qualified assessor. This session may be simulated and delivered on the course of training. An individual session plan, risk assessment and evaluation should be produced for each activity. Observed sessions may be taken from the six planned sessions. <p>The sessions that are evaluated must be observed by an appropriately qualified assessor.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • records of learners attendance and achievements • completion of <i>1st4sport Learner Portfolios</i> assessed in accordance with the <i>1st4sport DAQAA</i> • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>).

QCON 3.4 Assessment Tools	
Conditions	Evidence: Assessment Tools
<p>The recognised centre is required to use valid and reliable assessment tools which have been designed by 1st4sport and are contained within the <i>1st4sport Learner Portfolio</i>.</p> <p>Where a recognised centre wishes to adapt these tools or use alternative arrangements to meet the needs of a particular group of learners, they should refer to the <i>1st4sport Position Statement: Alternative Assessment Arrangements</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a record of learners attendance and achievement of each task and units, the assessor and completion dates • completed learner portfolios • internal quality assurance reports • external quality assurance reports and action responses (<i>Athena</i>).
	Evidence: Alternative Arrangements
	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • an alternative assessment arrangements request • the completion of agreed alternative assessment tools.
QCON 3.5 Assessment Eligibility	
Conditions	Evidence: Eligibility for Assessment
<p>The recognised centre is required to ensure all learners who have attended the full programme of training and assessment are given opportunities to be assessed within their period of registration for the qualification. Learners must not be assessed for the final practical assessment until they have completed all other assessed tasks in the <i>1st4sport Learner Portfolio</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • the full programme of learning must be evidenced through registers and/or records of attendance • assessment records.

QCON 3.6 Assessment Process	
Conditions	Evidence: Assessment Process
<p>The recognised centre is required to ensure that the assessment process is managed effectively and ensures:</p> <ul style="list-style-type: none"> • assessment schedules are communicated • assessment briefings are completed with reference to the format of the assessment, what is expected of learners and the assessment criteria being used • the assessment is conducted in line with the assessor guidance and invigilation conditions • assessment decisions are made in line with the principles of assessment (Validity Authenticity, Reliability, Currency, Sufficiency of evidence) • assessment decisions are communicated via established channels • assessment decisions are recorded and shared with learners after internal quality assurance has been completed. 	<p>Must be evidenced though:</p> <ul style="list-style-type: none"> • a published training and assessment programme per course • assessment schedules per learner • records of attendance and achievements • completed learner portfolios assessed in line with the 1st4sport assessor guidance; including signatures and annotations which clearly evidence assessment activities • assessor communications to administrators • internal quality assurance records • external quality assurance reports and action responses (<i>Athena</i>).
QCON 3.7 Eligibility of Learners for Special Consideration	
Conditions	Evidence: Access Arrangements
<p>The recognised centre is required to ensure learners who are disadvantaged, unable to complete or attend their assessment due to emotional, physical difficulties or adverse circumstances, request special consideration in accordance with the <i>1st4sport Position Statement: Access Arrangements</i>.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • special consideration requests (<i>Athena</i>) • implementation of the arrangements.

QCON 3.8 Eligibility of Learners for Certification	
Conditions	Evidence: Certification
<p>The recognised centre is required to ensure that learners who have completed all pre-requisites, assessment requirements, and who have been confirmed by the assessor as eligible for certification, are certificated. Where a quality assurance sampling plan requires an intervention to be conducted, outcomes must not be confirmed to learners until the sampling and any relevant residual actions have been completed.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • assessment tracking and records • assessor communications to the qualification administrator • administrator communications to learners • internal quality assurance reports • certification requests to 1st4sport.
QCON 3.9 Reassessments	
Conditions	Evidence: Reassessment Activities
<p>The recognised centre is required to ensure that learners who are unsuccessful in any aspect of assessment are offered a maximum of two opportunities to re-sit the appropriate assessment component within their period of registration (24 months). Recognised centres may levy additional charges for conducting reassessments. All reassessments must be conducted in accordance with the assessment specification.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • assessment schedules per learner, tracking and records • completed/updated learner portfolios • completed <i>Record of Achievement</i>, per learner • assessor communications with administrators • internal quality assurance records: • external quality assurance reports and action responses (<i>Athena</i>).

Section Four: Internal Quality Assurance

QCON 4.1 Internal Quality Assurance Strategy

Conditions	Evidence: Strategy
<p>The recognised centre is required to have in place an internal quality assurance strategy which includes strategic objectives which include, but are not limited to:</p> <ul style="list-style-type: none"> • all personnel with internal quality assurance/moderation responsibilities are suitably qualified to undertake this role • internal quality assurance activities are not conducted by personnel who have had involvement in the training or assessment at a course where they are conducting verification activities • all assessment and internal quality assurance staff are aware of the recognised centre's internal quality assurance strategy and can facilitate the implementation • a selected sample across 25% of learner evidence (a minimum of three learners if less than 12 learners on course) and assessor feedback is internally quality assured from 75% of the courses authorised • all active assessors and all types of assessment (including direct observation of assessment practice) are internally quality assured over an eighteen month period • one standardisation activity is conducted annually and focuses on assessment and internal quality assurance • internal quality assurance adopts a risk based approach and those assessor and assessments that are perceived as higher risk experience greater IQA interventions and vice-versa • sample internal quality assurance documentation to support this strategy are available in the DAQAA. 	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> • a current internal quality assurance strategy document uploaded into the <i>Documents</i> section of <i>Athena</i>

QCON 4.2 Internal Quality Assurance Sampling	
Conditions	Evidence: Sampling Activities
<p>The recognised centre is required to have sampling plan in support of the strategy; communicated to the external quality assurer.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> sampling plans internal quality assurance reports.
QCON 4.3 Internal Quality Assurance Interventions	
Conditions	Evidence: Internal Quality Assurance Sampling
<p>The recognised centre is required to ensure internal quality assurance interventions across all coach educators/assessors at all sites and in line with the sampling plans include:</p> <ul style="list-style-type: none"> observation performance sampling of assessment evidence learner interviews (face to face or via telephone) coach educator/assessor interviews. <p>The interventions must ensure that support and development is given to the centre, the qualification workforce and specifically to the workforce team.</p>	<p>Must be evidenced through:</p> <ul style="list-style-type: none"> internal quality assurance reports.

Communications and Contacts

In an effort to reduce the costs of our qualifications we aim to utilise electronic means of communication wherever possible. 1st4sport Qualification's website or e-mail should be the first port of call for organisations or individuals looking for information.

Additional Important Contacts	
British Showjumping	Website: British Showjumping Enquiries e-mail: http://www.britishshowjumping.co.uk/contact-us.cfm Telephone: 0247 669 8800
Skills Active The Sector Skills Council for Active leisure, Learning and Well-being	Website: skillsactive.com Enquiries e-mail: skills@skillsactive.com Telephone: 0330 004 0005
UK Coaching, the UK's technical agency for coaching	Website: ukcoaching.org Enquiries email: via web form at ukcoaching.org/contact Telephone: 0113 274 4802
The Register of Regulated Qualifications	The full list of qualifications awarded by 1st4sport is either available on request or can be viewed on the Register of Regulated Qualifications: https://register.ofqual.gov.uk/ ²²
The Office of the Qualifications and Examination regulator (Ofqual)	Website: gov.uk/government/organisations/ofqual
Department for Education	Website: gov.uk/government/organisations/department-for-education
Learning Records Service	Website: gov.uk/government/collections/learning-records-service

²² Any changes to qualifications will be communicated with recognised centres via various means of communications.

Appendix: Component Specifications for the 1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping)

Component Title:		The role of the equestrian coach			
Component Aim		This component assesses a coach's understanding of their role and responsibilities and the roles of others, ensuring that their coaching is safe and inclusive.			
Component Level:		2	Guided Learning Hours (GLH): 8		
Assessment Specification		Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor			
Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>		Mandatory Delivery Content <i>The learner will develop an understanding of:</i>	
1	understand the role of the equestrian coach	1.1	describe the role	<ul style="list-style-type: none"> the role of the fully independent equestrian coach the boundaries of the role and adherence to codes of conduct the responsibilities of the fully independent equestrian coach when working with others such as leaders, coaching assistants the importance of being a role model the sports or physical activity coaching process of plan–do–review an awareness of the breadth of the equine industry and the opportunities available to riders to participate 	
2	understand the responsibilities of the coach in equestrian	2.1	describe the responsibilities related to rules and regulations	<ul style="list-style-type: none"> the overarching legal and sport-specific responsibilities equestrian discipline-specific organisational procedures, responsibilities and liabilities the rules and regulations of the relevant equestrian discipline, how to access these and how they enable the delivery of sessions the role of officials and the positive promotion of these national human and equine anti-doping and controlled medication rules and how to keep up to date with these 	

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>		Mandatory Delivery Content <i>The learner will develop an understanding of:</i>
				<ul style="list-style-type: none"> • appropriate competition classes for riders jumping up to 1m and the rules for such classes, for both junior and senior age groups • the opportunities for riders to take part in showjumping training events and progressive riding awards • how to coach riders to apply the rules for riding safely in enclosed areas, in the open, alone and with others • applying safe rules for riding • complying with appropriate dress for riding and leading horses • recognising safe tack and saddlery and how to take appropriate action if necessary
		2.2	describe responsibilities related to duty of care	<ul style="list-style-type: none"> • what constitutes acceptable relationships as a coach • the guidelines for safeguarding and protecting the following participant groups, adherence to these and maintaining confidentiality: <ul style="list-style-type: none"> – young people and children, including signs and symptoms of abuse – adults at risk – participants who share protected characteristics • how to encourage and reward positive behaviour and to respond to discriminatory behaviour, behaving in a fair, consistent and ethical manner • the requirements of the participant group; managing information for and about all types of participants

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Mandatory Delivery Content <i>The learner will develop an understanding of:</i>
		2.3 describe responsibilities related to safe coaching practice	<ul style="list-style-type: none"> • how to set and agree ground rules • health and safety management, understanding how to: <ul style="list-style-type: none"> - prepare the environment - conduct a risk assessment - minimise risk - put contingency plans in place - recognise the appropriate length of stirrup for balance and security - recognise the need to adapt riding according to conditions and weather - use appropriate tack for the conditions and the horse, including studs - effectively control paces - be aware of the need to adapt riding according to ground conditions and slope • emergency procedures; knowing how to follow: <ul style="list-style-type: none"> - emergency procedures in an equine coaching environment, including the reporting of accidents, issues and incidents

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Mandatory Delivery Content <i>The learner will develop an understanding of:</i>
		2.4 describe responsibilities related to inclusive coaching practice	<ul style="list-style-type: none"> • inclusive delivery of coaching sessions and activities and where to gain information on this • how to communicate, deal with and meet the needs of a variety of participant types: <ul style="list-style-type: none"> - disabled and non-disabled people - children/youth/adults - those who share protected characteristics • recognising that different participants learn in different ways • how different backgrounds and stages of participant development can impact on <ul style="list-style-type: none"> - age - skill development - emotional development.
3	understand equestrian participants and their development needs	3.1 describe how to engage with and develop a range of participants	<ul style="list-style-type: none"> • how to gather information about lifestyle, previous experience, and the needs of different participant groups • participants' motivations for taking part • the impact of the participants' background, stage of development and needs on: <ul style="list-style-type: none"> - session management - the different ways adults and children learn - learning and the coaching environment (beginner vs experienced) - training and competition • how to cater for individual needs within group coaching

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Mandatory Delivery Content <i>The learner will develop an understanding of:</i>
		3.2 describe the physical influences on participation	<ul style="list-style-type: none"> • the physical capabilities required for, and the basic anatomical and biomechanical demands of, the specific discipline of equestrian being coached • the components of physical fitness and how they link directly to the specific discipline of equestrian being coached • how to minimise the risk of injury and assist a participant returning from injury • the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of: <ul style="list-style-type: none"> - nutrition - hydration - social and performance-enhancing drugs - the principles of weight management in relation to the sport • how the physical capabilities of participants will influence the content and structure of the session

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Mandatory Delivery Content <i>The learner will develop an understanding of:</i>
		3.3 describe the mental and social influences on participation	<ul style="list-style-type: none"> • how the mental capabilities of participant(s) will influence the content and structure of the session • the key methods for improving participant(s)': <ul style="list-style-type: none"> - connection - confidence - concentration - motivation - emotional control - cohesion • the concepts of: <ul style="list-style-type: none"> - skill coordination - motor skill learning - skill acquisition - skill retention - skill transfer • the different stages of cognitive, emotional and social development • how to develop participants' mental skills in sport or physical activity • how to develop participants socially; <ul style="list-style-type: none"> - building relationships and rapport with and between participants - develop confidence - self-esteem

Component Title:	Plan a series of equestrian coaching sessions		
Component Aim	This component assesses a coach's ability to plan a series of equestrian coaching sessions to meet the needs of participants. The series of equestrian coaching sessions planned will be linked and progressive in nature in order to develop participants' performance within the specific discipline of equestrian being coached.		
Component Level:	2	Guided Learning Hours (GLH):	9
Assessment Specification	Learners are required to plan a minimum of six equestrian coaching sessions. Four of the six sessions must be linked and progressive, and working with the same group of participants in order to monitor and review any progress made. The additional two sessions will ideally be planned for a different participant type to the linked and progressive sessions eg adults/youths/ children/disabled/non-disabled. Sessions should be an appropriate length for equestrian coaching and the identified rider or group of riders. This will be for a minimum of 45 minutes but may be longer based on horse and rider needs. Where sessions are significantly longer or shorter than this, learners should provide a rationale for this.		

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>		Mandatory Delivery Content <i>The learner will develop the knowledge, understanding and skills to be able to</i>
1	be able to plan a series of equestrian coaching sessions	1.1	plan a series of progressive sessions	<ul style="list-style-type: none"> understand the principles of planning progressive sessions identify aims and objectives of the coaching programme, setting SMART/tangible goals that have been agreed with participants plan a series of progressive sessions with goals that are linked, progressive and consistent with the overall aims of the coaching programme

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Mandatory Delivery Content <i>The learner will develop the knowledge, understanding and skills to be able to</i>
		1.2 plan activities to meet the aims of the sessions	<ul style="list-style-type: none"> • understand how individual coaching sessions support the aims of the coaching programme • identify aims and objectives of sessions, setting SMART/tangible goals that have been agreed with the rider • plan and prepare sessions that meet the needs of riders from different backgrounds and at different stages of development to include: <ul style="list-style-type: none"> - realistic timings - sequences of activities - intensity of activities - duration of activities - specific technical content within activities - specific tactical content within activities - contingencies

Component Title:	Deliver a series of equestrian coaching sessions		
Component Aim	This component assesses a coach's ability to deliver a series of equestrian coaching sessions to meet the needs of riders. The series of coaching sessions delivered will be linked and progressive in nature in order to develop participants' performance within the equestrian environment of the specific discipline of equestrian being coached.		
Component Level:	2	Guided Learning Hours (GLH):	8
Assessment Specification:	<p>The learner is required to deliver a minimum of six coaching sessions in equestrian. Four of the six sessions must be linked and progressive, and working with the same rider or group of riders in order to monitor and review any progress made. The additional two sessions will ideally be planned for a different participant type to the linked and progressive sessions eg adults/youths/ children/disabled/non-disabled. Sessions should be an appropriate length for equestrian coaching and the identified riders or group of riders. The content for these sessions must have been developed for <i>Plan a series of equestrian coaching sessions component</i>.</p> <p>In addition, learners are required to demonstrate their ability to coach session(s) in a 35 minute and 40 minute practical coaching assessments (either in their workplace or in a simulated²³ environment). Observed sessions may be taken from the six planned sessions, there is no requirement to plan additional sessions for the observation of coaching practice. Sessions must be for showjumping.</p>		

²³ Simulated assessment is acceptable. Simulations should be planned and made as realistic as possible ensuring that the coach being assessed has every opportunity to achieve the assessment criteria. The coaching environment should be as realistic as possible, with the coach having access to the appropriate range of facilities and equipment. Where a workplace environment is chosen for the observation of the coach, it is defined as a coach coaching the riders they would normally coach, in their normal coaching environment.

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>		Mandatory Delivery Content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
1	be able to deliver a series of equestrian coaching sessions	1.1	establish a safe coaching environment	<ul style="list-style-type: none"> • conduct a risk assessment, minimising any identified risks • organise the setting up of equipment required for the session
		1.2	prepare the participants for the coaching sessions	<ul style="list-style-type: none"> • apply the principles of good practice for starting coaching sessions • provide information to participants on the aims and objectives of sessions, agreeing these with participants • understand physical preparation and how to deliver warm-ups • use walk, trot, canter, changes of direction, turns, circles and transitions appropriate to the conditions and the experience of the horse
		1.3	deliver a series of equestrian coaching sessions in line with guidelines	<ul style="list-style-type: none"> • incorporate a variety of coaching styles and techniques in delivery and incorporate: <ul style="list-style-type: none"> - listening to participants - motivating participants - learning styles of participants (visual, auditory, kinaesthetic) - differentiation between participants • cater to a variety of learning styles; balancing instruction, facilitation, demonstration, questions and answers • ensure there is a balance of activities; realistic timings, sequences, intensity and duration of activities within the session • identify participants' needs and modify session plan(s) to meet participants' changing needs

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Mandatory Delivery Content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>	
		1.4	develop equestrian technical and tactical aspects through the provision of explanations and demonstrations of activities	<ul style="list-style-type: none"> • know how and when to apply appropriate communication methods in the provision of technical guidance • use the principles of skill development in their coaching, selecting correct techniques to developing participants' skills • understand different types of demonstration • provide technical and tactical demonstrations and explanations that are correct • identify and utilise equestrian discipline-specific rules and codes • prepare equestrian riders for competition.
		1.5	analyse and provide feedback on participants' performance	<ul style="list-style-type: none"> • understand the principles of analysing participants' performance • observe participants', analyse performance and provide constructive feedback • communicate effectively with participants and show listening skills • support participant(s) in taking responsibility for their own learning
		1.6	ensure participants' safety is maintained	<ul style="list-style-type: none"> • manage coaching activities and adapt to maintain safety as required • manage safe use of equipment during the session • manage behaviours by being: <ul style="list-style-type: none"> - positive and challenging - encouraging and motivating
		1.7	conclude the session	<ul style="list-style-type: none"> • apply the principles of good practice for concluding coaching sessions • use a progressive warm-down to reduce the intensity, allowing the horse to stretch and reduce respiration rate, according to the work done • summarise session outcomes, providing feedback to participants • organise the taking down and storage of equipment used during the session • offer information to participants after coaching sessions

Component Title:	Review a series of equestrian coaching sessions		
Component Aim	This component assesses a coach's ability to review a series of equestrian coaching sessions that meet the needs of riders. The series of equestrian coaching sessions reviewed will be linked and progressive in nature in order to develop riders' performance within the specific discipline of equestrian being coached.		
Component Level:	2	Guided Learning Hours (GLH):	7
Assessment Specification	The learner is required to review and evaluate a minimum of six coaching sessions in equestrian. Four of the six sessions must be linked and progressive, and working with the same rider or group of riders. These linked and progressive sessions must be reviewed and evaluated individually at the time of delivery, and holistically once all sessions have been delivered. The planning and delivery of the sessions for review must be completed within <i>Plan a series of equestrian coaching sessions</i> and <i>Deliver a series of equestrian coaching sessions</i> ; reviews must clearly relate to these sessions.		

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>		Mandatory Delivery Content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
1	be able to review a series of equestrian coaching sessions	1.1	review participants' performance	<ul style="list-style-type: none"> measure participant development use a variety of evaluation methods that can be used to monitor participant(s) development and learning
		1.2	analyse own coaching practice	<ul style="list-style-type: none"> understand the principles of self-reflection utilise feedback from others identify personal development needs gain valid feedback on own performance from riders and others take responsibility for own development access continuing personal development (CPD) and develop a personal action plan and mentoring opportunities participate in continual review identify career progressions in the sport and the role of others

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>	Mandatory Delivery Content <i>The learner will develop the knowledge, understanding and skills to be able to:</i>
		1.3 apply the review of coaching sessions to future planning	<ul style="list-style-type: none"> review and evaluate the session, using the views of riders and others, and using it to impact on future sessions agree the outcomes of the review with participants and others, advise them on their development needs and adapt future sessions to reflect needs
		1.4 review the effectiveness of the series of equestrian coaching sessions.	<ul style="list-style-type: none"> review the overall aims and goals of the programme and progress made towards these use a variety of evaluation methods that can be used to monitor rider(s) development and learning measure the quality of the coaching experience measure rider and horse development

Component Title:	Technical coaching requirements for showjumping		
Component Aim	This component aims to develop the coach's knowledge of the technical coaching requirements for showjumping		
Component Level:	2	Guided Learning Hours (GLH):	8
Assessment Specification	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor		

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>		Mandatory Delivery Content <i>The learner will develop an understanding of:</i>
1	be able to prepare participants for riding	1.1	prepare a rider to ride	<p>being able to coach the rider to:</p> <ul style="list-style-type: none"> • mount from a mounting block and a leg up • check and adjust tack, alter stirrups and hold the reins at appropriate length • recognise incorrectly fitted or unsafe task and adjust if necessary <p>being able to coach the rider to:</p> <ul style="list-style-type: none"> • develop basic suppleness in the riding position • recognise the correct position in the saddle • modify and adapt the riding position according to their own development and restrictions • develop balance, security and straightness with/without stirrups in all three gaits • co-ordinate the aids when riding with the reins in one hand • develop the appropriate hand/rein position • recognise the impact of their position on the horse and how this affects the horse's way of going and vice versa
		1.2	develop the technical aspects of riding in riders	

Learning Outcomes <i>The learner will:</i>		Assessment Criteria <i>The learner can:</i>		Mandatory Delivery Content <i>The learner will develop an understanding of:</i>
2	demonstrate riders skills and techniques whilst showjumping	2.1	demonstrate the application of natural and artificial riding aids	<p>being able to coach the rider to:</p> <ul style="list-style-type: none"> correctly use leg, hand, seat and voice aids recognise when and how to use jumping/schooling whips and spurs <p>being able to coach the rider to:</p> <ul style="list-style-type: none"> use upward/downward transitions from all paces (including halt) and transitions from one pace to another ride changes of direction and correctly sized and shaped school figures correctly use the reins to achieve and maintain an appropriate contact recognise and improve the foundation elements of the Scale(s) of Training (rhythm, suppleness, contact, impulsion, straightness and collection) appropriate to the level of horse they are riding develop the horse's rhythm and balance through turns and circles move the horse away from the leg for a basic leg yield deal with basic equine behavioural issues e.g. napping, spooking and bucking <p>being able to coach the rider to:</p> <ul style="list-style-type: none"> correctly space walk, trot and canter poles for a range of horses/ponies place poles/fences appropriately in an arena for rideability and safety set up simple related distances using a variety of fences (cross poles, uprights, spreads etc.) appropriate for a range of horses and ponies develop a track of 6-8 linked fences up to 1m
		2.2	demonstrate effective riding on the flat	
		2.3	demonstrate effective riding on outdoor terrain with slopes	
		2.4	demonstrate effective riding over poles, jumps and course of fences	
3	understand the theoretical principles of riding	3.1	demonstrate their knowledge of the theory of horse suitability and development	<p>being able to coach the rider to:</p> <ul style="list-style-type: none"> develop a secure balanced jumping position that does not hinder the horse

Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Mandatory Delivery Content <i>The learner will develop an understanding of:</i>
		<ul style="list-style-type: none"> • have an appropriate length of stirrup • effectively use leg aids • correctly and sympathetically use rein aids • maintain a correct position during all phases of the jump (approach, take off, flight, landing and departure) • control pace effectively, including a forward rhythm when riding to/away from fences up to 1m <p>making a basic assessment of a horse for:</p> <ul style="list-style-type: none"> • suitability for a job of work • level of fitness and condition • behaviour