

1st4sport Level 1 Award in Equestrian Coaching Assistant

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 1 Award in Equestrian Coaching Assistant
Qualification Overview:	Gives learners the knowledge and skills to assist the delivery of equestrian coaching sessions..
Qualification Code:	26AECA1
Qualification Regulation Number:	610/7535/8
Guided Learning Hours (GLH):	30
Total Qualification Time (TQT):	53
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/06/2026
Qualification Review Date:	01/06/2028
Learner Registration Period:	1 year
Qualification Objective:	This qualification qualifies learners to work as a (paid or voluntary) equestrian coaching assistant under the appropriate supervision of a more qualified coach..
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

Who is this qualification for?

The qualification is designed for those who wish to become involved in coaching at an assistant level, and to have responsibility for the delivery of equestrian coaching activities under the appropriate supervision of a more qualified coach. It is an entry point to equestrian coaching, depending on the ability and confidence of the learner. It is directed at learners who have an interest in equestrian activities.

Qualification Progression

Learners could progress on to the 1st4sport Level 2 Certificate in Equestrian Coaching or 1st4sport Level 2 Certificate in Coaching The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in equestrian activities, activity leadership, or sports development.

This qualification may lead to paid or voluntary roles in coaching equestrian activity, working as a coaching assistant under the appropriate supervision of a more qualified coach.

Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
Y/652/1869	Developing your role as an equestrian coaching assistant	8
F/652/1870	Working with participants as an equestrian coaching assistant	13
H/652/1871	Developing your practice as an equestrian coaching assistant	9

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Developing your role as an equestrian coaching assistant
Unit Aim	This unit will allow the learners explore their role and responsibilities as an equestrian coaching assistant and develop an understanding of how this links with those around them in an equestrian coaching environment
Unique Unit Number	Y/652/1869
Unit Assessment Method(s)	
Assessment Specification	Portfolio of Evidence - Practical Demonstration/Assignment - Learners are expected apply the evidence to the equestrian context in which they operate

Learning Outcome: 1. To understand the equestrian Coaching Assistant's role within an organisation and the equestrian sector

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Outline the role of the equestrian coaching assistant	learners will outline the key aspects of the role and the duties an equestrian coaching assistant would expect to undertake.
1.2 Summarise the roles of the others who interact with the equestrian coaching assistant	learners must include, but not limited to, the coach, parents, welfare officer. Others may be included where relevant to the equestrian setting.
1.3 Identify the professional boundaries of an equestrian coaching assistant	<p>learners will identify the professional boundaries of a coaching assistant</p> <p>including, but not limited to:</p> <ul style="list-style-type: none"> • Professional image • Professional ethics • Duty of care • Position of Trust • Scope of Practice • Inclusion • Ethical behaviour model and understanding 'supervision' from a coach • Welfare of the horse in relation to the role of the coaching assistant.
1.4 Describe the responsibilities of an equestrian coaching assistant in an organisation	learners will include, but not limited to, knowing the organisation's products and offers, the impact on participants and the wider community, professional boundaries, codes of conducts, their own role, personal responsibilities and contribution, session format, coaching resources.
1.5 Give examples of how the equestrian coaching assistant can support equestrian coaching activity and services	learners will provide examples from their equestrian settings and environments of how their role as a coaching assistant supports the effective operation of coaching activity and services.
1.6 Identify elements of good practice for equestrian coaching assistants	learners will consider professional ethics, values and adherence to appropriate legislation. Good practice includes but is not limited to role modelling, inclusion, your personal brand and motivations, coaching philosophy, inclusive practice and trust equation.

Learning Outcome: 2. To know the relevant Industry legislation and guidance, organisational policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Summarise relevant legislation relating to equestrian Coaching Assistants activity	legislation includes but is not limited to: <ul style="list-style-type: none"> • Data protection • DBS • Conflict of interest • Equality Act 2010 • United Nations Convention on the Rights of the Child 1989 • Children Act 1989 • Children and Young Persons Act 2008, • Sexual Offences Act 2003, • Working Together to Safeguard Children 2026 • Care Act 2014, • Safeguarding Vulnerable Groups Act 2006 • Animal Welfare Act 2006.
2.2 Outline the impact of organisational policies and procedures relating to equestrian Coaching Assistants activity	organisational policies include but are not limited to: <ul style="list-style-type: none"> • Code of Conduct • Risk Assessment, • Emergency action • Normal operating processes and plans. Any reference must include the impact on their day-to-day role.
2.3 Summarise relevant sector guidance relating to equestrian Coaching Assistant activity	sector guidance includes but is not limited to: <ul style="list-style-type: none"> • National Governing Body • Health and Safety Executive, • Sport England • Child Protection in Sport • Animal Welfare Act 2006
2.4 Demonstrate adherence to relevant sector guidance to Coaching Assistant activity	Sector guidance includes but is not limited to: <ul style="list-style-type: none"> • National governing body • Health and Safety Executive • Sporting governing bodies • Child Protection in Sport • Equine Welfare Policies

Learning Outcome: 3. Know how to develop themselves

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Identify development opportunities for equestrian coaching assistants	learners will locate examples of opportunities for development and training needs analysis as an equestrian coaching assistant that they can access to support and reflect on their development.
3.2 Develop own skills through a range of mechanisms	mechanisms include but are not limited to: <ul style="list-style-type: none"> • Needs analysis • Individual Development Plans • Individual learning preferences and activities.
3.3 Develop own behaviours through a range of mechanisms	behaviours include but are not limited to: <ul style="list-style-type: none"> • Praise, • Respect • Support • Challenge • Enthusiasm • Calmness • Encouragement • Confidentiality.

Learning Outcome: 4. Be able to practice as a coaching assistant professionally adhering to the roles and responsibilities

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Explain the principles of best practice for an equestrian Coaching Assistant	learners will consider but not limit themselves to following principles of best practice: <ul style="list-style-type: none"> • Planned • Organised • Prepared • Professional (in conduct)
4.2 Carry out best practice in multiple aspects of an equestrian Coaching Assistant's Day to day activities	learners will demonstrate roles of an equestrian Coaching Assistant including but not limited to: <ul style="list-style-type: none"> • Self-Awareness & Reflection, • Awareness of the people you coach • Considering the needs of individuals understanding the context and environment you are coaching within • Basics of coaching practice • Planning • Practice • Design • Communication/demonstrations • Observation/analysis/feedback • Progressions • Dynamic risk assessment
4.3 Summarise considerations when handling data	learners to consider the actions of lawfulness, tact and discretion when handling participant data and the Data Protection Act (2018).
4.4 Carry out activities as an equestrian coaching assistant within professional boundaries	learners will demonstrate skills of an equestrian Coaching Assistant including but not limited to: <ul style="list-style-type: none"> • Problem solving • Teamwork • Time management • Interpreting information • Using own initiative within the role

Unit Title	Working with participants as an equestrian coaching assistant
Unit Aim	This unit will allow the learners explore their role and responsibilities as an equestrian coaching assistant and allows learners to demonstrate their ability to work with participants (participants where appropriate refer to the participant and horse).
Unique Unit Number	F/652/1870
Unit Assessment Method(s)	
Assessment Specification	Portfolio of Evidence - Practical Demonstration/Assignment - Learners are required to demonstrate their ability to coach in a practical equestrian coaching assessment. The demonstration must be 2 sessions of a minimum of 15 minutes in duration either in the form of a single session, or a micro-session

Learning Outcome: 1. Know how to maximise the participant experience	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Identify how to connect and communicate with participants	learners will consider body language, verbal and non-verbal cues alongside language used.
1.2 Demonstrate how to connect, communicate with and support participants in a safe effective way	learners will demonstrate connecting with and communicating with participants in a positive manner for safe enjoyment.
1.3 Describe a participant focussed approach to equestrian coached activities	learners will describe what a participant focussed approach to coached activities looks like and will provide examples from their settings to support this.
1.4 Summarise how to understand the needs of participants	learners will summarise how they find out about and understand the needs of their participants throughout their journey in the equestrian coaching environment.
1.5 Demonstrate how to maximise participant experience through understanding their needs	learners will demonstrate varied methods including but not limited to: <ul style="list-style-type: none"> • observation theory to support personal learning • being accessible and approachable • feedback and adapting communication and delivery for participants.

Learning Outcome: 2. Be able to work with participants

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Identify the key aspects of a positive and lasting first impression	learners will identify the benefits of a positive and lasting first impression and outline how it can be provided.
2.2 Discuss how to create a positive and lasting relationship	learners will create a positive and lasting equestrian environment includes through means including but not limited to 3C + 1C model (caring, connection and committed plus co-orientation).
2.3 Describe how a person-centred approach can improve the experience for an individual	<p>learners will describe how a person-centred approach to equestrian coaching is applied in their setting. Aspects of this include but are not limited to:</p> <ul style="list-style-type: none"> • Motivation of individuals • Tailoring to the needs of individuals • Intrinsic development • Collaboration and co-creation

Learning Outcome: 3. Be able to support the welfare of participants and horses

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Understand the different welfare needs of participants and horses	<p>learners will identify the social, physical, mental needs of participants through a variety of means which include but are not limited to:</p> <ul style="list-style-type: none"> • Participant preferences • Preparticipation • Questionnaires • Welcome at sessions • Challenge point framework and holistic equestrian coaching <p>Understand frameworks used to identify horse needs including:</p> <ul style="list-style-type: none"> • Five Domains of animal welfare- the 3Fs- Friends, forage and freedom • British Equestrian Charter for the Horse • Awareness of horse behaviour and body language, be able to identify some horse learning theories <p>Understand appropriate horse health monitoring protocols and when to use examples included but limited to:</p> <ul style="list-style-type: none"> • TPR • Trotting up etc • Know which equestrian professionals to sign post when.
3.2 Give examples of how to meet participant needs	learners implement adaptations within their delivery to meet all participant needs.
3.3 Understand the fundamental elements of positive management of participant behaviour	<p>learners will outline the fundamental elements which include but are not limited to:</p> <ul style="list-style-type: none"> • clear expectations and consequences • positive reinforcement • supportive equestrian environment • challenge with curiosity • empathy and respect.
3.4 Demonstrate ways to support positive management of participant behaviours	<p>learners will give ways to support positive management which include but are not limited to:</p> <ul style="list-style-type: none"> • clear expectations and consequences • positive reinforcement • supportive environment • appropriate challenge with curiosity • empathy and respect

Unit Title	Developing your practice as an equestrian coaching assistant
Unit Aim	This unit will allow the learners explore their role and responsibilities as an equestrian coaching assistant and develop an understanding of their practice
Unique Unit Number	H/652/1871
Unit Assessment Method(s)	
Assessment Specification	Portfolio of Evidence - Practical Demonstration/Assignment - Learners are required to demonstrate their ability to coach in a practical equestrian coaching assessment. The demonstration must be 2 sessions of a minimum of 15 minutes in duration either in the form of a single session, or a micro-session.

Learning Outcome: 1. Be able to prepare, deliver and continuously evaluate and review equestrian coaching activities

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 State the elements of an inclusive, safe and effective equestrian coaching activity	learners will state the elements which includes but is not limited to: <ul style="list-style-type: none"> • Completed Risk Assessment • Group/activity • size and ratio • Time on Task Differentiation and choice within the tasks Explanations Demonstrations Observation & Analysis Feedback Adaptation, Engagement and Progression
1.2 Prepare inclusive, safe and effective equestrian coaching activities tailored to the needs of a range of participants	these activities must be within scope of practice, and whilst under supervision, using appropriate equipment and methods. All activities must incorporate the following: <ul style="list-style-type: none"> • Safe • Appropriate to the participant • Planned • Organised • Progressive • Engage
1.3 Identify key coaching points and key elements of the selected equestrian activity	learners will identify key coaching points and elements of selected activity which includes but are not limited to the following: <ul style="list-style-type: none"> • Individual requirements • age and stage • Technical Model • the impact of their approach on potential injuries and progression.

Learning Outcome: 2. Be able to assist in providing a safe and inclusive equestrian coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Describe effective organisation of equestrian tasks	<p>learners will describe elements of effective organisations that include but are not limited to:</p> <ul style="list-style-type: none"> • Safe spaces • equipment • horse and related requirements for the activity and space set out • minimal demonstration and intro (standing time) • active and engaged • links to the session and participants know the benefits for them.
2.2 Apply elements of effective organisation to your own equestrian activities	<p>learners to consider how to align own plans and tasks alongside colleagues to ensure a positive, safe and inclusive learning environment with progression. Learners should also include Co-coach and model behaviours which are supporting, coherent and aligned to coaching together for one outcome.</p>
2.3 Describe how to prepare safe equestrian activities areas and set up safely	<p>learners will describe and set actions for different types of hazards.</p>
2.4 Demonstrate how to prepare safe equestrian activity areas and set up safely	<p>learners will need to demonstrate safety which may include of the following Risk assessment (Safe spaces, equipment, activity checklists) Venue planning, session planning, appropriate to the individual's you coach</p>

Learning Outcome: 3. Be able to continuously evaluate and review equestrian coaching activities

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Describe how to evaluate safe and effective equestrian coaching activities, under the guidance of a coach	learners will include: <ul style="list-style-type: none"> • The types of information that an equestrian Coaching Assistant needs to collect to review activities. • Select the appropriate information to review activity. • How to improve the preparation and delivery of future activities for participants and self. • How to use reflective processes to quality assure and identify any development actions in an individual development plan When and how you use information taken from the review to adapt and improve future equestrian activities.
3.2 Undertake a review and make recommendations on equestrian coaching activities	learners will: <ul style="list-style-type: none"> • Conduct reviews at timely opportunities • Collate evidence to support the review of the activities • Share the review with participants and others Make records of the review and propose adaptations for future activities to meet the outcomes of the review.

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

Minimum qualification, competence and evidence requirements for Tutors involved in the delivery of this qualification can be found in the Workforce Qualification and Competence Policy.

Assessor(s):

Minimum qualification, competence and evidence requirements for assessors involved in the assessment of this qualification can be found in the Workforce Qualification and Competence Policy.

Internal Verifier(s) and Quality Assurer(s):

Minimum qualification, competence and evidence requirements for IQA's involved in the internal quality assurance of this qualification can be found in the Workforce Qualification and Competence Policy.

Additional Qualification Requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered, supported and outcomes recorded during the application process. Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

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