

1st4sport Level 2 Certificate in Equestrian Coaching

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 2 Certificate in Equestrian Coaching
Qualification Overview:	Gives learners the knowledge and skills to deliver equestrian coaching sessions.
Qualification Code:	26CEC2
Qualification Regulation Number:	610/7536/X
Guided Learning Hours (GLH):	90
Total Qualification Time (TQT):	128
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/06/2026
Qualification Review Date:	01/06/2028
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become an equestrian coach.
Qualification Purpose:	Develop knowledge and/or skills in a subject area.

Who is this qualification for?

This qualification is designed for learners looking to develop their knowledge and skills to be able to independently coach in an equestrian coaching environment. It is expected that learners have experience of delivering activity within an equestrian coaching, activity environment as part of this qualification.

Qualification Progression

Learners can progress onto the following qualifications • 1st4sport Level 3 Certificate in Equestrian Coaching • 1st4sport Level 3 Certificate in Coaching

This qualification may lead to paid or voluntary roles as an independent coach within professional and grassroots equestrian coaching environments, educational institutions such as schools, colleges, and universities.

Entry Requirements

Learners must be a minimum of 17 years old at registration and 18 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 17 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:

- Portfolio of Evidence (in 6 of 8 mandatory units),
- Practical Demonstration/Assignment (in 2 of 8 mandatory units)

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
J/652/1872	Developing your role as an equestrian coach	20
K/652/1873	Developing your equestrian coaching practice	4
L/652/1874	Understanding the individual's you coach	4
M/652/1875	Managing relationships	4
R/652/1876	Working in a safe equestrian coaching environment	4
T/652/1877	Plan progressive coaching sessions	10
Y/652/1878	Deliver progressive coaching sessions	10
A/652/1879	Review progressive coaching sessions	28

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 coach
Unit Aim	The aim of this unit is for coaches to gain an understanding of their role for being a coach and their responsibilities to support a safe and inclusive equestrian coaching environment for participants and horse, where appropriate
Unique Unit Number	J/652/1872
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners are expected apply the evidence to the equestrian context in which they operate

Learning Outcome: 1. Understand the roles of a coach

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Outline the roles of a coach	outline the roles of an equestrian coach, which includes but are not limited to communication, planning and organising, analysis and evaluation, keeping an open mind, creating a safe environment for all participants, advise on horse care management and welfare
1.2 Give ways the coach's role can influence the participant experience	ways that a coach can influence the participant experience as an example: not being respectful to all participants could result in some participants having a poor experience, whereas if the coach is respectful to all participants, this helps to improve their experience
1.3 Summarise good conduct of a coach	how to conduct themselves as a coach and portray a professional image: e.g. <ul style="list-style-type: none"> • respectful of participants and other professionals • practice of animal welfare • positive, honest, empowering, motivating, trustworthy, committed • non-judgemental, consistent • a good role model, with professional personal conduct and integrity
1.4 Explain the ethical roles and training methods of a coach	ethical roles of the coach include but are not limited to: <ul style="list-style-type: none"> • Duty of care • Professional membership • Role boundaries • Scope of practice • Representation of skills and abilities • Representation of knowledge • Interface with other professionals • Business practices • Code of conduct • Legal, ethical and moral • Position of trust. • Ethical training practices that support horse welfare <p>Awareness of the horse's fundamental mental and physical needs and the importance of kind, consistent handling. Understanding that training should be appropriate to the horse's age, level of experience, physical and mental capability. Identify practices that may negatively impact welfare and should be avoided. Understand recognised equine welfare models, such as the Five Domains and how they relate to training and everyday horse care, management, and work.</p> <p>understanding of appropriate tack and equipment use and the importance of comfort and safety. Working within guidance and instructions to support horse welfare in training activities.</p> <p>understand equine learning theory. Recognition of equine body language and behavioural responses, including signs of relaxation, tension, fear, discomfort, fatigue, stress, conflict or understanding.</p>

Learning Outcome: 2. Understand the responsibilities of a coach

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Outline sector coaching guidance	<p>sector guidance relevant to equestrian coaching environment. Organisations that provide sector coaching guidance may include:</p> <ul style="list-style-type: none"> • BEF • member bodies, • BHA • and others as appropriate
2.2 Explain key legislative and regulatory requirements that can influence the responsibilities of a coach	<p>legislation includes but is not limited to:</p> <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
2.3 Explain key organisational policies and procedures that influence the responsibilities of an equestrian coach	<p>the organisational policy and procedures applicable to equestrian activity. Examples of organisational policy and procedures may include:</p> <ul style="list-style-type: none"> • Normal Operating Plans (NOP) / Standard Operational Plans (SOP) • Emergency Action Plans (EAP) • Risk Assessment • Admissions policy • Safeguarding policy • Equality and Diversity policy • Insurance requirements • Selection policy • equine welfare policies (including anti-doping, infectious diseases)
2.4 Explain the responsibilities of a coach during delivery	<p>responsibilities include but are not limited to:</p> <ul style="list-style-type: none"> • - Health and safety requirements • Duty of care of participants, • horses and other coaches • Organisational procedures • Techniques • Skill development and progression • Rules and codes for the sessions you are leading • Preparing participants

Learning Outcome: 3. Understand their coaching philosophy

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Describe their equestrian coaching philosophy	<p>questions can include but are not limited to:</p> <ul style="list-style-type: none"> • Why did you start coaching? • What brings you the most satisfaction in your coaching? • What is your coaching style? • What is your coaching aims and objectives? • What are your motivations for coaching? <p>learners understand that their coaching philosophy:</p> <ul style="list-style-type: none"> • guides their thinking and decision-making • directs their coaching conversations • provides a mirror to reflect upon • requires revisiting regularly • should inform their coaching practice, so live it every day
3.2 Compare their coaching philosophy to the vision of their organisation(s)	compare their motivations and coaching philosophy to the vision, mission and goals of their organisation(s) and participants.
3.3 Explain ways to develop their coaching philosophy	<p>ways to develop their coaching philosophy include but are not limited to:</p> <ul style="list-style-type: none"> • identifying a buddy to have a coaching conversation with • connecting with your buddy • arranging opportunities to develop your relationship • taking ownership of the session to get out of it what will most benefit you and your coaching practice.

Learning Outcome: 4. Know ways to develop their coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Identify resources to develop their equestrian coaching practice	different sources to develop their equestrian coaching practice
4.2 Identify factors that can influence the development of their equestrian coaching practice	factors will be personal to the learners.
4.3 Prepare an individual development plan to support the development of their equestrian coaching practice	<p>an individual development plan and their key components which include:</p> <ul style="list-style-type: none"> • Their skill development • Their knowledge development <p>how their skill and knowledge development aligns with</p> <ul style="list-style-type: none"> • Organisational requirements • Timeframes • Recording completion dates • Recording outcomes for future reference • Record outcomes to support further personal development plans • Reasons for continually updating the personal development plan • Maintaining personal development records Ensuring personal action plans and continuing development programmes should align with organisational and own development needs and embedding it in future practice.
4.4 Review their individual development plan	it is recommended for learners to complete their individual development plan at the beginning and continue to review their plan throughout the qualification and beyond

Learning Outcome: 5. Know ways stakeholders can influence their coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Identify stakeholders who may influence their coaching practice	<p>stakeholders include but are not limited to,</p> <ul style="list-style-type: none"> • participants • parents/carers • other coaches • committee members professional bodies.
5.2 Present ways to influence stakeholders	different ways to influence stakeholders to achieve equestrian coaching objectives relevant to equestrian coaching environment.

Unit Title	Developing your equestrian coaching practice
Unit Aim	On completion of this unit, learner's will develop their understanding of how to plan, adapt, deliver and evaluate safe and inclusive equestrian coaching programmes and sessions to support personalised learning design and participant needs and where appropriate refers to the participant and horse.
Unique Unit Number	K/652/1873
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners are expected apply the evidence to the equestrian context in which they operate.

Learning Outcome: 1. Understand ways theories of learning can support personalised learning

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Compare theories of learning which can support personalised learning and development	compare a minimum of two learning theories that can support personalised learning and develop these theories throughout the qualification. Theories of learning can include but are not limited to: <ul style="list-style-type: none"> • behaviourism • cognitive Information Processing (Cognitivism) • constructivist
1.2 Apply theories of learning to support personalised learning	demonstrate the application of theories of learning to their chosen population and develop these to support participant progression, development and learning.

Learning Outcome: 2. Know key components to support the design of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Identify the key components of a coaching programme	learner activity, equipment, resource and venues requirements and appropriate coaching practice applicable to their equestrian coaching.
2.2 Identify key information to support the design of a coaching programme	key information to support the design of a coaching programme includes but is not limited to, participant information (age range, ability, how many), programme short and long-term goals and objectives, resources and health and safety considerations
2.3 Give ways to collate key information to support the design of a coaching programme	Ways to collate the information include but are not limited to: <ul style="list-style-type: none"> • learner attendance records • participant assessment forms • ask assistant coaches • volunteers who attend the coaching sessions • ask parents/carers • ask participants • -self-reviews and reflections • previous sessions • prior learning • curriculum • programme outcomes
2.4 Summarise ways the key information can influence the design of a coaching programme	For example, information such as the ability level of the participants can influence the programme activities and goals.

Learning Outcome: 3. Know ways to adapt their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Identify potential barriers of their equestrian coaching programme	any possible barriers to participant development within their coaching programme
3.2 Suggest adaptations to overcome limitations of their equestrian coaching programme	when to make reasonable adaptations to programme design, delivery methods and coaching styles.
3.3 Justify amends to their equestrian coaching programme	examples include but are not limited to: <ul style="list-style-type: none"> • amend the programme to ensure sessions meet programme goals • participant progress / performance during coaching sessions programme (above or below expectation) • participant circumstance change, i.e. injury • weather conditions • facilities

Learning Outcome: 4. Know ways to work with others to support the design of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Give reasons for sharing their equestrian coaching programme with others	Reasons include but are not limited to: <ul style="list-style-type: none"> • agreeing programme goals with participants and others • peer feedback • identify any weaknesses / limitations • barriers to participants • share adaptations before implementation.
4.2 Order the equestrian coaching programme in a format to support delivery	The coaching programme confirms the planning, realistic timings, sequences, intensity and duration of activities is a plausible order and format.
4.3 Share the roles and responsibilities of others included within their equestrian coaching programme	detail the stakeholders included within the coaching programme to include: <ul style="list-style-type: none"> • other Coaches, • volunteers, • coaching assistant, • participants etc and share the roles and responsibilities for each <ul style="list-style-type: none"> • taking the register • delivering an activity within the coaching programme.

Learning Outcome: 5. Know key components to support the design of their coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
5.01 Give reasons for ensuring all participants can participate in their sessions	<ul style="list-style-type: none"> • access to equipment • access to facilities • have activities that are accessible to all participants • inclusivity
5.02 Differentiate between session goals, programme goals and organisational objectives	identify goals which are linked, progressive and consistent within the overall aims of the equestrian coaching programme and linked to their participants goals. acknowledge that their equestrian coaching programme and session goals should reflect the mission and vision of their organisation, participant motivations and goals and the demands of their equestrian activity.
5.03 Differentiate between warm-up activities, cool-down activities and the goals of the session	summarise the value, purpose and delivery of warm-up and cool-down activities and the importance of ensuring these activities are linked to session goals

5.04 Outline how to structure equestrian coaching sessions	<p>outline the structure of coaching session to include the 'what' and 'how' but are not limited to:</p> <ul style="list-style-type: none"> • realistic timings • sequences • intensity • duration of the activities • required resources.
5.05 State the information required to plan sessions	<p>Information required to plan sessions includes but is not limited to:</p> <ul style="list-style-type: none"> • the information required, and resources required to plan sessions, • where they would source the information and • types of resources and equipment required • number of participants • level and experience of participants • fitness/ injury status of participants and horse
5.06 Identify types of equipment required to deliver their sessions	<p>to include but is not limited to: - equipment needed to deliver the session as well as tack and equipment worn by the horse.</p>
5.07 Give reasons to conduct checks on the equipment used within their equestrian coaching sessions	<p>equipment used within their equestrian coaching sessions meets specific rules and regulations applicable to their equestrian activity.</p>
5.08 Give ways their equestrian coaching sessions can support participant goals	<p>give ways for planning a balance of activities and equestrian coaching methods for each session, that will motivate the participants and achieve the planned goals for individuals and groups.</p>
5.09 Select activities to appropriate to their participants	<p>justify activities that are safe, inclusive and will help the participants achieve their goals and are appropriate to the participant ability and developmental stage.</p>
5.10 Identify the components of physical and skill-related fitness	<p>components of physical and skill-related fitness and how to embed them within their sessions to meet participant needs.</p>
5.11 Describe how to give skill development demonstrations to participants	<p>how to give clear and correct demonstrations of physical skill development and the development of mental skills to participants. (skills acquisition, physical conditioning and mental skills).</p>
5.12 Explain how to conclude a session	<p>reference to delivering cool-down activities, tidy-up the coaching area, dismantling and safely storing any coaching equipment used</p>

Learning Outcome: 6. Understand ways to adapt their coaching designs

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Give reasons for producing contingency plans	producing contingency plan or amending a session plan include but are not limited to: <ul style="list-style-type: none"> • change of environmental factors i.e. weather • reduced number of participants show up for the session • risk assessment • facilities • equipment • participant (focus, fatigue, level)
6.2 State reasons for informing stakeholders of any changes made to their equestrian coaching sessions	such as participants and their coaching assistant when making any revisions to their sessions.
6.3 Describe ways to support participant empowerment through equestrian coaching sessions	to promote participant's rights and choices through effective programme planning and delivery.

Learning Outcome: 7. Know ways to evaluate their coaching

Assessment Criteria The learner can:	Indicative Delivery Content
7.01 Describe how to use self-reflective processes within the evaluation on their equestrian coaching practice	using a self-reflective process within their evaluation include: <ul style="list-style-type: none"> • quality assurance of sessions and activities • development actions
7.02 Explain how to complete a programme evaluation	Key areas to consider, information that is held and used, the reflections that would take place to allow for a programme evaluation.
7.03 Develop a schedule to evaluate their equestrian coaching practice	evaluation schedule to include but not limited to: <ul style="list-style-type: none"> • Programme evaluation • Session evaluation • self-evaluation
7.04 Give reasons for sharing their evaluation schedule with others	describe ways to promote participant's rights and choices through effective programme planning and delivery
7.05 Provide reasons for continually reviewing all aspects of their equestrian coaching programme and sessions	reviewing all aspects of their equestrian coaching designs include but not limited to: <ul style="list-style-type: none"> • review of the planning process • review of their delivery • participant progress • coaching sessions • review methods used

7.06 Identify types of information to support their evaluation	<p>identify the different types of information to evaluate their:</p> <ul style="list-style-type: none"> • equestrian coaching programme • equestrian coaching sessions • self
7.07 Identify methods of collating information to support their evaluation	<p>identify the different methods of collating information to evaluate:</p> <ul style="list-style-type: none"> • equestrian coaching programme • equestrian coaching sessions • self
7.08 Explain how to complete an evaluation report	<p>report on their evaluation findings.</p>
7.09 Identify sources of feedback to support their evaluation	<p>reference valid sources of feedback identifying from which stakeholders and when to obtain the feedback. Learners should state what sources of feedback to use for their (a) programme evaluation and (b) session evaluations (c) self-evaluation within their answer</p>
7.10 Confirm ways to record recommendations for improvement within their evaluation	<p>different ways to record recommendations for improvements relevant to their equestrian coaching environment.</p>
7.11 Explain ways the outcomes of the programme review process can inform the evaluation results	<p>how the programme review outcomes can inform, influence and direct the evaluation results.</p>
7.12 Give reasons for sharing the outcomes of their review with others	<p>reasons for sharing the outcomes of their programme evaluation and session review with participants and other stakeholders.</p>
7.13 State reasons for evaluating individual activities included in their sessions	<p>activities in the session evaluation as they are key components of the session and different activities may work better than others.</p>
7.14 Suggest ways to improve their future sessions	<p>identify ways to improve the planning and delivery of future sessions for participants and self-refer to information, such as the outcomes of the review, to provide rationales for when and how they would make changes for future sessions.</p>
7.15 State reasons for implementing recommendations for improvement	<p>implementing recommendations for improvement helps improve the Learners coaching practice, programme and sessions more efficiently and effectively to participants</p>

Unit Title	Understanding the individual's you coach
Unit Aim	On completion of this unit, learner's will be able to identify the individual needs of participants and where appropriate the horse and understand ways to support the participant experience and engagement within their equestrian coaching practice.
Unique Unit Number	L/652/1874
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners are expected apply the evidence to the equestrian context in which they operate

Learning Outcome: 1. Know different types of participant information

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Summarise the key information coaches should know about their participants	<p>information about their participants includes but is not limited to:</p> <ul style="list-style-type: none"> • special educational needs • physical, learning disability or mental health condition • specific health conditions / health background / medication requirements, i.e. diabetic, ADHD, etc. • participant demographic i.e. personal background, • goals • motivations • aspirations • expectations • stage of development • age • gender • previous experience in the sport and other sports
1.2 Summarise how to assess participant needs	needs relating to disabilities, physical and mental, intellectual learning and behaviour management.
1.3 Outline ways the demographics of their participants may affect their equestrian coaching offer	<p>Participant demographics may affect the equestrian coaching offer included but not limited to:</p> <ul style="list-style-type: none"> • resources available • transport • facilities available • range of abilities • equipment available
1.4 Identify the demographics of their organisation's participants	local demographics of participants applicable to their organisation(s).

Learning Outcome: 2. Be able to identify the needs of their participants

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Review participant data	to understand a range of participant experiences, and how barriers including physical, communication, sensory and behavioural factors may impact engagement and inclusion to inform goal setting, programme design and development.
2.2 Use participant data to amend coaching designs	Adapt coaching sessions, programmes and participant activities to meet the needs of your chosen population.
2.3 Give examples of where to refer participants	examples of when it may be appropriate to seek additional support, or to involve a more suitably experienced person, agency, or organisation to ensure participants are supported effectively.

Learning Outcome: 3. Understand the goals of their participants to improve their coaching experience

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Summarise their participants aspirations	participant expectations and aspirations.
3.2 Give reasons for agreeing goals with participants	the importance of agreeing goals and an explanation of the rationale, implementation and review process and how this supports the participants goals and aspirations.
3.3 Explain the process of setting participant goals	the process of setting participant goals, by using SMART, GROW, OSCAR, WOOP, or 'Do your best goals'.
3.4 Plan activities aligning with participant goals	to demonstrate their planned activities, align with the goals of their participants
3.5 Explain how to deliver planned activities	to explain how to deliver planned activities in relation to timings, session schedule and participant goals and development.

Learning Outcome: 4. Know ways to support participant development

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Describe key stages of participant development	participants development in their equestrian activity.
4.2 Give ways stages of participant development can influence coaching practice	the key stages of participant development can influence the coaching practice in the equestrian activity.
4.3 Compare types of skill development	compare physical and mental skills development.
4.4 Outline ways to measure participant development	measure participant development and progression throughout their equestrian coaching programme.
4.5 State reasons to evaluate developmental activities with others	<p>establish if the developmental activities have met / are meeting:</p> <ul style="list-style-type: none"> • participant needs • organisational needs • own developmental needs

Learning Outcome: 5. Know ways to support participant performance

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Give reasons for observing participant performance during delivery	<p>include but are not limited to:</p> <ul style="list-style-type: none"> • measuring the participants development and progress • improving their equestrian coaching practice • build rapport with their participants • enables the coach to provide effective and instant feedback to the learner to support their development
5.2 Provide reasons for sharing their participants performance with stakeholders	<p>reasons for evaluating the participants progress with them and others at agreed points during the programme. Can include but are not limited to:</p> <ul style="list-style-type: none"> • review with participants • discuss progress in coaching team meeting • parental meetings • IDT case review
5.3 State reasons for obtaining participant feedback on their performance	<p>Reasons include but are not limited to:</p> <ul style="list-style-type: none"> • participants are a part of the session and are the receivers of their equestrian coaching practice, so their positioning can provide useful to improving the coach including participant feedback, with others, provides a broad range of feedback for the coach to review. • participant views are important to help coaches develop, amend activities, support participant retention.
5.4 Identify methods to evaluate participant performance	<p>that are safe, valid and reliable. Methods can include but are not limited to:</p> <ul style="list-style-type: none"> • equestrian coach observations • reflections • review and analysis

Learning Outcome: 6. Understand ways feedback can support the participant experience

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Give reasons for obtaining feedback	include: <ul style="list-style-type: none"> • adapting coaching style • identifies what is working well and what needs improving • support participant retention (linked to goals and plan) • identifies areas for the coach to improve, i.e. improve skills or knowledge in certain areas, CPD requirements
6.2 Illustrate the key stages of a feedback cycle	planning - Monitoring - Reviewing
6.3 Summarise different methods to obtain participant feedback	give examples of different methods to obtain participant feedback.
6.4 Comply with their organisational procedures when obtaining participant feedback	identify the channels of recording participant feedback- <ul style="list-style-type: none"> • in accordance with organisational policies and procedures • report participant feedback in accordance with organisational policies and procedures.
6.5 State ways to measure the equestrian coaching experience	coaching experience can be measured through coaching behaviours these include: <ul style="list-style-type: none"> • People: communication, relationships, inspiration • Personal: collaborative, progressive, philosophy and values • Practice: technical knowledge, planning, doing and reviewing

Learning Outcome: 7. Know ways to introduce participants to their coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Summarise the process of starting a session	<ul style="list-style-type: none"> • being approachable • introducing the activities • preparing the participants • health and safety checks • equipment and tack requirements and their coaching team.
7.2 Describe how to prepare a participant for a session	include psychological, social and physical preparation of participants.
7.3 Explain how to assess the participants' readiness to participate in a session	to summarise physical skill development and the development of mental skills.

Unit Title	Managing relationships
Unit Aim	This unit assesses the learners understanding of how to communicate with stakeholders to develop professional relationships and within and outside the equestrian coaching environment. The unit explores the different roles, responsibilities, and professional boundaries of a range of stakeholders and how working with others can support the participant within an equestrian coaching setting. (the term participant where appropriate, refers to the participant and horse)
Unique Unit Number	M/652/1875
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners are expected apply the evidence to the equestrian context in which they operate.

Learning Outcome: 1. Understand ways to communicate with stakeholders

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Give reasons for using different communication techniques	<p>using the following communication techniques within their context and to support individual participant needs:</p> <ul style="list-style-type: none"> • Observation/non-verbal techniques/body language • Open/closed questioning • Active listening.

<p>1.2 Justify methods of communication applicable to their stakeholder profile</p>	<p>different methods of communication include:</p> <ul style="list-style-type: none"> • Emails • Letters • Telephone calls • Virtual meetings • Social media • Talking • Text messages to mobile phones • Online blogs and forums • School platforms • Using signs and visual communication - • Verbal / non-verbal • Communication boundaries • Physical boundaries • Location Boundaries • Socialising boundaries • Confidentiality • Accepting gifts or favours • Showing favouritism or bias <p>Learners are required to justify the appropriate methods of communication applicable to their equestrian practice and coaching team</p>
<p>1.3 Differentiate communication depending on the stakeholder profile</p>	<p>Participants use a range of communication methods within equestrian activities, including:</p> <ul style="list-style-type: none"> • verbal coaching feedback • face-to-face meetings (such as registration evenings, inductions, and discussions with parents, committee members, and coaches) • written communication for events, camps, seasonal information, and follow-up Communication methods should be adapted to stakeholder profiles, considering children, young people, adults, accessibility needs, legislative requirements (confidentiality, safeguarding, data protection), and potential conflicts that may arise.

<p>1.4 Provide examples of when to adapt communication methods</p>	<p>consideration towards participant needs and needs of others including but not limited to:</p> <ul style="list-style-type: none"> • Language and vocabulary used: adaption from responding to a child than an adult • Appropriate method of communication: letter, email, telephone, face -to-face meeting etc. • Awareness of tone used • Awareness of body language and eye contact • The context of the communication, disciplinary letter or announcement
<p>1.5 State reasons for communicating with stakeholders throughout their coaching programme</p>	<p>Stakeholders include:</p> <ul style="list-style-type: none"> • Participants • Coaching team, for example coaching assistant, volunteer <p>Types of communication include:</p> <ul style="list-style-type: none"> • Feedback on their performance • Feedback on the performance of the participants • Feedback any changes to the sessions or programmes

Learning Outcome: 2. Know ways to support participant engagement

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Suggest ways to maintain participant engagement within their equestrian coaching programme	include, using a framework to design equestrian coaching sessions and activities, for example the STEP Model, ensuring activities are inclusive to all participants, such as the Activity Inclusion Model. Learners should consider psychological, social and physical engagement to support and maintain participant engagement
2.2 State different methods to engage with participants	include but are not limited to: <ul style="list-style-type: none"> • in person meetings • focus groups • surveys or questionnaires
2.3 Describe ways to build rapport with participants	include but are not limited to: <ul style="list-style-type: none"> • Provide clear and concise information to stakeholders about the event • Communicate with them frequently • Be transparent in your aims and objectives of the event • Provide your work email to invite questions or feedback • Be consistent in your messaging, ensure you meet deadlines • Be accessible to participants • Be approachable to participants (a) friendly and (b) welcoming • Respect equality and diversity • Present themselves i.e. uniform, cleanliness, etc. • Learners align their rapport methods and strategies to organisational standards, policies and procedures.
2.4 Give ways to support participant retention	include but are not limited to: <ul style="list-style-type: none"> • Check-ins • Follow-up messages • Rewards • Recognition • Milestones • Goals/aspirations
2.5 Give reasons for providing information about future sessions to their participants	about future sessions to participants as this can support their retention, provides the participant with time to physically, mentally and socially prepare for the session, helps manage participant expectations and builds coach and participant rapport and relationships.

Learning Outcome: 3. Know ways to support their coaching team

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Classify sources of support for different stakeholders	such as: - Coaching assistants - Sources of support to include learning and development for stakeholders identified.

Learning Outcome: 4. Know ways to evaluate their relationships

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Describe how to carry out an evaluation on self and others	both their own and others activity, performance and personal development and needs.
4.2 Give reasons for including the objectives of their organisation when conducting performance evaluations on others	positive and negative reasons for including organisational objectives when conducting performance evaluations on self and others. Refer to the roles and responsibilities of an equestrian coach.
4.3 State reasons for including others in their evaluation process	including others within their evaluation of their equestrian coaching programme and equestrian coaching sessions.
4.4 Summarise ways to share evaluation outcomes with others	others include participants and their Coach or equivalent.

Unit Title	Working in a safe equestrian coaching environment
Unit Aim	This unit assesses the learners understanding of the equestrian coaching environment, safeguarding and working safely with others and managing the welfare of horses.
Unique Unit Number	R/652/1876
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners are expected apply the evidence to the equestrian context in which they operate

Learning Outcome: 1. Understand their coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Define the term equestrian coaching environment	reference the terms 'safe', 'equitable' and 'inclusive' within their definition.
1.2 Outline ways to improve their coaching environment	<p>outline improvements relating to the following within their coaching environment:</p> <ul style="list-style-type: none"> • Safety • Inclusivity • - Equitable Coaching environment for participants includes: - following health and safety guidelines and procedures including reasons for conducting risk assessments, safety checks before delivering a session • following child protection legislation • following safeguarding legislation <p>consideration of participant needs and abilities</p>
1.3 Identify factors that can influence their coaching environment	<p>include environmental and physical factors such as:</p> <ul style="list-style-type: none"> • legislation • technology • economic conditions • population demographics • societal values • political • media • location of organisation • transport links • seasons/weather conditions i.e. day/night lighting for outdoor activities • space and resources available within their coaching environment <p>internal and external performance measures</p>
1.4 Summarise their participants journey within their coaching environment	a typical participant (horse and participant) journey in their equestrian coaching environment.
1.5 Outline the wider influence of coaching	<p>how equestrian coaching and their coaching environment can influence:</p> <ul style="list-style-type: none"> • benefits • support • their participants • influence their communities <p>Other stakeholders, i.e. parents/carers, equestrian community members etc.</p>

Learning Outcome: 2. Know safeguarding resources of support

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Outline organisations that provide safeguarding legislation and guidance	<p>include but is not limited to:</p> <ul style="list-style-type: none"> • National Society for the Prevention of Cruelty to Children (NSPCC) • Child Protection in Sport Unit (CPSU) • Local authorities/council • Police • Social services • UK government
2.2 Compare core topics within safeguarding legislation and guidance applicable to their equestrian coaching environment	<p>includes but is not limited to:</p> <ul style="list-style-type: none"> • Safeguarding adults • Safeguarding children • Children Act • Safeguarding vulnerable groups • Children and social work • Care Act / child protection • Data Protection • Sexual violence and sexual harassment • Working together to safeguard children • Keeping children safe in education • Equality • anti-doping and medication rules for humans and horses, including staying updated and preventing contamination. <p>Core topics include but are not limited to:</p> <ul style="list-style-type: none"> • Information sharing • Data protection • Anti-doping • Equality • Inclusion • Mental health and Wellbeing <p>Identify key legislation applicable to their chosen equestrian coaching environment and equestrian activity.</p>

Learning Outcome: 3. Know ways to work safely as a coach

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Review their role in relation to safeguarding and protecting their participants	<p>Their role in safeguarding and duty of care in relation to safeguarding children and adults:</p> <ul style="list-style-type: none"> • legal requirements and moral responsibilities • -welfare of the participant • Position of Trust • Duty of care • Health and safety • Concussion protocols • biosecurity/equine infection disease management protocols. • Fairplay, values and conduct • Prohibited or illegal substances (BEFAR) • Equal access • Inclusion • An environment free of fear and harassment • Recognise the rights of all participants to seek advice from other coaches and experts • Promote the concept of a balanced lifestyle, supporting the well-being of participants in and out of the sport., • recognise, condition, soundness and wellbeing of the horse. • Be up to date with the NGB welfare policy. <p>Have current knowledge of the relevant organisational welfare policies and understand the processes to report concerns.</p>
3.2 Explain their organisational safety plans	<p>include but are not limited to:</p> <ul style="list-style-type: none"> • Normal Operating Plans (NOP) including: - safe assembly, dismantling and storage of equipment, • adhering to manufacturer and national governing body guidelines, • manual handling techniques, • safe and serviceable equipment policies, • environmental policies and maintenance • inspection plans for specific equipment. • Emergency Action plans (EAP) • safe and serviceable equipment policies, environmental policies • maintenance and inspection plans for specific equipment • Understand biosecurity/equine infection disease management protocols.
3.3 Identify the animal welfare and safety considerations needed in the coaching environment	<ul style="list-style-type: none"> • Ensure all coaching is ethical and relates to the physical and mental ability and fitness of the horse. • understanding of equine learning theory. • ensure the horses physical and mental wellbeing is kept as the utmost importance in the delivery of all sessions. • recognise any welfare issues relating to horse care and ethical training and react appropriately • analyse why any equine behavioural issues (e.g. napping, spooking, bucking) are occurring and ensure interventions are ethical, supportive and promote the horse's physical and psychological well-being.

Learning Outcome: 4. Know safe coaching practices

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Provide reasons for planning their coaching resources	checking the resources meet specific rules and regulations.
4.2 State ways to ensure safety within their coaching practice	the maintenance of the safety of participants and others safety
4.3 Explain how to manage health, safety and welfare risks during coaching for participants and animals	expectations of managing health and safety risks during delivery in the equestrian activities. This will include examples of how to manage the health and safety risks to horses and humans.

Unit Title	Plan progressive coaching sessions
Unit Aim	The aim of this unit is to equip learners with the knowledge and skills to understand the planning process of physical activities within an equestrian environment and to plan safe and inclusive lesson within their equestrian activity taking into consideration the requirements of the horse and in accordance with legislative guidance.
Unique Unit Number	T/652/1877
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	Learners are expected apply the evidence to the equestrian context in which they operate

Learning Outcome: 1. Be able to prepare a coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Prepare an equestrian coaching programme	<p>which:</p> <ul style="list-style-type: none"> • Meets the demands of the equestrian activity • Aligns with the recreation, competition and training cycles (where applicable) • Identifies the resources required • Shows the focus for each stage of the programme • Aligns with participant goals considering the equine development needs
1.2 Produce a schedule to evaluate their equestrian coaching programme	achievable in terms of time scales, appropriate methods, able to provide feedback at appropriate times, etc
1.3 Share their programme evaluation schedule with others	where possible this should be to their Coach or equivalent
1.4 Identify methods to evaluate their performance	Ensure methods are valid, safe and reliable. Methods can include but are not limited to coach observations, reflections, review and analysis.
1.5 Work with others to review their equestrian coaching programme	<p>review their coaching programme with(a) participants and (b) one other stakeholder</p> <ul style="list-style-type: none"> • Qualified Coach, • a member of the coaching team • Coaching Coordinator • Peer, Coach Developer • Tutor or equivalent <p>to identify and agree:</p> <ul style="list-style-type: none"> • programme goals • Address any possible barriers to participants' development <p>Explain to other stakeholders their roles and responsibilities within the equestrian coaching programme.</p>

Learning Outcome: 2. Be able to produce coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Produce coaching sessions	<p>produce equestrian coaching sessions that:</p> <ul style="list-style-type: none"> • state the overall session aims • align with participant needs • align with participant goals • ensure goals are linked, progressive and consistent with the overall aims • embed activities that encourage and motivate the participants to achieve their planned goals • outline the timings, sequences, intensity and duration of the session • resources required for the session • plan timely coaching activities • Collect the information you need to prepare the plan • Record the information you need to prepare the plan.
2.2 Produce a contingency plan	produce a contingency plan based on the outcome of a risk assessment.

Unit Title	Deliver progressive coaching sessions
Unit Aim	This aim of this unit is for learners to deliver a series of safe, inclusive and progressive equestrian coaching sessions, developing the knowledge and skills to maintain relationships with participants and other key stakeholders, using assessment information to modify planning to meet participant needs and to support their development.
Unique Unit Number	Y/652/1878
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	The learner evidence must relate to their equestrian activity. The learner must deliver a minimum of 6 sessions. 4 of which must be progressive sessions within a chosen equestrian activity. A further 2 sessions must be planned for different participant groups.

Learning Outcome: 1. Be able to apply good practices within the delivery of their coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Demonstrate good coaching practices during the delivery of their equestrian coaching sessions	acting on own initiative: <ul style="list-style-type: none"> • problem solving, • discretion, • influencing, • teamwork, • suitable language, • follow instructions • use professional judgement • continual communication with participants and the coaching team • adapt coaching style to meet participant needs and needs of others - provide support and feedback to others involved in the programme
1.2 Use information to inform delivery of their sessions	decision making and professional judgement based on the equestrian coaching session
1.3 Show their motivation for coaching matches their participants' motivations	participants' motivations.
1.4 Share the overall aims of their session with others	overall aims of the session with participants and other stakeholders, i.e. parents, coach, member of their coaching team, etc.
1.5 Agree the roles and responsibilities of others involved in delivery	apply good practices, such as rights, relationships, personal standards and professional standards within their equestrian coaching delivery and coaching team.

Learning Outcome: 2. Be able to introduce participants to their coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Assess participants' readiness to participate in their coaching session	assess participants' readiness to participate in their equestrian coaching session. Participants where appropriate also include reference to the horse.
2.2 Show how to induct participants	induct participants, this can include, ensuring the participant meets others within sessions such as a buddy system, confirm their goals, tour of facilities (toilets, fire exits), who the coaching team are, consent form/registration form, etc.
2.3 Prepare participants for their equestrian coaching sessions	Prepare participants for sessions, such as motivating them, preparing them physically, mentally and socially. communicate details of the session, i.e. activities, gives an introduction, any key information, i.e. coaching staff to participants in preparation for the session. Participants where appropriate also include reference to the horse
2.4 Agree personal development needs with their participants	agree personal development needs with their chosen population
2.5 Confirm session goals with their participants	explain and agree goals with participants
2.6 Explain to participants how the session goals support their individual goals	inform the participants with information about the session and how it supports their goals.
2.7 Manage the implementation of skills development during delivery	demonstrate the ability to manage the implementation of skills acquisition, physical conditioning and mental skills development within the delivery of the coaching programme.

Learning Outcome: 3. Be able to support participant engagement during delivery

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Provide sessions to allow engagement by all participants	participants can take part in the planned sessions
3.2 Maintain participants engagement during delivery	maintain participant engagement throughout delivery, for example, continually motivating, providing feedback and planned activities.
3.3 Interact with participants to support engagement	demonstrate the ability to: <ul style="list-style-type: none"> • Engage with each participant in a safe and inclusive way • Build rapport (welcome participants and have a friendly approach) • Lead by example • Show empathy and understanding • Communicate appropriately, i.e. verbal / non-verbal
3.4 Encourage participant learning to support engagement	encourage a supportive learning culture.
3.5 Explain progress with their participants at agreed times	progress of participants as scheduled or when agreed.
3.6 Apply positive behaviour management strategies to support participant engagement	behaviour management strategies that are least disruptive to the participant and the session to help support participant engagement during delivery.

Learning Outcome: 4. Be able to deliver safe coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Comply with relevant legislation and regulatory requirements when delivering their equestrian coaching sessions	deliver sessions complying with the regulations and legislation appropriate to equestrian coaching and organisation. This includes guidelines and procedures for safeguarding and protecting children and vulnerable adults.
4.2 Protect stakeholders during the delivery of their coaching sessions	maintain the safety and wellbeing of stakeholders, including participants and assistant coach (or equivalent such as volunteers or members of the support team) during the delivery of their sessions e.g. duty of care.
4.3 Manage hazards to ensure the safety of participants and horses	ability to make a dynamic risk assessment and then act upon these judgements.
4.4 Be responsive to the welfare and development of their participants	demonstrate the application of safe systems of work for a range of equipment applicable to equestrian coaching.
4.5 Demonstrate the ability to adapt their coaching to meet the needs of their participants	demonstrate they can seek specialist advice from others to support the development and welfare of participants.
4.6 Demonstrate ethical training methods	Demonstrate ethical training methods that support participant welfare. Understand and apply equine learning theory. Recognition of equine body language and behavioural responses including signs of relaxation, tension, fear, discomfort, fatigue, conflict and understanding.

Unit Title	Review progressive coaching sessions
Unit Aim	The aim of this unit is for learners to be able to use monitoring and review information about the participants progress against the session goals to evaluate their own equestrian coaching practices and the contribution of other stakeholders.
Unique Unit Number	A/652/1879
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	The learner evidence must relate to their equestrian activity. The learner must evaluate a minimum of 6 sessions of length appropriate to the chosen population. 4 of which must be progressive sessions within a chosen equestrian activity. A further 2 sessions must be planned for different participant groups. A minimum of 2 of the above sessions must have been assessed and the evaluation incorporate the feedback from those assessments.

Learning Outcome: 1. Be able to conduct an evaluation on their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Carry out an evaluation on their equestrian coaching programme	an evaluation of the equestrian coaching programme.
1.2 Work with others during the evaluation of their equestrian coaching programme	work with others, such as the Coach (or equivalent) to carry out the evaluation on their equestrian coaching programme.
1.3 Evaluate their equestrian coaching programme using the planned methods	to evaluate the coaching programme using the planned methods.
1.4 Review the outcomes of their equestrian coaching programme evaluation	produce a report which collates recommendations for improvement and analysis on the outcomes, reflecting on the findings within the report
1.5 Share the outcomes of their equestrian coaching programme evaluation with others	share the outcomes of the equestrian coaching programme with others, such as the Coach or equivalent
1.6 Evaluate their developmental activities with others	to include whether the developmental activities have met: <ul style="list-style-type: none"> • participant needs • organisational needs • own developmental needs
1.7 Identify developmental opportunities that meet development needs	identify developmental opportunities that will meet agreed development needs.
1.8 Apply recommendations to their equestrian coaching programme	equestrian Coaching programme could be current programme and future coaching programmes.

Learning Outcome: 2. Be able to conduct a review on their coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Carry out session reviews as scheduled	conduct session reviews as scheduled.
2.2 Record the session review	record and be able to present an evaluation of the review, content and outcomes. This can be in the format best suited to the learners chosen equestrian activity.
2.3 Use information to guide their session reviews	collate evidence to support the review of the sessions, to include self-reflection.
2.4 Give ways to adapt their future sessions	adaptions to future sessions meet the outcomes of their review.
2.5 Share their session review with others	share the review with participants and others, for instance a mentor or supervising coach.

Learning Outcome: 3. Be able to review own coaching performance

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Use evidence to inform self-reflection	review the outcomes of the equestrian coaching programme evaluation and/or session review to self-reflect on the equestrian coaching practice.
3.2 Confirm ways to improve future sessions to support their self-development	identify how to improve the planning and delivery of future sessions for participants and self.
3.3 Evaluate their performance	record evaluation of own coaching performance
3.4 Evaluate the performance of others within their coaching programme	review the performance of the coaching team, for example, an assistant coach or coach (or equivalent).
3.5 Review their individual development plan	review and make any additions to their individual development plan to support their development as a coach and their equestrian coaching practice for the future.

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 assessors 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 17 years of age
- be able to undertake this assessment in English or Welsh (if available)

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