

1st4sport Level 3 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 3 Certificate in Equestrian Coaching
Qualification Overview:	Gives learners the knowledge and skills to deliver annual equestrian coaching programmes.
Qualification Code:	26CEC3
Qualification Regulation Number:	610/7537/1
Guided Learning Hours (GLH):	91
Total Qualification Time (TQT):	132
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 plan, deliver and evaluate annual equestrian coaching programmes.
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 equestrian as a head/programme coach, and to have responsibility for the ongoing development of participants. It is a qualification for those coaches who have already completed the Level 2 Certificate in Equestrian Coaching, or equivalent.

Qualification Progression

Learners could progress on to a higher level coaching qualification. The skills and knowledge developed through this qualification may also be used to progress to other industry-relevant qualifications in equestrian coaching, sports coaching, activity leadership, supporting PE in school sport or sports development.

This qualification may lead to paid or voluntary roles in equestrian coaching, either working independently or as part of a coaching team.

Entry Requirements

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

- Coursework (in 1 of 8 mandatory units),
- Portfolio of Evidence (in 6 of 8 mandatory units),
- Practical Demonstration/Assignment (in 1 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
H/652/1880	The Equestrian Coaching Sector, Industry and Organisations	21
J/652/1881	Developing Safe and Inclusive Equestrian Coaching Environments and Practices	
K/652/1882	Developing own Coaching Practices	3
L/652/1883	Engaging with others through Coaching	2
M/652/1884	Supporting Participant Engagement and Development	3
R/652/1885	Plan inclusive, safe, and progressive coaching programmes and sessions	
T/652/1886	Deliver inclusive, safe, and progressive coaching programmes and sessions	12
Y/652/1887	Evaluate inclusive, safe, and progressive coaching programmes and 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	The Equestrian Coaching Sector, Industry and Organisations
Unit Aim	On completion of this unit, learner's will understand of the wider coaching sector and the industry, legislative, organisational, and regulatory requirements for equestrian coaches while developing their coaching skills and practices to comply with these
Unique Unit Number	H/652/1880
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners are expected to explore different communities within this unit however are only required to be assessed against one equestrian community

Learning Outcome: 1. Understand the equestrian coaching sector and industry

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the roles of key organisations within the equestrian coaching sector	The key organisations and their associated roles within the equestrian coaching sector to include but not limited to: <ul style="list-style-type: none"> • National Governing Bodies (NGBs) • Professional Bodies • Public, private, charities, and voluntary organisations • Government and National regulators such as the Health and Safety Executive (HSE), Sport England, and DEFRA.
1.2 Analyse the core current guidance offered by the key organisations within the equestrian coaching sector	Government independent reviews and strategies, Duty of Care and anti-doping Animal Welfare.
1.3 Summarise the key statistics of the equestrian coaching industry in relation to their home country.	The size and value of the equestrian coaching market, number of coaches, future forecasts, challenges and trends for the coaching industry.

Learning Outcome: 2. Understand coaching legislation and regulatory requirements

Assessment Criteria The learner can:	Indicative Delivery Content

<p>2.1 Evaluate legislative and regulatory requirements for equestrian coaches</p>	<p>The key and current national legislative and regulatory requirements that form the legal responsibilities of coaches to include but are not limited to:</p> <ul style="list-style-type: none"> • Equality and Diversity • Data Protection and Security • General Data Protection Regulation (GDPR) • Confidentiality, including participant consent • Safeguarding Adults and Children • Human Rights • Social Media protection of self and others • the legalities of advertising classes and coaching expertise. • Animal Welfare Act 2006 • Anti-doping • Infectious diseases and bio security
<p>2.2 Evaluate legislation that supports safe, inclusive coaching practice for participants, and ensures the welfare of horses</p>	<p>The key national legislative and regulatory requirements relating to adults or children at risk, that form the legal responsibilities of coaches such as:</p> <ul style="list-style-type: none"> • Equality • Disability Discrimination • Safeguarding Vulnerable Groups • Care • Mental Capacity / Mental Health • Disclosure and Barring Service • Deprivation of Liberty Safeguards • Health and Social Care • Children and Social Work • UNESCO Rights of a Child • Animal Welfare Act 2006
<p>2.3 Explain health and safety legislative and regulatory requirements for equestrian coaches</p>	<p>The key and current health and safety legislative and regulatory requirements for coaches to include but are not limited to:</p> <ul style="list-style-type: none"> • Health and Safety at Work • Control of Substances Hazardous to Health (COSHH) • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Concussion protocols • Animal Welfare Act 2006 • Anti-Doping (BEFAR) • Infectious diseases reporting/ biosecurity protocols
<p>2.4 Summarise coaching and animal welfare regulations</p>	<p>The key and current regulations relating to the provision and use of coaching equipment including the use of horses, to include but are not limited to:</p> <ul style="list-style-type: none"> • Manual handling techniques • Safe and serviceable equipment policies • Manufacturer guidelines • Environmental policies and maintenance inspection plans for specific equipment • Animal handling, welfare and care • Animal Welfare Act 2006 • Anti-Doping (BEFAR) • Infectious diseases reporting/ biosecurity protocols

Learning Outcome: 3. Understand the key components of own organisation

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Establish own organisational structure	Their own organisation's structure, lines of reporting, vision, mission, and goals
3.2 Summarise organisational products and services	The different types of products, offers, goods and services their organisation provides to customers. Including but not limited to membership offers, regional, county and local training initiatives. Evidence could include various pathways and/or steps to be taken in the next of a customer journey
3.3 Establish organisational performance measures	The internal and external performance measures of their organisation relating to coaching such as, participant satisfaction, affiliation/approved venue/centre/facility, participant goal achievement and team goal achievement.
3.4 Describe a participant's journey	A typical participant's journey (horse and human) within their organisation or coaching environment.
3.5 Analyse the organisations' demographics of participants	<p>The local demographics of their organisation's membership base and participants to include but are not limited to:</p> <ul style="list-style-type: none"> • Age • Race • Sex • Education level • Typical income • Employment status. <p>Where data is accessible, learners should assess the different populations that are included and those who are not included within their organisation's demographics and the possible reasons for this. Populations include but are not limited to,</p> <ul style="list-style-type: none"> • populations who identify with a specific sexual orientation or gender identity, • are visually impaired, are disabled • people who come from low socio-economic areas, <p>giving reasons for their inclusion or exclusion and ways to improve this.</p>
3.6 Describe ways the demographics can influence the equestrian coaching offer	Ways the demographics of the local population can influence the equestrian coaching offer.

Learning Outcome: 4. Understand the role of a coach in relation to own organisational policies and procedures

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Analyse organisational policies and procedures in relation to equestrian coaching	<p>Identifying and explaining the main ideas of key organisational policies and the importance of each in relation to the organisational role and responsibilities of a coach, to include but not limited to:</p> <ul style="list-style-type: none"> Admissions policy Safeguarding policy Equality and diversity policy Data protection Confidentiality Conflict of interest Disclosure and Barring Service (DBS) Safeguarding children and adults Equality and diversity
4.2 Explain organisational health and safety policies and procedures for equestrian coaches	<p>Identifying and explaining the main ideas of key organisational health and safety policies and procedures and the importance of each in relation to the organisational role and responsibilities of a coach, to include but not limited to:</p> <ul style="list-style-type: none"> Health and safety at work Normal Operating Plans (NOP) Emergency Action Plans (EAP) Risk Assessment Concussion Protocols Reporting of injuries First Aid procedures Personal Evacuation Plans for specific participants, if required
4.3 Clarify organisational requirements for equestrian coaches	<p>Their own organisational requirements for coaches, such as the expected qualifications, knowledge, Continual Professional Development (CPD), coaching related-experience and competencies, Disclosure and Barring Service (DBS) checks.</p>
4.4 Describe organisational requirements in relation to the delivery of equestrian coaching sessions	<p>The organisational requirements linked to the delivery of equestrian coaching sessions, and how to incorporate these organisational requirements ensuring coaching sessions remain inclusive, safe, and progressive.</p>
4.5 Explain ways to influence participant retention	<p>The importance of participant retention in relation to own organisation and their role as a coach and ways to influence participant retention within own coaching environment.</p>

Learning Outcome: 5. Be able to comply with coaching legislation, organisational and regulatory requirements

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Comply with coaching sector guidance	Before, during and after the delivery of coaching sessions
5.2 Comply with coaching legislation and regulatory requirements	Before, during and after the delivery of coaching sessions.
5.3 Comply with organisational policies and procedures	Linked to coaching before, during and after the delivery of coaching sessions.
5.4 Provide customer service in alignment with organisational policies and procedures	Including giving correct information about organisational facilities, opening hours and organisational products and offers, in a professional manner, using suitable language and method of communication.

Unit Title	Developing Safe and Inclusive Equestrian Coaching Environments and Practices
Unit Aim	On completion of this unit, learner's will develop their understanding of promoting safe and inclusive equestrian coaching environments to diverse populations of participants and developing their own coaching practices to support this
Unique Unit Number	J/652/1881
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	It is expected that learners will evidence their skills and behaviours throughout, this can be incorporated into the assessed activities supporting delivering sessions.

Learning Outcome: 1. Understand an inclusive coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Differentiate between inclusive terminology	<p>The meaning of each of the following inclusive terminology to include but are not limited to:</p> <ul style="list-style-type: none"> • Accessibility • Diversity • Equality • Equitable • Inclusive • Safe • Human/participant rights • Intersectionality
1.2 Discuss the key elements of an inclusive equestrian coaching environment	<p>The key elements of inclusive coaching environments include but are not limited to</p> <ul style="list-style-type: none"> • Accessibility • Diversity • Equality • Equitable • Inclusive • Safe

<p>1.3 Provide reasons for developing inclusive equestrian coaching environments</p>	<p>The importance of and reasons for developing and promoting inclusive coaching environments, the importance of creating a flexible, appropriate, and supportive learning culture, aligning with organisational policies and procedures and relevant and current legislation and how these can support maximising participants' potential.</p>
<p>1.4 Analyse ways to develop inclusive equestrian coaching environments for different populations</p>	<p>The different methods, approaches and strategies which can help to create and promote a coaching environment that:</p> <ul style="list-style-type: none"> • Is supportive and appropriately challenging environment for participants • Ensures participants feel safe and secure and can be themselves within a supportive coaching culture • Builds social support and inclusion within the coaching environment • Promote coaching environments that are safe and enjoyable • Including everyone in conversations for different groups and individuals to encourage their participation in equestrian activities. <p>To include but are not limited to participants with, from or are categorised as:</p> <ul style="list-style-type: none"> • Slight or severe visual impairments • Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic area • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)
<p>1.5 Summarise factors that can influence inclusive equestrian coaching environments</p>	<p>the internal and external factors that can influence an equestrian coaching environment and the impact these factors have on developing an inclusive coaching environment. To include but not limited to:</p> <ul style="list-style-type: none"> • Legislation • Technology • Socio-economic conditions • Population demographics • Participant needs, expectations, preferences • Equestrian community/cultural values • Transport links

Learning Outcome: 2. Understand equality, diversity, and inclusivity within coaching environments

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Summarise the protected characteristics	The different protected characteristics according to current national equality legislation and guidance.
2.2 Explain sexual orientation and gender identity terminology	<p>The current terminology used to describe different sexual orientations and gender identities. To include, but is not limited to:</p> <ul style="list-style-type: none"> • Gender dysphoria • Gender transition • Transgender • Bisexual • Cisgender • Gender fluid • Heterosexual • Gay/Lesbian • Pansexual • Nonbinary • Intersex • Queer/questioning • Asexual
2.3 Describe ways sexual orientation and gender identities can influence participation in equestrian activities	The potential and actual impact the different sexual orientations and gender identities of participants can have on participation in different equestrian activities and the specific considerations associated with each.
2.4 Evaluate ways coaches can support participants with differing identities	Ways coaches can support participants with differing gender identities to support the participation of all individuals and groups within equestrian activity. Mitigating strategies to overcome any potential or actual risks and to tackle inequalities which may exclude or create barriers for participants with differing gender identities from participating in equestrian activities.

Learning Outcome: 3. Understand inclusive coaching practices

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Summarise inclusive coaching practices	What inclusive coaching practices are, the importance of these, and how these practices can support the development of an inclusive coaching environment such as, treating participants as individuals, creating a sense of belonging, adapting their coaching style, activities, and sessions to meet the needs of individual participants, etc
3.2 Explain practices to make coaching environments more accessible and inclusive	The different methods and ways to make coaching environments more accessible and inclusive to all populations, such as communicating with participants and key stakeholders i.e. legal guardians and teachers where appropriate around specific accessibility requirements for consistency between environments, producing inclusive marketing materials in a variety of formats, embedding accessibility guidance and recommendations within coaching sessions and programme design, providing tailored individual support, and making reasonable adjustments when required, etc
3.3 Provide reasons for ensuring all participants can participate in coaching sessions	The reasons for and importance of ensuring all participants can participate in each planned activity included within their coaching sessions.
3.4 Describe ways to adapt coaching activities and practice	<p>Ways to adapt coaching activities and practice to meet the needs of different populations to promote inclusivity while ensuring all participants can participate in sessions. To include but are not limited to participants with, from, and/or are categorised as:</p> <ul style="list-style-type: none"> • Slight or severe visual impairments • Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic area • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)

Learning Outcome: 4. Understand safe coaching environments for different populations

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Summarise a safe coaching environment for different populations	<p>What a safe coaching environment consists of for different populations. To include but are not limited to participants with, from, and/or are categorised as:</p> <ul style="list-style-type: none"> • Slight or severe visual impairments • Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic area • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)
4.2 Explain the professional boundaries of a coach for different populations	<p>The professional boundaries and scope of practice of a coach when working with different populations. To include but are not limited to participants with, from, and/or are categorised as:</p> <ul style="list-style-type: none"> • Slight or severe visual impairments • Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic area • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)
4.3 Describe the process to challenge unsafe coaching environments	<p>The process and procedures to challenge when coaching practice and/or activities are deemed unsafe within their coaching environment for participants, such as safeguarding and adults, and/or horse welfare in accordance with their organisation and professional industry guidance.</p>

Learning Outcome: 5. Understand behaviour management strategies

Assessment Criteria	Indicative Delivery Content
The learner can:	
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Learning Outcome: 6. Understand safe coaching practices

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Summarise Personal Protective Equipment for the coach and horse	The personal protective equipment associated with their role as a coach and their selected equestrian discipline, and any specific organisational requirements.
6.2 Differentiate between types of coaching and equestrian equipment	The different types of coaching equipment, to include but not limited to, training environment, tack and equipment.
6.3 Explain the health and safety implications of assembly, dismantling, hygiene, and storage of equipment and activity areas	The health and safety implications of assembly, dismantling, hygiene, and storage of equipment and activity areas adhering to manufacturer and national governing body guidelines.
6.4 Explain how to conduct a risk assessment	The importance of and reasons for conducting risk assessments, when and how to conduct a risk assessment in alignment with legislative requirements and organisational policies and procedures.

Unit Title	Developing own Coaching Practices
Unit Aim	This unit develops the learners' understanding of the professional and ethical codes of conduct for coaches and the skills to develop and evaluate their own coaching practice
Unique Unit Number	K/652/1882
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	It is expected that learners will evidence their skills and behaviours throughout, this can be incorporated into the assessed activities supporting delivering sessions. All delivery must be with real cohorts within the chosen equestrian community. Simulation and peer to peer delivery is not accepted for this unit

Learning Outcome: 1. Understand the professional codes of conduct for coaches

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Clarify resources that provide guidance on professional codes of conduct for coaches	The different types of resources and materials offered by industry, governments, organisations, and professional bodies that provide guidance on the codes of conduct and practices for coaches. To include Government legislation and organisational policies.
1.2 Evaluate the professional codes of conduct for coaches	What are the professional industry and organisational standards, expectations and practices of a coach and coaching, what constitutes as good and poor coaching practices, how to present themselves in a professional and approachable manner, and how to use these to guide and develop their coaching practice.
1.3 Critically review the professional boundaries of a coach	The scope of practices of a coach, and how to work whilst embracing professional boundaries when working with children, adults, and adults at risk, giving nutritional, mental health and well-being advice and complying with professional and industry standards and requirements.
1.4 Describe the professional demeanour of a coach	<p>Of a coach congruent with organisational expectations and professional codes of practice to include but not limited to:</p> <ul style="list-style-type: none"> • Respect for others • Positive and encouraging attitude • Honest and trustworthy • Empowering and motivating • Non-judgemental • Integrity • Commitment to sport, role and others • Approachable • Committed to self-development • Attire (clothes and cleanliness) • Cultivating an inclusive culture • Encouraging a sense of belonging to participants and coaching team members • Maintaining the safety and welfare of others.

Learning Outcome: 2. Understand the ethical roles and responsibilities of a coach

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Evaluate the ethical responsibilities of a coach	<p>The ethical aspects and elements of a coach's role, to include but are not limited to:</p> <ul style="list-style-type: none"> • Duty of Care • Championing the rights of every individual to participate in equestrian activities, including the horse • Promoting the health and mental wellbeing of others • Practicing within their scope of competence, responsibilities and within the professional boundaries of a coach • Respecting and complying with the legislation within the countries of operation • Complying with professional and industry guidance and requirements • Obtaining professional memberships • Anti-doping
2.2 Describe the coach's role in relation to the Duty of Care to others	<p>The coach's role in relation to the Duty of Care of participants and in relation to their coaching team, such as assistant coaches, mentors, and activity leaders.</p>
2.3 Provide reasons for being accessible and approachable to participants	<p>The importance of and the reasons for a coach being accessible and approachable to existing and potential participants.</p>
2.4 Explain the insurance requirements for a coach	<p>The insurance requirements for a coach, reasons for and importance of coaches obtaining insurance, such as public liability insurance</p>
2.5 Demonstrate ethical training methods	<p>Prioritise the individual needs of participants considering their mental and physical well-being, Demonstrate consideration of and role model best practice behaviours in whole-horse care including but not limited to management routines, tack and equipment, training programmes and fitness and conditioning. Apply ethical training practices that support horse welfare. 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 and critically review practices that may negatively impact welfare and should be avoided. Understand and apply recognised welfare models such as the Five Domains and how they relate to training and everyday horse care, management, and work. 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. Understand and apply 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: 3. Be able to comply with professional and ethical codes of conduct

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Demonstrate a duty of care to others	Demonstrating an appropriate and continual duty of care to participants, members of the coaching team, coaching assistant(s) and to others before, during and after delivery.
3.2 Practice within the professional boundaries of a coach	Coach within the scope and competency of practice and within the professional boundaries of a coach as per industry, professional body and organisational requirements, policies, and procedures.
3.3 Demonstrate a professional coaching demeanour	Present themselves in accordance with professional standards and requirements, e.g. uniform and personal attributes and positive and welcoming first impressions, conscientious working, promoting a safe and inclusive coaching environment.

Learning Outcome: 4. Be able to develop own coaching motivations and philosophy

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Discuss own motivations for coaching	The learner's own coaching motivations, their reasons for coaching and what they are trying to achieve through coaching and being a coach.
4.2 Develop own coaching philosophy	<p>The importance of developing a coaching philosophy, articulating their own coaching philosophy, including their own set of values, beliefs and guiding principles that determine how the learner coaches and how their coaching philosophy shapes their coaching practices and them as a person. Learners must 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 • Informs their coaching practice • The impact on participants and self
4.3 Review and revise own coaching philosophy	<p>Continually reviewing their own coaching philosophy by combining what they have learnt with their views on how they want to coach, learners continually revise their coaching philosophy to reflect this. To include but not limited to:</p> <ul style="list-style-type: none"> • Purpose • Leadership style • Leading self, participants, and teams • Coaching practice • Personal style • Technical requirements • Tactical application • Model of performance • Sports wisdom
4.4 Explain ways to develop their coaching philosophy	How to further develop the learner's coaching philosophy, such as sharing their philosophy with others within your coaching network, reading literature and autobiographies of other coaches, observing other coaches, and developing an aligned system that connects all their ideas within their coaching practice from training sessions through to competitions.
4.5 Demonstrate their own coaching motivations aligns with participant motivations	That the learner's own motivation for coaching matches their participants' motivations for being involved in equestrian activities.

Learning Outcome: 5. Understand how to evaluate own coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Explain how to evaluate own coaching practice	How to conduct an evaluation on own coaching practice
5.2 Summarise methods to evaluate own performance as a coach	The different methods to evaluate their performance as a coach that are safe, valid, and reliable.
5.3 Provide reasons for incorporating organisational objectives when evaluating own coaching practice	The importance of and the reasons for incorporating the learner's organisational goals, targets and objectives when undertaking an evaluation of own coaching performance and practices.
5.4 Describe opportunities to obtain feedback from others	The different opportunities to obtain, collate and use feedback from individuals and groups regarding their own coaching practice throughout the coaching programme and session delivery.
5.5 Explain the role of self-reflection in evaluating and developing own coaching practice	The role of and how to use self-reflective processes to quality assure and identify any development actions that may be required. The concept of the coach as a learner, becoming a 'curious coach' with effective decision-making and learning habits.
5.6 Explain reasons for recording self-evaluation outcomes	The reasons for and importance of recording the outcomes of self-evaluation on coaching practice and areas for development.

Learning Outcome: 6. Be able to evaluate own performance as a coach

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Implement methods to evaluate own performance	Developing and implementing safe, valid, and reliable methods to evaluate own performance as a coach
6.2 Reflect on own performance as a coach	Reflecting on own development, behaviours, and practice as a coach identifying areas of progression and improvement, factors that helped or hindered their development, met and alignment with organisational goals, and participant motivations, reflect on coaching philosophy.
6.3 Evaluate own performance	Conducting an evaluation on own performance as a coach throughout the delivery of their coaching programme using safe, valid and reliable methods.

Learning Outcome: 7. Understand ways to develop own coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Explain how to develop an individual development plan	The importance of and reasons for developing their own individual development plan and how to do this.
7.2 Provide reasons for keeping own development plan and records up to date	The reasons for and importance of keeping own individual development plan and associated development records up to date with any further obtained experience, qualifications, and Continually Professional Development (CPD) activities.
7.3 Discuss factors that can influence the ability to recognise own development needs	The internal and external factors that can influence the learner's ability to be able to recognise and identify their own development needs as a coach.
7.4 Evaluate resources to develop own coaching practice	The different resources of support and guidance available to help develop own coaching practice. Learners gain an understanding that coaching is working in a multi-disciplinary environment; therefore, they need to become interdisciplinary thinkers, going beyond generic coaching resources and looking at other disciplines of research that can enhance their coaching practice by cultivating and integrating a multi-disciplinary and holistic approach to leading and coaching.
7.5 Establish development opportunities for coaches	The different types of Continual Professional Development (CPD) opportunities and activities that coaches are required to undertake to maintain industry and professional practices and the opportunities and activities that are optional to coaches or are specific to their own development as a coach to improve their coaching practices and how to access each of these.

Learning Outcome: 8. Be able to develop own coaching practice

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Comply with organisational development requirements for coaches	The different types of Continual Professional Development (CPD) opportunities and activities that coaches are required to undertake to maintain industry and professional practices and the opportunities and activities that are optional to coaches or are specific to their own development as a coach to improve their coaching practices and how to access each of these
8.2 Collate development opportunities to support the development of own coaching practice	Sourcing and collating Continual Professional Development (CPD) opportunities and activities that align with their identified and agreed developmental needs.
8.3 Undertake Continual Professional Development (CPD) activities to develop coaching practices	Learners are required to demonstrate a commitment to their own ongoing development as a coach by undertaking Continual Professional Development activity.
8.4 Produce an individual development plan	Producing an individual development plan for self, including strengths, areas for improvement, re-training requirements, development activities and completion dates. Learners are required to produce an individual development plan at the beginning of their studies and continually monitor and update this throughout their studies.
8.5 Review and revise own individual development plan	Continually reviewing and revising own individual development plan to include the outcomes of their performance as a coach, including areas of development and opportunities to achieve these.

Unit Title	Engaging with others through Coaching
Unit Aim	This unit develops the learners' understanding of the different communication techniques while developing their skills to collaborate effectively with others within their equestrian coaching environment.
Unique Unit Number	L/652/1883
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	It is expected that learners will evidence their skills and behaviours throughout, this can be incorporated into the assessed activities supporting delivering sessions

Learning Outcome: 01. Understand communication methods and techniques to engage inclusively with others	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Differentiate between communication methods and techniques	<p>The different communication methods and techniques to include:</p> <ul style="list-style-type: none"> • Verbal communication • non-verbal communication • Active listening • Written communication • Visual communication • Observation • Body language / non-verbal cues • Open/closed questioning • Digital communication
01.2 Explain ways the language and tone of communication can influence stakeholder engagement	The importance of language and tone when communicating with stakeholders, including participants, what is deemed appropriate language and tone for coaches in relation to organisational and professional standards, and what tone and language to use to engage inclusively with stakeholders and participants before, during and after sessions.

01.3 Explain empathic communication	<p>What empathic communication is, how to use empathy to improve inclusive communication with others and the principal skills of empathic communication, such as but not limited to:</p> <ul style="list-style-type: none"> • Eye contact • Remembering people's names • Constructive feedback • Listening without interruption • Pause and imagine how the other person feels • Understanding of what is being told Minimise prejudgements
01.4 Critically review ways to communicate meeting the individual needs of groups and people	<p>Ways to communicate with groups and people with various individual needs within the local equestrian community and participants e.g. for participants who have sensory or intellectual disabilities, and the ways to ensure understanding of what was communicated to confirm that the communication was and remains effective.</p>
01.5 Evaluate ways to provide inclusive coaching demonstrations	<p>Ways to provide inclusive technical and tactical equestrian coaching demonstrations, explanations, and associated physical activities to meet the individual needs of all participants and ways to confirm the understanding of participants to ascertain effectiveness. To include demonstrations to participants with, from or are categorised as:</p> <ul style="list-style-type: none"> • Slight or severe visual impairments • Deaf • Neurodivergent conditions • Physical disabilities • Speech and language disabilities • Intellectual and learning disabilities • Different sexual orientations and gender identities • Medical and long-term health conditions • Mental health conditions • Different ethnic, cultural, religious, and racial groups • Low socio-economic areas • Inactive • Children and young people (between 5-18 years of age) • Young women and girls • Adults (aged 18 and above) • Antenatal, pregnant, and postnatal • Older adults (aged 65 and over)
01.6 Discuss ways to communicate with supporters	<p>The importance of communicating inclusively with supporters and equestrian activities fans before, during and after coaching sessions</p>

Learning Outcome: 02. Understand how to adapt communication methods and techniques

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Provide reasons for adapting communication methods and techniques	The importance of and reasons for adapting communication methods and techniques, including the reasons for a coach to monitor their communication methods and techniques before, during and after sessions, and when to review them.
02.2 Explain ways to adapt communication methods and techniques	The different approaches and ways of adapting communication methods and techniques to meet the individual needs of groups and people such as different backgrounds, abilities, experience within sport and supporting participants with a range of physical, cognitive, sensory, and mental health-related needs

Learning Outcome: 03. Understand the roles and responsibilities of key professionals within own coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Classify the roles and responsibilities of key professionals within own coaching environment	<p>The core roles and responsibilities and professional boundaries of key professionals and colleagues within their own coaching environment to include but not limited to:</p> <ul style="list-style-type: none"> • Health and Safety Officer • Welfare / Safeguarding Officer • Human Resources Manager/Officer • Assistant Coach • Head Coach / Coach Developer • Assistant Coach(es) • Volunteers • Parents • NGB staff
03.2 Describe organisational requirements relating to coaching team members	The organisational requirements applicable to each key member of their coaching team, such as Safeguarding/Welfare Officer, volunteers, assistant coaches, and other lead coaches, to include the specific skills, qualifications, experience, competencies, professional memberships, and mandated requirements, for example, Disclosure Barring Service (DBS) and safeguarding training for all team members
03.3 Explain the scope of assistant coaches	The different types of assistants a coach can have, such as activity leaders, coaching assistants, colleagues, volunteers, parents, teachers, youth workers and health professionals, the professional boundaries and scope of practice of each in relation to the coaching process and the ways each assistant can help support an inclusive and safe coaching environment.
03.4 Assess how key professionals within their organisation can influence their coaching environment	How the roles and responsibilities of key professionals within their organisation can influence their coaching environment

Learning Outcome: 04. Understand ways to support the development of own coaching team

Assessment Criteria	Indicative Delivery Content
The learner can:	
04.1 Explain how to evaluate the coaching practice of coaching team members	How to carry out an evaluation on the coaching practice of coaching team members, including the assistant coach.
04.2 Describe methods to evaluate performance of others	The different methods and strategies to evaluate the performance of others, such as members of their coaching team and participants, that are safe, valid, and reliable.
04.3 Provide reasons for incorporating organisational objectives when evaluating the coaching practices of others	The importance of and the reasons for incorporating organisational goals, targets and objectives when evaluating the coaching practices and performance of others, including their assistant coach.
04.4 Explain how to create a personal development plan for coaching team members	How to create an individual development plan for each of their coaching team members, including their assistant coach.
04.5 Provide reasons for maintaining the individual development plans of others	The reasons for and importance of maintaining the individual development plans of others, such as members of their coaching team and any associated development records up to date with any further obtained experience, qualifications, and Continually Professional Development (CPD) activities.
04.6 Describe sources of support to assist the development of own coaching team	The different sources of support to assist coaching team members' development and improve their practice and understanding of coaching.

Learning Outcome: 05. Be able to support the development of own assistant coach

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Comply with legislation and organisational requirements when deploying assistant coaches	Complying with and ensuring that assistant coach(es) have undertaken the necessary legislative and organisational requirements before deployment. For example, completed organisation induction, clear Disclosure and Barring Service check, undertaken the necessary safeguarding training, etc
05.2 Review coaching assistant development plans	Reviewing the individual plans of their coaching assistant(s), making suggestions, ensuring their aims, objectives and goals are achievable and congruent with organisational, professional and industry standards, and the stated Continual Professional Development (CPD) opportunities and activities are valid
05.3 Collate sources to support the development of own coaching assistant	Identifying and collating sources of support which align with the development plan of the coaching assistant and any additional areas of interest.
05.4 Supervise the development of own coaching assistant	Taking responsibility for overseeing the performance of own assistant coach(es) whilst offering support and providing development activities and opportunities.
05.5 Monitor the development of own coaching assistant	Continually monitor and manage the progress on own coaching assistant(s) development and coaching practice.

Learning Outcome: 06. Understand ways to engage others within the delivery of coaching programmes

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Provide reasons for agreeing the roles and responsibilities of others involved within the delivery of the coaching programme	The importance of agreeing roles and responsibilities of participants and members of their coaching team, sharing the roles and responsibilities with them to deliver safe, inclusive and progressive coaching programmes.
06.2 Explain reasons for providing feedback to others involved in the delivery of the coaching programmes	The importance of and reasons for continually supporting and providing constructive feedback to participants, members of their coaching team and others during the delivery of their coaching programme.
06.3 Provide reasons for communicating regularly with others throughout the delivery of their coaching programme	The importance of maintaining continual and regular communication with participants, members of their coaching team and others, such as equestrian community stakeholders, throughout the delivery of their coaching programme.
06.4 Describe reasons for involving others to support participant development and welfare when delivering the coaching programme	The reasons for and importance of involving others, such as members of their coaching team to continually support and monitor the development and welfare of each participant during the delivery of the coaching programme.
06.5 Clarify where to obtain specialist advice and guidance on participant development and welfare during the delivery of the coaching programme	When to obtain and who to seek specialist and professional advice on meeting or referring participants whose individual safeguarding, developmental potential and mental health and wellbeing needs, exceeds their knowledge, competency and professional boundaries and roles of a coach during the delivery of the coaching programme.

Learning Outcome: 07. Understand ways to engage with key stakeholders to achieve coaching objectives

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Confirm key stakeholders that may require influencing to achieve coaching objectives	The key local equestrian community and organisational stakeholders, the key stakeholders that deliver equestrian activities, and the key stakeholders within participant support networks that may require influencing to achieve coaching objectives.
07.2 Explain ways to influence key stakeholders to achieve coaching objectives	The different approaches, methods, techniques, and strategies to influence key equestrian community and organisational stakeholders, equestrian deliverers and participant support networks and how to manage these relationships and stakeholder expectations to achieve coaching objectives.
07.3 Discuss ways key stakeholders can support own coaching practice	Ways the equestrian community and organisational stakeholders, equestrian deliverers and participant support networks, can become a network to support the achievement of own coaching goals and to maximise own coaching potential.
07.4 Engage with key stakeholders to achieve coaching objectives	Continually managing the expectations of and influencing key stakeholders to create a positive coaching environment and achieve coaching objectives.

Learning Outcome: 08. Understand ways to develop equestrian community engagement

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Describe strategies to develop equestrian community engagement	What equestrian community engagement is, strategies to develop equestrian community engagement, the importance of and reasons for building relationships and connecting with the individuals and groups within the local equestrian community and those who support them, including: <ul style="list-style-type: none"> • creating a connection • creating rapport creating a positive and motivating environment
08.2 Evaluate ways to develop capacity building and empowerment within communities	Ways to foster relationships, capacity building and empowerment for different networks, groups, and individuals within their local equestrian community in relation to promoting and encouraging participation in equestrian activities
08.3 Analyse ways equestrian community engagement can support equestrian community sustainability and retention	The ways equestrian community engagement can support and develop sustainability and retention of their local equestrian community, and how equestrian community sustainability and retention strategies and aims can be applied to the delivery of equestrian activities.
08.4 Explain ways feedback can promote equestrian community cohesion	How to use feedback from the individuals and groups to promote motivation, sustainability and retention within equestrian activities within their local equestrian community and how this feedback supports equestrian community engagement and cohesion.

Learning Outcome: 09. Be able to engage with stakeholders within their coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Implement communication methods and techniques when engaging with stakeholders	Applying appropriate communication methods and techniques when engaging with different equestrian community stakeholders and various members of the coaching team whilst undertaking coaching duties before, during and after the delivery of coaching sessions to include but not limited to, verbal, non-verbal, written communication, and digital communication, such as email, text and social media messages.
09.2 Engage with stakeholders	Engaging with different equestrian community stakeholders including supporters and various members of the coaching team, using appropriate and respectful language, appropriate tone, and terminology
09.3 Respond to stakeholders' queries	Using own initiative and professional judgements to respond to stakeholders, answering queries and questions from legal guardians, friends of participants, and equestrian community members and liaising with other equestrian community coaches, coaching team members, etc, in a manner that reflects organisational and professional coaching standards and boundaries.

Learning Outcome: 10. Be able to work with stakeholders within their coaching environment

Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Demonstrate collaborative working with stakeholders	Being able to work as a member of a team, collaborating, problem-solving and influencing stakeholders to encourage efficient and supportive ways of working, discussing ways to overcome challenges and tackle inequalities within equestrian activities to promote and sustain a safe, inclusive, and positive coaching environment and achieve organisational goals and objectives
10.2 Carry out tasks given by stakeholders	Follow instructions from stakeholders, completing tasks and duties given by other stakeholders, such as members within their coaching team carrying out the tasks independently and using their own initiative and professional judgment.
10.3 Supervise stakeholder contributions	Overseeing, responding to and influencing stakeholders' contributions to solve problems, overcome challenges and collaboratively tackle inequalities within equestrian activities to promote and maintain a safe, inclusive, and positive coaching environment

Unit Title	Supporting Participant Engagement and Development
Unit Aim	This unit develops the learners understanding of the stages and domains of participant development for different populations while developing their skills to support participant and horses, where appropriate engagement to improve performance.
Unique Unit Number	M/652/1884
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	It is expected that learners will evidence their skills and behaviours throughout, this can be incorporated into the assessed activities supporting delivering sessions.

Learning Outcome: 01. Understand the key stages and domains of participant development

Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Provide reasons for developing the whole participant through equestrian activities	The reasons for and importance of developing the whole participant through equestrian activity. What the wider benefits are of participating in equestrian activity and for developing the whole participant, to include the populations, children, young people, and adults, such as, developing life skills and preparing individuals for an active lifestyle.
01.2 Explain ways to support the physical literacy of participants	What the term physical literacy means and how the term is used within a coaching environment, and ways a coach can support the physical literacy of participants.
01.3 Analyse development domains	The importance of the different development domains in developing the whole participant. What are the different development domains, how each domain can holistically support the development of the whole participant, preparing individuals for an active life, and how each domain interlinks with one another. Domains must include: <ul style="list-style-type: none"> • Physical • Social • Emotional • Cognitive

01.4 Critically review the stages of development	<p>The key stages of development for children, young people, and adults in relation to the following development domains:</p> <ul style="list-style-type: none"> • Physical • Social • Emotional • Cognitive <p>Including that the participant's stage of development includes their experience and knowledge of the sport and physical activity.</p>
01.5 Analyse the key factors that can influence participant development	<p>The internal and external factors that can influence the stages and domains of participant development for children, young people, and adults to include:</p> <ul style="list-style-type: none"> • Physical • Social • Emotional • Cognitive <p>Examining ways the internal and external factors, including the age, stage of development, growth and maturation can impact upon participant development and ways to adapt own coaching practices to accommodate these.</p>
01.6 Explain the stages of brain development	<p>The key stages of brain development, identifying when a brain is fully developed for different populations, such as men, women, children and young people, and ways this can inform the design of equestrian coaching activities, sessions, and programmes.</p>
01.7 Evaluate ways the stage of participant development can influence the delivery of coaching sessions	<p>The different stages of participant development and ways each stage of development can inform the delivery of their coaching session and influence their coaching practices</p>

Learning Outcome: 02. Understand coaching development models

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Compare coaching development models	<p>Development models for different populations; to include children, young people and adults. To include the development models, but not limited to:</p> <ul style="list-style-type: none"> • The GROW model • The Oscar model • The STEP model • The Activity Inclusion Model • Youth Physical Development (YPD) Model • Long-Term Athlete Development (LTAD) • Development Model of Sports Participation (DMSP)
02.2 Explain ways to apply coaching development models within equestrian activities	<p>Ways to apply and implement the different coaching development models within own coaching environment to different populations to include children, young people and adults, and how these models can be applied within different equestrian activities.</p>

Learning Outcome: 03. Understand ways theories of learning can support personalised learning

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Discuss the key principles of inclusive learning	The key principles of inclusive learning and participation to enable all participants to access and make decisions regarding their participation.
03.2 Compare theories of learning to support personalised learning	Learners compare a minimum of two learning theories that can support personalised learning and continue to develop these through application. Theories of learning can include but are not limited to: <ul style="list-style-type: none"> • Behaviourism • Cognitivism • Constructivism
03.3 Summarise how to implement theories of learning when delivering the coaching programme	How to implement theories of learning during the delivery of their coaching programme.
03.4 Apply theories of learning to support personalised learning	Applying theories of learning to participants, developing these to support participant progression, development and learning.

Learning Outcome: 04. Understand ways to support the individual needs of participants

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Explain the types of information coaches need to know about participants	<p>The different types of information coaches need to know about their own participants to support an inclusive, safe, and progressive coaching environment to include but are not limited to:</p> <ul style="list-style-type: none"> • Personal background, motivations, goals, aspirations, and expectations • Individual needs such as neurodivergent conditions, health and mental well-being conditions, and disabilities • Health background • Medical requirements / prescribed medications • Stage of development • Age • Previous experience in equestrian activities • Legal guardian / next of kin and their contact details <p>The ways individual participant data can be used to inform and enhance coaching sessions and own coaching practice.</p>
04.2 Summarise participant expectations	The different participant expectations, motivations and aspirations within their own coaching environment.
04.3 Critically review ways to assess the individual needs of participants	The ways to recognise and assess the individual needs of participants, including those related to disability, and how this information can be used to inform and enhance coaching programme and session design and own coaching practice.
04.4 Describe assistive devices and equipment to support the individual needs of participants	Compensatory aids and equipment to support the individual needs of participants and horses, and ways these devices and/or equipment can enable equestrian activities to be adapted.
04.5 Discuss ways a coach can support individual participant needs	The different holistic approaches and ways coaches meet their participants' personal, emotional, social, psychological, physical and cognitive needs.
04.6 Explain how to adapt programme goals to meet individual participant needs	How to adapt the goals of their coaching programme based on the participant's progress, development, circumstances, and individual needs.

Learning Outcome: 05. Be able to use data to support participant development

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Collate participant data	Collating and processing participant information and data in accordance with organisational and legislative requirements including General Data Protection Regulation (GDPR), confidentiality, data protection and security.
05.2 Monitor participant data	Continually collating, monitoring and reviewing participant data to inform coaching session adaptations and modifications.
05.3 Record participant data	Recording, sharing, and storing participant data in accordance with organisational and legislative requirements including General Data Protection Regulation (GDPR), confidentiality, data protection and security.
05.4 Draw conclusions from participant data	Interpreting and drawing conclusions from participant information and data to identify similarities and differences between individual participants, such as goals, ambitions, individual needs, experience, etc.

Learning Outcome: 06. Be able to set participant goals

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Critically review the goal-setting process	How to set goals for others, including participants, and the different goal-setting models which can support this process, such as SMART, GROW, WOOP, etc.
06.2 Describe reasons for agreeing set goals with participants	The importance of and reasons for agreeing the set goals with the participants and explaining the rationale, implementation, and review process and milestones.
06.3 Develop participant goals	Developing participant goals which are congruent with the participant's (horse and human) individual needs, stage of development, short- and long-term ambitions, and motivations and are focused and realistic
06.4 Confirm goals with participants	Discussing, agreeing and confirming the set goals with participants.

Learning Outcome: 07. Be able to support participant progress and development

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Provide reasons for evaluating participant progress	The reasons for and the importance of evaluating the individual progress of each participant and discussing their progress with the participant and others, such as members of their coaching team, at agreed points during the delivery of their coaching programme.
07.2 Explain how to develop participant development plans	How to develop, assess, set and agree individual development plans with participants to meet their individual needs.
07.3 Produce participant development plans	Producing and developing individual participant development plans to meet their individual needs, goals, preferences, and targets.
07.4 Discuss individual development plans with participants	Discussing and agreeing the individual development plans with participants.

Learning Outcome: 08. Understand ways to empower participants

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Evaluate ways to promote participant's rights	<p>What the rights and choices are of different populations of participants, such as children, young people, adults, adults at risk, and disabled participants. The different approaches, methods, and ways to promote participant's rights and choices through own coaching practices to promote empowerment and how effective programme planning and delivery can support this. To include but are not limited to:</p> <ul style="list-style-type: none"> • The right to play • The right to be heard • The right to develop
08.2 Describe ways to empower participants	The key skills that will empower participants to maximise their potential, how to provide opportunities for participants to make decisions and develop self-awareness, and how to encourage participants to take ownership and responsibility for their own development and achieving their goals.
08.3 Evaluate person-centred coaching strategies and approaches	The strategies and approaches to the concept of person-centred coaching, the benefits of this, and how to develop these within own coaching practice.

Learning Outcome: 09. Understand ways to support participant engagement

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Describe methods to support participant engagement	<p>The different methods available to support participant engagement to include but are not limited to:</p> <ul style="list-style-type: none"> • Face-to-face • Telephone oral conversations • Written (e.g. letters, emails, posters, text messages) • Social media and digital technology
09.2 Compare methods which can help develop rapport with participants	<p>The importance of developing positive rapport with participants, comparing the different methods, approaches and strategies that can support with building rapport with participants, examining how each can help to promote participant engagement. Learners are required to consider how each method can promote trust, build positive connections between coach and participant, where the coach expresses a genuine interest in each participant as a person so that participants feel valued, wanted, and more than a 'number'.</p>
09.3 Describe ways to maintain participant engagement during delivery of coaching sessions	<p>The methods, techniques, and approaches to maintain participant engagement when delivering their coaching sessions</p>
09.4 Discuss reasons for continually engaging with participants during session delivery	<p>The importance of and reasons for continually providing participants with information about their coaching session and how it supports them to achieve their goals and aspirations.</p>
09.5 Assess ways the role of the coach can influence the participant's experience	<p>Ways the role of the coach influences the participant's experience and ways coaches can encourage participants to engage and support their development during coaching sessions.</p>
09.6 Describe how to adapt own coaching style to support participant engagement and development	<p>The importance of and reasons for adapting their own coaching and leadership style to meet the individual needs of others, such as their participants and coaching team members during the delivery of their coaching programme.</p>
09.7 Describe reasons for providing feedback to participants during delivery of coaching sessions	<p>The importance of and reasons for providing constructive feedback to participants on their performance during the delivery of their coaching sessions.</p>

Learning Outcome: 10. Be able to engage with participants

Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Conduct participant inductions	Completing participant inductions within own coaching environment.
10.2 Engage with participants using different communication methods	Using different communication methods to engage with each participant safely and inclusively, ensuring that the method used meets the individual participant's needs.
10.3 Implement empathic communication strategies	Using empathic communication strategies to safely, inclusively, and sensitively communicate with participants to gain a further understanding of the individual participant's wants and needs to be active, meet their goals and maximise their potential.
10.4 Develop rapport with participants	Continually developing rapport with participants in a safe, inclusive, friendly and approachable manner; respecting equality and diversity.
10.5 Respond to participant enquiries	Responding to participant enquiries safely and inclusively and in a professional manner in alignment with organisational and professional standards and expectations.

Learning Outcome: 11. Understand how to prepare participants to participate in coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
11.1 Describe how to prepare participants	The process of and key stages of preparing participants to participate in their coaching sessions.
11.2 Discuss ways to assess participants' readiness to participate	Whether participants are ready to participate in their coaching sessions and ways to assess their readiness
11.3 Summarise reasons for sharing information with participants about future sessions	The importance of and reasons for sharing information with participants about future sessions

Learning Outcome: 12. Understand ways to obtain participant feedback

Assessment Criteria The learner can:	Indicative Delivery Content
12.1 Explain the key stages of the feedback cycle	The importance of participant feedback, the aim of and the key stages of a feedback cycle, such as, plan, collect, review, monitor.
12.2 Provide methods to obtain participant feedback	The different methods to obtain participant feedback and the advantages and limitations of each.
12.3 Summarise how to record participant feedback	How to record, store and share participant feedback in alignment with own organisational policies and procedures and legislative requirements, such as confidentiality and data protection.
12.4 Explain how participant feedback can support participant retention	How participant feedback can support participant retention within own coaching environment and inform own coaching practices.
12.5 Describe how participant feedback can support equestrian community cohesion	How to use participant feedback to promote motivation, sustainability and retention within equestrian activities within communities

Unit Title	Plan inclusive, safe, and progressive coaching programmes and sessions
Unit Aim	This unit develops the learners' understanding and skills to plan inclusive, safe and progressive equestrian coaching programmes and sessions to appeal to diverse populations of participants.
Unique Unit Number	R/652/1885
Unit Assessment Method(s)	Portfolio of Evidence
Assessment Specification	Learners must plan a coaching programme that is a minimum of 6 weeks in length and have a minimum of 6 coaching sessions planned within this. All plans and programmes must be for real cohorts within the chosen equestrian community. Simulation and peer to peer delivery is not accepted for this unit. The length of sessions and frequency of sessions within the programme must meet the needs of the participants population and goals of the programme. The programme and all sessions planned must continually evidence inclusion, progression and safe working practice throughout.

Learning Outcome: 01. Understand the principles of coaching programme design

Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Describe the purpose of a coaching programme	The aims, objectives, and purpose of a coaching programme and how to engage, facilitate and deliver appropriate activities and programmes relating to equestrian activities and that the welfare of the horse(s) is unlikely to be compromised by the planned/current activity.
01.2 Analyse key factors that can support the design of an inclusive coaching programme	The key factors that can support an inclusive coaching programme e.g. inclusive marketing, accessibility, providing tailored individual support, and making reasonable adjustments when required.
01.3 Discuss how to plan the resources for the coaching programme	How to plan the resources required for their own coaching programme, identifying what the resources for their programme are and where to source the resources.
01.4 Assess any possible barriers within the design of the coaching programme	The importance of and reasons for assessing and recognising any possible barriers to participant development and when to complete reasonable adaptations to programme design, delivery methods and coaching styles.
01.5 Explain ways to manage risks when delivering coaching programmes	The ways to manage risk and monitor participants and others according to health and safety legislation and requirements when delivering their coaching programme.
01.6 Provide reasons for ensuring equipment and facilities meet the individual needs of others	The importance of and reasons for ensuring the equipment and facilities meet the individual needs of all participants and others, such as members of their coaching team, during the delivery of their coaching programme.
01.7 Explain ways to implement skills acquisition, physical conditioning, and mental skills within the delivery of the coaching programme	The different methods, approaches, techniques and ways to implement and manage skills acquisition, physical conditioning and mental skills when delivering their coaching programme.
01.8 Explain how to plan a coaching programme evaluation	How to plan a coaching programme evaluation, including a schedule indicating the key milestones and the aims and objectives of the programme evaluation.

Learning Outcome: 02. Understand how equestrian activities can influence the coaching programme design

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Analyse the demands of the equestrian activities	The importance of and reasons for identifying the demands of the equestrian activities, and how these demands can be used to inform the design of their coaching programme.
02.2 Analyse ways periodisation can inform coaching programme design	The key principles and processes involved in planning and periodisation and how these can help inform coaching programme design.
02.3 Describe how to include training planning within the design of coaching programmes	The importance of and reasons for designing coaching programmes to reflect the recreation, competitions and sports training cycles of the nominated equestrian activities.
02.4 Provide reasons for planning the focus of each stage of the coaching programme	The importance of and the reasons for planning the focus and priority of each stage of their coaching programme.

Learning Outcome: 03. Understand how data and information can inform coaching programme design

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Describe the types of information and data required to inform the coaching programme design	The different types of information and data that are required to be collated to inform the design of their coaching programme, including the information and data relating to their own participants.
03.2 Explain how participant data can inform the coaching programme design	The importance of reviewing participant data such as the participants' level of development, motivation, actual and potential performance to inform goal setting and how this data can help inform the design of their coaching programme.
03.3 Describe how individual participant goals can influence the coaching programme design	Identifying what the individual participant goals are and how these can influence the design of their own coaching programme.

Learning Outcome: 04. Be able to collate information and data to inform the coaching programme design

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Collate data to inform the coaching programme design	Collating sources of information and data that can inform the coaching programme design to include participant data.
04.2 Analyse participant data	Analyse participant data to obtain the participant's level of development and actual and potential performance levels to inform individual goal setting.
04.3 Review participant analysis	Continually reviewing, monitoring and referring to their own analysis of participant data to establish the participants' level of development, actual and potential performance to inform goal setting, identify adjustments, changes or additions to improve future analysis and participant development.
04.4 Plan coaching programme resources	Plan and obtain the resources required to deliver their coaching programme.

Learning Outcome: 05. Understand ways to include others in the planning of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Engage with equestrian community members in the planning of coaching programmes, sessions, and equestrian activities	Engaging and consulting with individuals and groups within their equestrian community to ensure coaching programmes, sessions, and activities reflect the needs of and are appropriate to their local equestrian community and inform their coaching programme design.
05.2 Confirm programme goals with others	Confirming and agreeing on programme goals with participants, members of their coaching team, equestrian community stakeholders and others, where appropriate.
05.3 Clarify the roles and responsibilities of the coach to others	Presenting and explaining the roles and responsibilities of the coach to others involved within their coaching programme, to include their participants, their coaching team, and where appropriate, equestrian community stakeholders and others.

Learning Outcome: 06. Be able to engage with others to support the planning of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
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Learning Outcome: 07. Be able to produce a safe, inclusive, and progressive coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Produce a safe, inclusive, and progressive coaching programme	Producing safe, inclusive and progressive coaching programme ensuring: <ul style="list-style-type: none"> • Alignment with the structure, pricing, approach and timing of their local equestrian community • Alignment with the demands of the sport/physical activity • Alignment with the specific recreation, competition, and training cycles • Each stage of the programme has a focus and a priority • Are safe • Include equestrian activities and materials that are inclusive for all stakeholders, participants • Include materials that are inclusive for all stakeholders, such as participants, supporters, legal guardians, etc. • Enables participants to progress, i.e. developmental, skills, improve performance etc. • any possible or actual barriers are addressed to ensure all participants can participate in the programme • The programme is reflective of organisational and legislative requirements

Learning Outcome: 08. Understand the key components of coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Critically review the roles and responsibilities of a coach during the delivery of coaching sessions	<p>The roles and responsibilities of a coach during the delivery of their coaching sessions, to include but are not limited to:</p> <ul style="list-style-type: none"> • Health and safety requirements • Safeguarding • Duty of care • Organisational policies and procedures • Skill development • Techniques • The components of physical and skill-related fitness
08.2 Discuss the key components of starting a coaching session	The key components or stages of starting a coaching session in relation to their coaching environment.
08.3 Provide reasons for developing session rules	The reasons for developing rules and codes when leading and delivering coaching sessions.
08.4 Explain ways to ensure the safety of others during the delivery of coaching sessions	Ways to ensure and maintain the safety of participants and others during the delivery of their coaching sessions.
08.5 Summarise ways to conclude coaching sessions	Ways to conclude coaching sessions.
08.6 Provide reasons for tidying up after delivering coaching sessions	The reasons for and importance of tidying up and leaving the venue and equipment in a condition acceptable for future use after delivering coaching sessions.

Learning Outcome: 09. Understand the technical components of delivering coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Summarise ways to deliver planned activities	The ways to deliver planned coaching and physical activities within their coaching session.
09.2 Describe ways to source technical content and activities resources and guidance	Ways to source resources and guidance relating to specific technical content and technical equestrian activities based on the individual needs and development of participants.
09.3 Explain how to conduct technical demonstrations and explanations	The different techniques that support providing clear and correct technical demonstrations and explanations of physical skill development and the development of mental skills during the delivery of their coaching sessions and associated activities.
09.4 Provide reasons for including warm-up activities within coaching sessions	The reasons for, importance of and the value of including warm-up activities within the design and delivery of their coaching sessions.
09.5 Provide reasons for including cool-down activities within coaching sessions	The reasons for, importance of and the value of including cool-down activities within the design and delivery of their coaching sessions.
09.6 Explain why warm-up and cool-down activities need to align with session goals	The importance of and reasons for ensuring warm-up and cool-down activities are aligned with the goals of the coaching sessions and associated activities.
09.7 Provide reasons for observing participants	The importance of and reasons for observing participants performing equestrian activities during the delivery of their coaching sessions.

Learning Outcome: 10. Understand the principles of planning coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
10.1 Clarify the types of information required to plan coaching sessions	The types of data and information sources a coach needs to plan safe, inclusive, and progressive coaching sessions. To include the individual participant needs and how this can influence and have implications of planning coaching sessions.
10.2 Describe the different types of data and information sources available to coaches to plan coaching sessions	The different types of data and information sources that a coach can access and use to help inform coaching session design, planning and preparation.
10.3 Provide reasons for planning session resources and equipment	The importance of and reasons for planning and organising the resources and equipment required for their coaching sessions, checking that the resources meet specific rules and regulations (if necessary).
10.4 Summarise the resources and equipment needed for planned coaching sessions	The types of resources and types of equipment needed to deliver the planned coaching sessions.
10.5 Explain the coach's role in promoting own coaching sessions	The importance of communicating and promoting own coaching sessions and ensuring their communication and promotion strategies align with organisational and social media (if applicable) requirements, terms and conditions.
10.6 Provide reasons for producing contingency plans	The reasons for and importance of producing a contingency plan, including reasons for and importance of amending a session plan based on the outcome of a risk assessment.

Learning Outcome: 11. Understand ways to design coaching sessions to support participant development and goals

Assessment Criteria The learner can:	Indicative Delivery Content
11.1 Provide reasons for having overall and series goals	The reasons for and importance of identifying both an overall series goal and individual sessional goals within the series.
11.2 Explain why goals should be linked	The importance of and why goals should be linked, progressive and consistent with the overall aims of the programme and or series.
11.3 Explain how to plan activities to meet participant goals	How to plan and record activities that support participant development and achieve their aims and individual goals.
11.4 Summarise factors that influence session activities	The importance of considering factors that influence session activities such as planning realistic timings, the sequence of and duration of activity and how the activities align with participant development and goals.
11.5 Summarise how to plan a balanced set of coaching activities	How to plan a balanced set of coaching activities within their coaching sessions, the process to do this, and what is required to be considered to do this.

Learning Outcome: 12. Be able to plan coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
12.1 Collate information to plan coaching sessions	Collecting, collating and recording the different types of information and data to plan coaching sessions.
12.2 Record the individual needs of participants	Identifying and recording the individual needs of their participants and using these to inform the planning of their coaching sessions.
12.3 Plan coaching activities	Plan the duration of and the start and finishing times of their coaching activities within their coaching sessions.
12.4 Plan coaching session resources	Planning and organising the resources required for their coaching sessions.
12.5 Confirm the session aims with others	Sharing, confirming, and agreeing the overall aims of the sessions with their participants and others, such as members of their coaching team.
12.6 Produce contingency plans for coaching sessions	Producing contingency plans for coaching sessions and adapting their coaching session plans and associated activities based on the outcomes of risk assessments.

Learning Outcome: 13. Be able to produce inclusive, safe, and progressive coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
13.1 Produce inclusive, safe, and progressive coaching sessions	<p>Producing inclusive, safe, and progressive coaching sessions ensuring:</p> <ul style="list-style-type: none"> • Each session and the included activities meet with the needs of their local equestrian community: e.g. structure, pricing, approach and timing • Alignment with the individual needs of the participant • The overall aims of the session are identified • Each activity supports participants in achieving their goals and aims • Goals are linked, progressive and consistent with the overall aims • The timings, sequences, intensity, and duration of the session are planned • Coaching activities are inclusive enabling all participants to participate • Sessions and activities are safe meeting organisational and legislative requirements • Each is reflective of organisational and legislative requirements

Unit Title	Deliver inclusive, safe, and progressive coaching programmes and sessions
Unit Aim	This unit develops the learners understanding and skills to deliver safe, inclusive and progressive equestrian coaching programmes and sessions to participants within a coaching environment
Unique Unit Number	T/652/1886
Unit Assessment Method(s)	Practical Demonstration/Assignment
Assessment Specification	Learners must deliver at least 6 sessions of their coaching programme. All delivery must be with real cohorts within the chosen equestrian community. Simulation and peer to peer delivery is not accepted for this unit. Learners must be assessed delivering at least 90 minutes across a minimum of 2 sessions. All sessions must continually evidence inclusion, progression and safe working practice throughout.

Learning Outcome: 01. Prepare the coaching environment for coaching session delivery	
Assessment Criteria The learner can:	Indicative Delivery Content
01.1 Carry out risk assessments	Carrying out relevant and dynamic risk assessments showing appropriate safety considerations for the environment, recording and removing hazards, checking that equipment is safe to use and the welfare of the horses.
01.2 Assess coaching equipment	Thoroughly checking and assessing their coaching equipment, resources, and materials before use, to ensure it is well maintained and that there is no damage that could cause harm to themselves, participants, horses and their coaching team.
01.3 Perform setting up coaching equipment	Setting up coaching equipment in accordance with professional and industry standards and practices.

Learning Outcome: 02. Be able to prepare participants to participate in coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
02.1 Carry out participant inductions	Carry out participant inductions to help the participant become familiar with the equestrian coaching environment, sessions and modes of delivery. Supporting or supervising participant inductions to ensure each participant has completed any organisational requirements and procedures, i.e. registration form, coaching agreement, and/or participant consent forms, before enabling them to participate in sessions.
02.2 Assess the readiness of participants	Assessing their participant's physical and mental readiness to participate in their coaching session.
02.3 Prepare participants to participate in coaching sessions	Preparing participants for their coaching sessions using coaching practices in alignment with professional coaching standards in terms of communication techniques, positive approach, and professional manner.
02.4 Present session information to participants	Providing participants with information about the session and how it supports their goals.

Learning Outcome: 03. Be able to deliver inclusive coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
03.1 Provide an inclusive coaching environment	Supporting, creating, and promoting a coaching environment that is welcoming and inclusive to engage participants from all populations in equestrian activity. Taking responsibility for overseeing and supporting coaching environments which promote equity, equality, inclusivity and accessibility amongst all stakeholders and groups of participants.
03.2 Provide accessible coaching equipment and facilities	Providing and using accessible coaching equipment and facilities, ensuring that all participants, members of their coaching team and others have access to the equestrian coaching equipment and facilities and the opportunity to participate in coaching sessions
03.3 Differentiate equestrian activity provision	Using different equestrian activity provision within the delivery of their coaching sessions, where appropriate, to meet the individual needs, strengths, preferences, and goals of participants to support participant progression and success
03.4 Monitor participant behaviour	Managing, monitoring and taking responsibility for participant behaviour whilst offering support and developing an approach to handle difficult conversations that prioritise positive action and behaviours in coaching environments
03.5 Implement behaviour management strategies	Implementing behaviour management strategies to support participant engagement, a respectful, learning, safe, inclusive, and collaborative coaching environment.

Learning Outcome: 04. Be able to deliver safe coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
04.1 Monitor the safety of others	Taking responsibility for and consciously and continually monitoring risks and the health, safety and well-being of participants and others during the delivery of their coaching programmes and sessions in alignment with organisational and legislative requirements.
04.2 Comply with legislative and organisational requirements during the delivery of coaching sessions	Complying with legislation, including safeguarding, health and safety, duty of care and protecting children and vulnerable adults while adhering to organisational requirements during the delivery of their coaching sessions.
04.3 Comply with organisational safety plans and safe systems of work	Complying with organisational safety plans and safe systems of work for a range of specific equipment applicable to their coaching environment before, during and after session delivery.

Learning Outcome: 05. Be able to perform coaching demonstrations, explanations, and activities during the delivery of coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
05.1 Carry out warm-up activities	Carrying out warm-up activities which are linked to the goals of the session during the delivery of their coaching sessions.
05.2 Provide technical coaching content meeting individual participant needs	Providing and using specific technical coaching content or activities based on participants' needs during the delivery of their coaching sessions.
05.3 Perform technical coaching demonstrations	Performing technical coaching demonstrations and explanations during the delivery of their coaching sessions ensuring they meet the individual needs of their participants
05.4 Provide technical coaching explanations	Providing technical coaching explanations using clear instructions, appropriate communication method, suitable use of language and tone, and techniques to meet individual participant needs during the delivery of their coaching sessions.

Learning Outcome: 06. Be able to encourage participant engagement during delivery of coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
06.1 Monitor participant engagement	Manage, maintain and monitor participant engagement levels during the delivery of their coaching programme.
06.2 Implement strategies to encourage participant motivation	Implementing different strategies and approaches to encourage participant motivation and engagement in the equestrian activities delivered in their own coaching sessions.
06.3 Respond to participant enquiries during session delivery	Responding to participant enquiries during the delivery of their coaching session, giving the correct information and advice within the professional remit and boundaries of a coach.
06.4 Confirm participants understanding	Continually confirming, checking, and challenging understanding among all participants to ensure the effective use of safe and inclusive communication methods and techniques within their own coaching environment.

Learning Outcome: 07. Be able to support the individual needs of participants during session delivery

Assessment Criteria The learner can:	Indicative Delivery Content
07.1 Confirm development needs with participants	Confirming with and agreeing on individual development needs with participants
07.2 Implement skills acquisition, physical conditioning, and mental skills development when delivering the coaching programme	The implementation of and managing the skills acquisition, physical conditioning, and mental skills development during the delivery of their coaching programme.
07.3 Demonstrate that the individual needs of participants are met	Meeting the individual needs of participants throughout the delivery of their coaching sessions.
07.4 Review and revise coaching practices to meet the individual needs of participants	Reviewing and revising their own coaching practices and leadership style to meet the individual needs of participants and others to promote an accessible and inclusive coaching environment for all participant populations.

Learning Outcome: 08. Be able to monitor participant progress

Assessment Criteria The learner can:	Indicative Delivery Content
08.1 Carry out participant observations	Observing participant performance during the delivery of their coaching sessions.
08.2 Monitor participant progress	Continually monitoring and evaluating the participant's progress at the agreed set points during the delivery of their coaching programme and sessions.
08.3 Share performance feedback with participants	Sharing feedback with participants regarding their performance, i.e. areas for improvement, alignment with their goals, their achievements, and agreed points within their coaching programme.

Learning Outcome: 09. Be able to engage with others during delivery of their coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
09.1 Confirm the roles and responsibilities of others involved in the delivery of the coaching programme and sessions	Sharing, agreeing, and confirming the roles and responsibilities of others involved in the delivery of their coaching programmes, to include participants and members of their coaching team.
09.2 Demonstrate taking the responsibility for overseeing the Assistant Coach(es) performance.	Offering support and enabling Assistant Coaches to contribute to the safe, inclusive and progressive coaching sessions.
09.3 Engage with others regularly during the delivery of the coaching programme	Continually engaging with and maintaining regular communication with participants and others during the delivery of their coaching programme.
09.4 Provide feedback to others	Providing constructive feedback to support others, such as participants and members of their coaching team during the delivery of their coaching programme.
09.5 Engage with others to support the development and welfare of participants	Engaging with others, and where applicable seeking specialist and professional advice on meeting or referring participants whose individual safeguarding, developmental potential and mental health and wellbeing needs exceed their knowledge, competency and professional boundaries and roles of a coach during the delivery of the coaching programme

Learning Outcome: 10. Be able to conclude coaching sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	
10.1 Carry out cool-down activities	Carrying out cool-down activities which are linked to the goals of the session during the delivery of their coaching sessions.
10.2 Provide participants with information on future sessions	Providing information to participants about future sessions, i.e., date and times, venue, planned activities, fees, etc
10.3 Demonstrate the dismantling of coaching equipment	Dismantling and storing coaching equipment, in accordance with professional and industry standards and practices.
10.4 Perform clearing up tasks to conclude their session	Clearing away their coaching equipment and tidying up their coaching venue, so it is left in an acceptable condition for future use.

Unit Title	Evaluate inclusive, safe, and progressive coaching programmes and sessions
Unit Aim	This unit develops the learners' understanding and skills to evaluate the performance of their equestrian coaching programmes and sessions and be able to implement adaptations to support the individual needs of participants
Unique Unit Number	Y/652/1887
Unit Assessment Method(s)	Coursework
Assessment Specification	Learners must evaluate their planned coaching programme and delivery. The evaluation must reflect real cohorts within the chosen equestrian community. Simulation is not accepted for this unit The programme and all sessions evaluated must continually evidence inclusion, progression and safe working practice throughout.

Learning Outcome: 1. Understand the key components of a coaching programme evaluation

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Provide reasons for evaluating own coaching programme	The reasons for continually monitoring and reviewing their coaching programme and the methods they have selected to use to do this.
1.2 Describe methods to evaluate their coaching programme	The different safe, valid, and reliable methods available to evaluate the performance and effectiveness of their coaching programme.
1.3 Discuss ways to measure the quality of the coaching programme	The ways to measure the quality of the coaching programme in terms of the quality of the coaching experience and participant development throughout their coaching programme.
1.4 Explain how to complete a coaching programme evaluation	How to plan and complete an evaluation on their own coaching programme.

Learning Outcome: 2. Understand ways to involve others in the evaluation of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Provide reasons for involving others in the coaching programme evaluation	The reasons for and importance of involving others, such as members of their coaching team and participants, within the evaluation process of their own coaching programme.
2.2 Describe opportunities to obtain feedback from others on coaching programme	The different opportunities to obtain, collate and use feedback from individuals and groups regarding their coaching programme.
2.3 Describe how to manage the contribution of others	The different methods, approaches, and strategies to support the management of contributions of others regarding the outcomes of the coaching programme, session, and equestrian activities during the evaluation process of their own coaching programme.

Learning Outcome: 3. Be able to plan a coaching programme evaluation

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Plan a coaching programme evaluation schedule	Producing a coaching programme evaluation schedule, indicating the times at which the evaluations will take place, and the methods used to evaluate the programme.
3.2 Discuss their coaching programme evaluation schedule with others	Sharing and discussing their coaching programme evaluation with others, to include their participants and members of their coaching team.

Learning Outcome: 4. Be able to monitor the performance of their coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Provide reasons for monitoring programme delivery	The importance of and reasons for continually monitoring and reviewing the delivery of their coaching programme, including monitoring the inclusive elements of their coaching programme.
4.2 Monitor the performance of their coaching programme	Continually monitor and review the performance of their coaching programme using methods identified during the planning stage.
4.3 Record the outcomes from monitoring their coaching programme	Continually collating and recording the outcomes of monitoring their coaching programme to support the evaluation of their whole coaching programme.
4.4 Carry out modifications to coaching programme	Continually implementing modifications to their coaching programme which are informed by participant data, the outcomes of the monitoring of their coaching programme to ensure their coaching sessions meet set goals, i.e. participant goals.
4.5 Engage others to support the monitoring of their coaching programme	Involving and engaging with others in the monitoring and review process of their coaching programme.

Learning Outcome: 5. Be able to obtain feedback to support coaching programme evaluation

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Implement strategies to obtain feedback from others on their coaching programme	Implement strategies to obtain feedback from others, including participants and members of their coaching team on the performance of their coaching programme.
5.2 Analyse the feedback from others	Using valid methods to collate and analyse feedback from participants, coaching team members, peers and equestrian community stakeholders to support their coaching programme evaluation.
5.3 Record feedback outcomes to support coaching programme evaluation	participants, peers and members of their coaching team, including the coaching assistant, on their coaching programme to inform and support their coaching programme evaluation.

Learning Outcome: 6. Be able to carry out an evaluate own coaching programme

Assessment Criteria The learner can:	Indicative Delivery Content
6.1 Conduct an evaluation of own coaching programme	Completing an evaluation of own coaching programme to include feedback from participants and coaching members, their self-reflection of the programme and role as a coach, and the outcomes of the monitoring of their coaching programme.
6.2 Assess the sustainability of own coaching programme	Assessing and reflecting on the projected sustainability of their coaching programme using feedback received from other organisations and individuals/groups within local communities.
6.3 Evaluate the performance of others	Carrying out an evaluation of the performance of others throughout the delivery of their coaching programme, including the coaching assistant and other members of their coaching team.
6.4 Evaluate developmental activities	Evaluating the developmental activities within their coaching programme, assessing how well each has met organisational and their own developmental needs.

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

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