

# 1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping)

## Qualification Specification



## About Us

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

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

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

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

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

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

## Qualification Specification

Title:	1st4sport Level 2 Certificate in Equestrian Coaching (Showjumping)
Qualification Overview:	Gives learners the knowledge and skills to deliver equestrian coaching sessions with a focus on showjumping..
Qualification Code:	L2CECRSH
Qualification Regulation Number:	603/1443/6
Guided Learning Hours (GLH):	40
Total Qualification Time (TQT):	136
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/06/2017
Qualification Review Date:	31/05/2025
Learner Registration Period:	2 years
Qualification Objective:	This qualification qualifies learners to become an equestrian coach in showjumping.
Qualification Purpose:	Prepare for employment in a specific occupational area.

### Who is this qualification for?

The qualification is designed for those who wish to become involved in coaching as an equestrian coach, and to have responsibility for the ongoing development of participants. It is directed at learners who have an interest in coaching equestrian.

### Qualification Progression

The skills and knowledge developed may also be used to enable learners to progress to other industry-relevant qualifications in equestrian coaching, such as the Level 3 Qualification in Equestrian Coaching. Learners may also be able to access British Equestrian Federation regional Continual Professional Development workshops.

This qualification may lead to paid employment or unpaid voluntary roles in equestrian coaching, either working independently or as part of a coaching team. Other roles that the learner may consider exploring include Activity Leader, Official, or Sports Volunteer.

## Entry Requirements

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

## Pre-requisite(s) or other entry requirements

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

Prior to registration learners are required to:

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

## Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 5 of 5 mandatory units),
- Practical Demonstration/Assignment (in 5 of 5 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
F/615/7122	Plan a series of equestrian coaching sessions	9
A/615/7121	The role of the equestrian coach	8
J/615/7123	Deliver a series of equestrian coaching sessions	8
L/615/7124	Review a series of equestrian coaching sessions	7
R/615/7125	Technical coaching requirements for showjumping	8

### Optional Units

There are no optional units in this qualification

### Pathway Units (where applicable)

There are no pathway units in this qualification



Unit Title	Plan a series of equestrian coaching sessions
Unit Aim	This component assesses a coach's ability to plan a series of equestrian coaching sessions to meet the needs of participants. The series of equestrian coaching sessions planned will be linked and progressive in nature in order to develop participants' performance in equestrian.
Unique Unit Number	F/615/7122
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners are required to plan a minimum of six equestrian coaching sessions. Four of the six sessions must be linked and progressive, and working with the same group of participants in order to monitor and review any progress made. The additional two sessions will ideally be planned for a different rider type to the linked and progressive sessions eg adults/youths/ children/disabled/non-disabled. Sessions should be an appropriate length for equestrian coaching and the identified rider or group of riders. This will be for a minimum of 45 minutes but may be longer based on horse and rider needs. Where sessions are significantly longer or shorter than this, learners should provide a rationale for this.

### Learning Outcome: 1. be able to plan a series of equestrian coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 plan a series of progressive sessions	Understand the principles of planning progressive sessions Identify aims and objectives of the coaching programme, setting SMART/tangible goals that have been agreed with participants Plan a series of progressive sessions with goals that are linked, progressive and consistent with the overall aims of the coaching programme
1.2 plan activities to meet the aims of the sessions	Understand how individual coaching sessions support the aims of the coaching programme Identify aims and objectives of sessions, setting SMART/tangible goals that have been agreed with the participant Plan and prepare sessions that meet the needs of participants from different backgrounds and at different stages of development to include: realistic timings sequences of activities intensity of activities duration of activities specific technical content within activities specific tactical content within activities contingencies



Unit Title	The role of the equestrian coach
Unit Aim	This component assesses a coach's understanding of their role and responsibilities and the roles of others, ensuring that their equestrian coaching is safe and inclusive.
Unique Unit Number	A/615/7121
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor.

#### Learning Outcome: 1. understand the role of the equestrian coach

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 describe the role	The role of the fully independent equestrian coach the boundaries of the role and adherence to codes of conduct the responsibilities of the fully independent equestrian coach when working with others such as leaders, coaching assistants the importance of being a role model the sports or physical activity coaching process of plan-do-review an awareness of the breadth of the equine industry and the opportunities available to participants to take part

#### Learning Outcome: 2. understand the responsibilities of the coach in equestrian

Assessment Criteria The learner can:	Indicative Delivery Content



<p>2.1 describe the responsibilities related to rules and regulations</p>	<p>The overarching legal and sport-specific responsibilities  equestrian discipline-specific organisational procedures, responsibilities and liabilities  the rules and regulations of the relevant equestrian discipline, how to access these and how they enable the delivery of sessions  the role of officials and the positive promotion of these  national human and equine anti-doping and controlled medication rules and how to keep up to date with these  the opportunities for participants to take part in equestrian training events and progressive awards  how to coach participants to apply the rules for riding safely in enclosed areas, in the open, alone and with others  applying safe rules for riding  complying with appropriate dress for riding and leading horses  recognising safe tack and saddlery and how to take appropriate action if necessary</p>
<p>2.2 describe responsibilities related to duty of care</p>	<p>What constitutes acceptable relationships as a coach  the guidelines for safeguarding and protecting the following rider groups, adherence to these and maintaining confidentiality:  young people and children, including signs and symptoms of abuse  adults at risk  riders who share protected characteristics  how to encourage and reward positive behaviour and to respond to discriminatory behaviour, behaving in a fair, consistent and ethical manner  the requirements of the rider group; managing information for and about all types of riders</p>
<p>2.3 describe responsibilities related to safe coaching practice</p>	<p>How to set and agree ground rules  health and safety management, understanding how to:  prepare the environment  conduct a risk assessment  minimise risk  put contingency plans in place  recognise the appropriate length of stirrup for balance and security  recognise the need to adapt riding according to conditions and weather  use appropriate tack for the conditions and the horse, including studs  effectively control paces  be aware of the need to adapt riding according to ground conditions and slope  emergency procedures; knowing how to follow:  emergency procedures in an equine coaching environment, including the reporting of accidents, issues and incidents</p>

2.4 describe responsibilities related to inclusive coaching practice	<p>Inclusive delivery of coaching sessions and activities and where to gain information on this</p> <p>how to communicate, deal with and meet the needs of a variety of rider types:</p> <ul style="list-style-type: none"> <li>disabled and non-disabled people</li> <li>children/youth/adults</li> <li>those who share protected characteristics</li> </ul> <p>recognising that different riders learn in different ways</p> <p>how different backgrounds and stages of participant development can impact on</p> <ul style="list-style-type: none"> <li>age</li> <li>skill development</li> <li>emotional development.</li> </ul>
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### Learning Outcome: 3. understand equestrian participants and their development needs

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 describe how to engage with and develop a range of <b>participants</b>	<p>How to gather information about lifestyle, previous experience, and the needs of different participant groups</p> <p>participants motivations for taking part</p> <p>the impact of the participants background, stage of development and needs on:</p> <ul style="list-style-type: none"> <li>session management</li> <li>the different ways adults and children learn</li> <li>learning and the coaching environment (beginner vs experienced)</li> <li>training and competition</li> <li>how to cater for individual needs within group coaching</li> </ul>
3.2 describe the physical influences on participation	<p>The physical capabilities required for, and the basic anatomical and biomechanical demands of, the specific discipline of equestrian being coached</p> <p>the components of physical fitness and how they link directly to the specific discipline of equestrian being coached</p> <p>how to minimise the risk of injury and assist a participant returning from injury</p> <p>the role of the coach in encouraging the pursuit of a healthy lifestyle, including an awareness of:</p> <ul style="list-style-type: none"> <li>nutrition</li> <li>hydration</li> <li>social and performance-enhancing drugs</li> </ul> <p>the principles of weight management in relation to the sport</p> <p>demonstrate knowledge of national anti-doping and controlled medication rules and how to keep up to date with these</p> <p>demonstrate an awareness of the FEI horse welfare codes</p> <p>how the physical capabilities of participants will influence the content and structure of the session</p>

3.3 describe the mental and social influences on participation

How the mental capabilities of participants will influence the content and structure of the session  
 the key methods for improving participants:  
 connection  
 confidence  
 concentration  
 motivation  
 emotional control  
 cohesion  
 the concepts of:  
 skill coordination  
 motor skill learning  
 skill acquisition  
 skill retention  
 skill transfer  
 the different stages of cognitive, emotional and social development  
 how to develop participants mental skills in sport or physical activity  
 how to develop participants socially;  
 building relationships and rapport with and between participants  
 develop confidence  
 self-esteem

Unit Title	Deliver a series of equestrian coaching sessions
Unit Aim	This component assesses a coach's ability to deliver a series of equestrian coaching sessions to meet the needs of participants. The equestrian coaching sessions delivered will be linked and progressive in nature in order to develop participants' performance within equestrian.
Unique Unit Number	J/615/7123
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	<p>The learner is required to deliver a minimum of six coaching sessions in equestrian. Four of the six sessions must be linked and progressive, and working with the same rider or group of riders in order to monitor and review any progress made. The additional two sessions will ideally be planned for a different participant type to the linked and progressive sessions eg adults/youths/children/disabled/non-disabled. Sessions should be an appropriate length for equestrian coaching group of learners. The content for these sessions must have been developed for Plan a series of equestrian coaching sessions unit.</p> <p>In addition, learners are required to demonstrate their ability to coach session(s) in a 35 minute and 40 minute practical coaching assessments (either in their workplace or in a simulated environment). Observed sessions may be taken from the six planned sessions, there is no requirement to plan additional sessions for the observation of coaching practice. Sessions must be for equestrian coaching.&lt;</p>

### Learning Outcome: 1. be able to deliver a series of equestrian coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 establish a safe coaching environment	Conduct a risk assessment, minimising any identified risks organise the setting up of equipment required for the session be familiar with emergency procedures in an equine coaching environment, incl. the reporting of accidents and incidents
1.2 prepare the participants for the coaching sessions	Apply the principles of good practice for starting coaching sessions provide information to participants on the aims and objectives of sessions understand physical preparation and how to deliver warm-ups use walk, trot, changes of direction, turns, circles and transitions appropriate to the conditions and the experience of the horse

1.3 deliver a series of equestrian coaching sessions in line with guidelines	<p>Incorporate a variety of coaching styles and techniques in delivery and incorporate:</p> <ul style="list-style-type: none"> <li>listening to participants</li> <li>motivating participants</li> <li>learning styles of participants (visual, auditory, kinaesthetic)</li> <li>differentiation between participants</li> <li>cater to a variety of learning styles; balancing instruction, facilitation, demonstration, questions and answers</li> <li>ensure there is a balance of activities; realistic timings, sequences, intensity and duration of activities within the session</li> <li>identify participants needs and modify session plan(s) accordingly</li> </ul>
1.4 develop equestrian technical and tactical aspects through the provision of explanations and demonstrations of activities	<p>Know how and when to apply appropriate communication methods in the provision of technical guidance</p> <ul style="list-style-type: none"> <li>use the principles of skill development in their coaching, selecting correct techniques to developing participants skills</li> <li>understand different types of demonstration</li> <li>provide technical and tactical demonstrations and explanations that are correct</li> <li>identify and utilise equestrian discipline-specific rules and codes</li> <li>prepare equestrian participants for competition</li> </ul>
1.5 analyse and provide feedback on participants performance	<p>Understand the principles of analysing participants performance</p> <ul style="list-style-type: none"> <li>observe participants, analyse performance and provide constructive feedback</li> <li>communicate effectively with participants and show listening skills</li> <li>support participants in taking responsibility for their own learning</li> </ul>
1.6 ensure participants safety is maintained	<p>Manage coaching activities and adapt to maintain safety as required</p> <ul style="list-style-type: none"> <li>manage safe use of equipment during the session</li> <li>manage behaviours by being: <ul style="list-style-type: none"> <li>positive and challenging</li> <li>encouraging and motivating</li> </ul> </li> </ul>
1.7 conclude the session	<p>Apply the principles of good practice for concluding coaching sessions</p> <ul style="list-style-type: none"> <li>use a progressive warm-down to reduce the intensity, allowing the horse to stretch and reduce respiration rate, according to the work done</li> <li>summarise session outcomes, providing feedback to participants</li> <li>organise the removal and storage of equipment used during the session</li> <li>offer information to participants after coaching sessions</li> </ul>

Unit Title	Review a series of equestrian coaching sessions
Unit Aim	This component assesses a coach's ability to review a series of equestrian coaching sessions that meet the needs of participants. The series of equestrian coaching sessions reviewed will be linked and progressive in nature in order to develop participants' performance within equestrian.
Unique Unit Number	L/615/7124
Unit Assessment Method(s)	<ul style="list-style-type: none"> <li>- Coursework</li> <li>- Practical Demonstration/Assignment</li> </ul>
Assessment Specification	The learner is required to review and evaluate a minimum of six coaching sessions in equestrian. Four of the six sessions must be linked and progressive, and working with the same rider or group of riders. These linked and progressive sessions must be reviewed and evaluated individually at the time of delivery, and holistically once all sessions have been delivered. The planning and delivery of the sessions for review must be completed within Plan a series of equestrian coaching sessions and Deliver a series of equestrian coaching sessions; reviews must clearly relate to these sessions.



## Learning Outcome: 1. be able to review a series of equestrian coaching sessions

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 review participants performance	Measure participant development use a variety of evaluation methods that can be used to monitor participant development and learning
1.2 analyse own coaching practice	Understand the principles of self-reflection utilise feedback from others identify personal development needs gain valid feedback on own performance from riders and others take responsibility for own development access continuing personal development (CPD) and develop a personal action plan and mentoring opportunities participate in continual review identify career progressions in the sport and the role of others
1.3 apply the review of coaching sessions to future planning	Review and evaluate the session, using the views of riders and others, and using it to impact on future sessions agree the outcomes of the review with riders and others, advise them on their development needs and adapt future sessions to reflect needs
1.4 review the effectiveness of the series of equestrian coaching sessions	Review the overall aims and goals of the programme and progress made towards these use a variety of evaluation methods that can be used to monitor riders development and learning measure the quality of the coaching experience measure participant and horse development

Unit Title	Technical coaching requirements for showjumping
Unit Aim	This component aims to develop the coach's knowledge of the technical coaching requirements for showjumping.
Unique Unit Number	R/615/7125
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	Learners are required to complete a series of assessed tasks within their learner portfolio. These are set by 1st4sport and assessed by their assessor.

### Learning Outcome: 1. be able to prepare riders for riding

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

## Learning Outcome: 2. demonstrate riders skills and techniques whilst showjumping

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Demonstrate the application of natural and artificial riding aids	<p>Being able to coach the rider to:</p> <ul style="list-style-type: none"> <li>correctly use leg, hand, seat and voice aids</li> <li>recognise when and how to use jumping/schooling whips and spurs</li> </ul>
2.2 Demonstrate effective riding on the flat	<p>Being able to coach the rider to:</p> <ul style="list-style-type: none"> <li>use upward/downward transitions from all paces (including halt) and transitions from one pace to another</li> <li>ride changes of direction and correctly sized and shaped school figures</li> <li>correctly use the reins to achieve and maintain an appropriate contact</li> <li>recognise and improve the foundation elements of the Scale(s) of Training (rhythm, suppleness, contact, impulsion, straightness and collection) appropriate to the level of horse they are riding <ul style="list-style-type: none"> <li>develop the horses rhythm and balance through turns and circles</li> <li>move the horse away from the leg for a basic leg yield</li> <li>deal with basic equine behavioural issues e.g. napping, spooking and bucking</li> </ul> </li> </ul>
2.3 Demonstrate effective riding on outdoor terrain with slopes	<p>Being able to coach the rider to:</p> <ul style="list-style-type: none"> <li>correctly space walk, trot and canter poles for a range of horses/ponies</li> <li>place poles/fences appropriately in an arena for rideability and safety</li> <li>set up simple related distances using a variety of fences (cross poles, uprights, spreads etc.) appropriate for a range of horses and ponies</li> <li>develop a track of 6-8 linked fences up to 1m</li> </ul>
2.4 Demonstrate effective riding over poles, jumps and course of fences	<p>Being able to coach the rider to:</p> <ul style="list-style-type: none"> <li>develop a secure balanced jumping position that does not hinder the horse</li> <li>have an appropriate length of stirrup</li> <li>effectively use leg aids</li> <li>correctly and sympathetically use rein aids</li> <li>maintain a correct position during all phases of the jump (approach, take off, flight, landing and departure)</li> <li>control pace effectively, including a forward rhythm when riding to/away from fences up to 1m</li> </ul>

## Learning Outcome: 3. understand the theoretical principles of riding

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Demonstrate their knowledge of the theory of horse suitability and development	<p>Making a basic assessment of a horse for:</p> <ul style="list-style-type: none"> <li>• suitability for a job of work</li> <li>• level of fitness and condition</li> <li>• behaviour</li> </ul>

## 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):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved tutors. The tutors are responsible for the delivery of the qualification. Approved qualification tutors are required to:

- provide evidence that they have previous occupational experience in the specific discipline of Showjumping
- provide evidence that they have undergone an induction into the qualification and how to tutor/deliver it to learners

### Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

The recognised centre is required to recruit and deploy approved assessors. The assessors are responsible for the assessment of the qualification. Approved qualification assessors are required to:

- provide evidence that they have previous occupational experience in the specific discipline of Showjumping
- provide evidence that they have undergone an induction into the qualification and how to tutor/deliver it to learners

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

For this qualification, the minimum requirements stated in the centre handbook do not apply. Centres must ensure that all workforce meet the requirements stated below.

- hold or be working towards a recognised internal quality assurance qualification

## Additional Qualification Requirements

The minimum venue, facility and requirements stated in the centre handbook apply.

The recognised centre is required to have one or more delivery sites with facilities to support the programme of training and assessment. All delivery sites must include the following:

- car parking and toilets
- either one 30m x 60m arena, or two 20m x 40m arenas suitable for Racing
- male and female changing facilities

This qualification is regulated by Ofqual (603/1443/6) and QiW (C00/1304/0 - Regulated).



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