

# BHSQ Level 3 (Stage 3) Qualification Specification



This document contains information and guidance for the following qualifications:

**BHSQ Level 3 Groom (Stage 3)**

**BHSQ Level 3 Groom with Riding – Dressage (Stage 3)**

**BHSQ Level 3 Groom with Riding – Jump (Stage 3)**

**BHSQ Level 3 Groom with Riding – Complete (Stage 3)**

**BHSQ Level 3 Coaching Riders (Stage 3)**

**BHSQ Level 3 Coach – Dressage Ride (Stage 3)**

**BHSQ Level 3 Coach – Jump Ride (Stage 3)**

**BHSQ Level 3 Coach in Complete Horsemanship (Stage 3)**

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**Published:** **DATE**

**PLEASE NOTE:** This qualification specification is up to date at the time of publication. It will be regularly reviewed. However if there are any changes in legal requirements the most recent will take priority.

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### Document history:

Version	Date	Reason
7	<b>DATE</b>	To ensure this specification is current, unambiguous and meets industry needs.

*Please note: This document is uncontrolled once printed. Please check with BHSQ for the most up to date version.*

The British Horse Society Qualifications Limited is a company registered in England and Wales and trades as BHS Qualifications (BHSQ).

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## BHS Qualifications

BHS Qualifications (BHSQ) is an awarding organisation recognised and regulated by:

- the Office of the Qualifications and Examinations Regulator (Ofqual) in England
- SQA Accreditation in Scotland
- Qualifications Wales (QW)
- the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland.

BHSQ works in partnership with a variety of organisations to develop and award qualifications for the equestrian industry. This contributes to ensuring BHSQ qualifications are fit for purpose and meet the needs of the sector.

BHSQ is responsible for ensuring learners are registered and certificated accurately and fairly. It has many systems, policies, and procedures in place to ensure it does this. These are checked closely to ensure assessment is accurate and fair by verification and monitoring of BHSQ Approved Centres.

This specification is for all those involved in planning, delivery and assessment including learners.

BHSQ qualifications are:

- nationally recognised
- quality assured
- vocationally-related
- mapped to national occupational standards (NOS) where appropriate
- designed to meet the needs of employers
- regularly reviewed by industry practitioners.

BHSQ qualifications provide valuable opportunities for learners to:

- develop new skills
- develop existing skills
- gain underpinning knowledge and understanding
- progress to further study, education and training
- progress into employment.

## How BHSQ uses personal information

Personal data is protected under current data protection regulations. BHS Qualifications, as a wholly owned subsidiary of The British Horse Society (BHS), abides by the BHS privacy policy. For more details please refer to the privacy policy detailed on the website:

[bhsq.co.uk/privacy-and-cookies](https://bhsq.co.uk/privacy-and-cookies)

or email [dataprotection@bhs.org.uk](mailto:dataprotection@bhs.org.uk)

## Definitions for Total Qualification Time, Credit and Guided Learning Hours

FOR GUIDANCE WHEN USING THESE SPECIFICATIONS, THE REGULATOR(S) USES THE FOLLOWING DEFINITIONS:

### Total Qualification Time (TQT)

The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total qualification time is comprised of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for guided learning, and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by, but not under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

### Credit

Where a credit value is assigned to a qualification, that value must be equal to one tenth of the total qualification time (TQT) assigned to that qualification, rounded to the nearest whole number.

### Guided Learning Hours (GLH)

The activity of a learner in being taught or instructed by or otherwise participating in, education or training under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

For these purposes the activity of 'participating in education or training' shall be treated as including the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Introduction to BHS Qualifications at Level 3 (Stage 3)

BHS Qualifications (BHSQ) provide qualifications to support different career pathways allowing learners to choose the one best suited to their aspirations. BHSQ Level 3 (Stage 3) qualifications give learners specialist knowledge and technical skills, for employment in the equine industry and provide progression to the BHSQ Level 4 (Stage 4) suite of qualifications. These qualifications may also support learners in further or higher education and employment.

The qualifications within the suite are:

- BHSQ Level 3 Groom (Stage 3)
- BHSQ Level 3 Groom with Riding – Dressage (Stage 3)
- BHSQ Level 3 Groom with Riding – Jump (Stage 3)
- BHSQ Level 3 Groom with Riding – Complete (Stage 3)
- BHSQ Level 3 Coaching Riders (Stage 3)
- BHSQ Level 3 Coach – Dressage Ride (Stage 3)
- BHSQ Level 3 Coach – Jump Ride (Stage 3)
- BHSQ Level 3 Coach in Complete Horsemanship (Stage 3)

These qualifications have been developed in line with feedback from industry ensuring it meets the needs of employers and learners. BHSQ regularly review qualifications to ensure they are fit for purpose. If there are any aspects that are not clear, are ambiguous or do not sufficiently meet the needs of industry, please contact BHSQ on [enquiries@bhsq.co.uk](mailto:enquiries@bhsq.co.uk).

### Qualification level

All BHSQ qualifications have a level in their title. The level is an indicator of expectations both for the requirements of the assessment, but also as an employee once qualified at that level. Learners are expected to have knowledge, understanding and skills identified by this level and its descriptors. The level descriptors are defined by the Regulators and are progressive.

In each qualification title BHSQ also identify a Stage. This is the same as the level. It is included because the equine industry is very familiar with Stages particularly when referring to British Horse Society qualifications. The term “Stage” has been historically used, as an alternative to level and BHS continues to use this terminology and branding for their assessments.

BHSQ state that:

- **Level 2 (Stage 2)** is for those at foundation level in equine. You would generally work with appropriate supervision.
- **Level 3 (Stage 3)** is for professional staff in equine. You would be able to work independently, managing your own workload perhaps in a small business or working as a freelance.
- **Level 4 (Stage 4)** is for established senior staff or freelancer in equestrian. You would be able to manage others and take on a more senior role within a business or as a consultant.

# BHS Qualifications

The learner at BHSQ Level 3 (Stage 3) is expected to:

- Have developed knowledge, understanding and skills in equine
- Be able to respond effectively to situations that may be unfamiliar and non-routine in equine
- Deal with straightforward problems, offering alternative solutions
- Understand how effective they and others are, offering recommendations for improvement in routine situations
- Work with autonomy
- Supervising others may be with support.

To achieve a BHSQ Level 3 (Stage 3) qualification the learner must complete all learning outcomes and assessment criteria. Learning outcomes broadly state what a learner will know about, understand or be able to do at the end of their learning. Assessment criteria state specifically what a learner must achieve. They are clear and measurable statements used by assessors to judge if a learner meets the required standard. There is also guidance for the assessor and learner offering greater clarity about the expectations of the assessment criteria.

## Direct entry/Recognition of prior learning

Learners wishing to enter level 3 qualifications without having achieved the relevant prerequisite can enter through recognition of prior certified learning (RPCL) or recognition of prior experiential learning (RPEL). Qualifications accepted as RPCL are listed on the BHS website. Learners holding qualifications that are not listed and learners who do not hold any qualifications but have industry experience, can apply for entry through RPEL.

Details of the direct entry process for RPCL and RPEL direct entry applications can be found on the BHS website:

<https://www.bhs.org.uk/careers-recreational-awards/assessments-information/direct-entry-guidance/>

## Training for BHSQ qualifications

Practical training is strongly recommended with a suitably qualified BHS Accredited Professional. Training can occur via many methods, such as attending a BHS Approved Riding Centre, in your place of employment or at home/your facilities with your own horse/s.

It is advised to choose a BHS Accredited Professional who is qualified to at least one level above the qualification the learner is training for. A list of Accredited Professionals, and BHS Approved Riding Centres is available on the BHS website:

<https://www.bhs.org.uk/go-riding/find-a-coach-or-groom/>

<https://www.bhs.org.uk/go-riding/find-a-riding-centre-or-livery-yard/>

The BHS also have supporting resources available to support training and development:

<https://www.britishhorshop.com/collections/bhs-assessments>

The BHS also promote training courses and events suitable for learners training towards BHS qualifications. These can be found on the BHS website:

<https://www.bhs.org.uk/careers-recreational-awards/continuing-professional-development/>

<https://www.bhs.org.uk/events/find-a-cpd-course/>

<https://www.bhs.org.uk/events/>



## Professional expectations

BHSQ work closely with the sector and employers in particular. Once a learner has achieved a BHSQ qualification, they are likely to be working in the sector. It is essential all those working in the sector have a sufficient understanding of their legal responsibilities to protect both the horse and their clients and colleagues. This includes safeguarding, health and safety, first aid, equality, diversity, inclusion and data protection.

It is always the responsibility of the employer or self-employed person to ensure practices are safe, effective and legal. BHSQ encourages all those working in the sector to have current BHS First Aid or First Aid at Work and Safeguarding for Equestrians.

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## Delivery, assessment and quality assurance of BHSQ qualifications

### Delivery

The BHSQ Level 3 (Stage 3) qualifications are delivered through The British Horse Society (BHS). The BHS is approved by BHSQ as a centre for the delivery of BHSQ qualifications. They are part of the BHS Career Pathways which offers learners the opportunity to progress their career and learn practical skills. The BHS provides advice and guidance through every stage of learner development.

Further details of the BHS Career Pathways can be found on the BHS website:

<https://www.bhs.org.uk/careers-recreational-awards/professional-qualifications/>

The BHS is responsible for the management and delivery of these qualifications ensuring resources are in place to support learners appropriately. It must have policies and procedures in place, and these must be made available to learners.

These include, but not limited to:

- Appeals
- Complaints
- Conflict of interest
- Data protection
- Equality, diversity and inclusion
- Health and safety including risk management
- Internal quality assurance/verification
- Malpractice and maladministration
- Reasonable adjustments
- Special consideration
- Recognition of prior learning
- Safeguarding
- Recruitment and selection
- Whistleblowing.

The BHS has a responsibility to recruit and develop a team of Assessors and Internal Quality Assurers to maintain the standard and quality of assessments. The BHS approve and monitor a network of approved assessment centres/venues that can deliver training and assessments in the UK and internationally. The BHS offers regular training to trainers, centres/venues and assessors to ensure the latest developments in standards are communicated and maintained.

It is the responsibility of the BHS to ensure the safety and suitability of all learners, including those who are under the age of 18.

The BHS may have entry requirements in addition to those detailed in this specification. BHSQ has age restrictions stated in its qualifications. These are carefully considered given the nature of equine, especially working with horses.

## Assessment

Assessment will be carried out by an appointed assessor. How assessment is carried out is flexible; in general, the majority of assessment is carried out on site at a BHS approved assessment centre/venue. However there are other many other methods of assessment available. BHSQ encourages the BHS to use assessment methods that best meet the needs of learners.

If a learner considers additional time may be needed to complete their assessment fairly, they should contact the BHS for further information.

At all times, learners should wear appropriate clothing and personal protective equipment for the activities undertaken. They should be aware of health and safety for themselves, others and horses.

All learning outcomes and assessment criteria must be met for achievement.

Learners will be required to complete a **Skills Record** book prior to their assessment day.

## Career Pathways Skills Record

It is a requirement that the **Skills Record** is completed prior to the learner's assessment day. Coaches are required to complete the 'coach endorsements' required for designated skills which have been set as pre-assessment criteria for these qualifications. Coaches should sign these off when they have assessed the learner's knowledge and skills set in these given areas and deem them to be competent.

Learners are also required to have the 'ready for assessment' sections of their qualifications signed off in their **Skills Record** prior to their assessment day. Coaches will sign the relevant section off to confirm the learner has received training in this area and is ready to be assessed.

To be eligible to sign off 'coach endorsements' and 'ready for assessment' sections for BHSQ Level 3 (Stage 3) qualifications, coaches must be on the BHS Accredited Professional register and hold a BHS Stage 4 qualification in the section they are signing off.

Learners must present their completed **Skills Record** book on the assessment day. Failure to do so may result in the learner not being able to take their assessment.

The **Skills Record** book is available to view on the BHS website:

[www.bhs.org.uk/skillsrecord](http://www.bhs.org.uk/skillsrecord)

## Access to fair and accurate assessment

BHSQ qualifications must be available to all learners who are able to achieve the required standards. Assessment must be free from unnecessary barriers which may restrict access and achievement. Assessment practice and procedure must not discriminate against learners who may require support to undertake assessment. However, the requirements of the qualification must be strictly adhered to, to ensure reliability and fairness for all.

**Reasonable adjustments** is the term used to describe alterations to assessment to mitigate a barrier such as a disability. The learner must meet the requirements of the qualification with a mitigation or adjustment in place.

**Special consideration** is the term used to describe an adjustment to assessment, at the point of assessment or just after, due to a temporary injury or event outside of the learner's control. These are rare in equine as the learner would usually complete an assessment at a different time.

**Conflicts of interest** that may affect fair assessment include a family member assessing another family member or an owner paying for assessments and being an assessor too. Situations such as these, must be managed correctly so there can be no bias and the learner is assessed strictly to the requirements of the qualification in the same way as someone unknown would be.

Learners must be made aware of how to complain and appeal. They must know what to do should an error occur which impacts on assessment, whether on purpose or by accident.

If assessors and learners have any queries regarding fair assessment or particular assessment requirements, they should discuss this with the BHS.

## Learning outcomes

The content of the qualification specification includes learning outcomes. These are statements that describe significant and essential learning that learners will achieve, and can reliably demonstrate at the end of a course or programme.

In other words, learning outcomes identify what the learners will know, understand and be able to do.

## Assessment criteria

The content of the qualification specification includes assessment criteria. Assessment criteria identify what is expected from assessed work, whether this in practice or theory. They should clearly specify the standards that must be met and what evidence will be used to show achievement of the broader learning outcomes.

Assessment criteria are made up of 2 essential parts – the command verb and subject matter:

1. 'command' – instruction  
'verb' – what is it you are to do, generally denotes the 'level' required
2. 'subject matter' – the topic

In order to achieve the assessment criteria, learners must complete both parts. The command verbs used are:

<b>DEMONSTRATE</b>	Carry out an activity or skill showing awareness and understanding
<b>DESCRIBE</b>	Paint a picture in words. Not including reasoning
<b>EVALUATE</b>	Examine the strengths and weaknesses and come to a conclusion about their success/importance/worth Evaluation is often against a measure or value
<b>EXPLAIN</b>	Give reasons so often starting with because
<b>IDENTIFY</b>	State, list, briefly
<b>OUTLINE</b>	Identify the main features
<b>REVIEW</b>	Produce a critical assessment of an existing situation
<b>STATE</b>	Provide information in a brief uncomplicated form. See list and identify.

Assessors will use a range of techniques to ensure the learner understands the demands of assessment.

## Guidance

Guidance offers more detailed information about the assessment criteria. It identifies content that will be learnt during training and then sampled during assessment. Not all aspects included in the guidance may be assessed. However, a candidate should be familiar with the content to prepare for assessment. All assessment criteria will be assessed.

## **Please note:**

- Where it states, 'to include', this means aspects in the list must be learnt during training and may be assessed.
- Where it states, 'may include', this means aspects in the list will be learnt during training, along with many others. These may be assessed.
- Where a specific number in a range is stated, this means the list must be learnt during training and a minimum of that specific number may be assessed.
- An assessor will decide the number of aspects in the list to be assessed. This is so they can be secure in their assessment.

BHSQ regularly review qualifications to ensure clarity. If there are any aspects that are not clear or are ambiguous please contact BHSQ on [enquiries@bhsq.co.uk](mailto:enquiries@bhsq.co.uk).

## **Results**

Assessment decisions will be recorded as either:

- Pass: the learner has passed/achieved the assessment criteria to the standard required
- Fail: the learner has failed/not met the standard required to achieve the assessment criteria.

If the assessment decision is a fail, re-assessment can take place as soon as the learner feels appropriate.

Only a learner, who has been judged to be competent against the assessment criteria, can be certificated. Accurate, successful and effective quality assurance depends on all individuals involved in BHSQ qualifications, having confidence in assessment and verification.

## **Internal Quality Assurance**

The accuracy of assessment is verified using BHS quality assurance procedures. The BHS appoint internal verifiers to ensure that assessments are completed fairly and to the required standards.

## **External Quality Assurance**

BHSQ appoint external verifiers to check that internal verification and assessment by the BHS has been completed sufficiently, fairly and to the required standards.

BHSQ and the BHS produce a range of documents to support those involved with these qualifications, for example but not limited to:

- BHSQ Essential guide to assessment of BHSQ qualifications
- BHSQ Approved Centre Manual

These documents are distributed as required.

## **Contact the BHS**

The BHS Education Team is available to answer any queries from learners or education providers. Email at [pathways@bhs.org.uk](mailto:pathways@bhs.org.uk) or call 02476 840508.

## BHSQ Level 3 (Stage 3) qualification structure

This table shows an overview of the qualifications at level 3 and the units required for the achievement of each qualification.

<b>C – Compulsory units</b>	<b>GROOM</b>	<b>GROOM WITH RIDING - DRESSAGE</b>	<b>GROOM WITH RIDING - JUMP</b>	<b>GROOM WITH RIDING - COMPLETE</b>	<b>COACHING RIDERS</b>	<b>COACH - DRESSAGE RIDE</b>	<b>COACH - JUMP RIDE</b>	<b>COACH COMPLETE</b>
Unit 1: Stage 3 Care	C	C	C	C		C	C	C
Unit 2: Stage 3 Lunge	C	C	C	C		C	C	C
Unit 3: Stage 3 Ride Dressage		C		C		C		C
Unit 4: Stage 3 Ride Jump			C	C			C	C
Unit 5: Stage 3 Coaching					C	C	C	C

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## BHSQ Level 3 Groom (Stage 3)

Qualification Level – 3

Total Qualification Time (TQT) for this qualification is 380

Credits – 38

Guided Learning Hours (GLH) – 150

This qualification contains the following units:

- Unit 1: Stage 3 Care
- Unit 2: Stage 3 Lunge

### Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. By successfully completing this qualification learners will be able to take responsibility for the care of several horses and lungeing to maintain the level of training. They will be able to take on a supervisory role within an equestrian business.

### Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses as a Groom. It is likely that learners may already be employed within the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Groom (Stage 2). Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

### What could this qualification lead to?

Learners completing this qualification could access roles in areas such as:

- Groom – non-riding
- Freelance Groom
- Assistant yard manager

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition/training yards (any discipline), livery yards, private yards, studs, racing yards, rehabilitation yard, trekking yard, welfare/rescue centres, police and military, and or veterinary centres.

This qualification offers progression to:

- BHS Level 4 Senior Yard Manager (Stage 4)

## BHSQ Level 3 Groom with Riding – Dressage (Stage 3)

Qualification Level – 3

Total Qualification Time (TQT) for this qualification is 580

Credits – 58

Guided Learning Hours (GLH) – 270

This qualification contains the following units:

- Unit 1: Stage 3 Care
- Unit 2: Stage 3 Lunge
- Unit 3: Stage 3 Ride Dressage

### Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. Learners completing this qualification will be able to ride the horses in their care for exercise and to maintain their level of training for flatwork. By successfully completing this qualification learners will be able to take responsibility for the care of several horses within an equestrian business and may take on a supervisory role within a business.

### Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses and who have an interest in dressage. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Learners may progress to this qualification after completing BHSQ Level 2 Foundation Groom with Riding (Stage 2). Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

### What could this qualification lead to?

Learners completing this qualification could access roles in areas such as:

- Groom with riding (exercising and schooling horses within the working environment)
- Freelance Groom with riding (exercising and schooling horses)
- Work/exercise rider in a variety of establishments
- Assistant yard manager
- Assistant Trainer

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition/training yards (any discipline), livery yards, private yards, studs, racing yards, rehabilitation yard, trekking yard, welfare/rescue centres, police and military, and or veterinary centres.

This qualification offers progression to:

- BHS Level 4 Senior Yard Manager (Stage 4)
- BHS Level 4 Senior Yard Manager with Riding (Stage 4)
  - Ride for Training Dressage



## BHSQ Level 3 Groom with Riding – Jump (Stage 3)

Qualification Level – 3

Total Qualification Time (TQT) for this qualification is 580

Credits – 58

Guided Learning Hours (GLH) – 280

This qualification contains the following units:

- Unit 1: Stage 3 Care
- Unit 2: Stage 3 Lunge
- Unit 4: Stage 3 Ride Jump

### Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. Learners completing this qualification will be able to ride the horses in their care for exercise and to maintain their level of training for jumping. By successfully completing this qualification learners will be able to take responsibility for the care of several horses within an equestrian business and may take on a supervisory role within a business.

### Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses and who have an interest in jumping. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Learners may progress to this qualification after completing BHSQ Level 2 Foundation Groom with Riding (Stage 2). Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

### What could this qualification lead to?

Learners completing this qualification could access roles in areas such as:

- Groom with riding (exercising and schooling horses within the working environment)
- Freelance Groom with riding (exercising and schooling horses)
- Work/exercise rider in a variety of establishments
- Assistant yard manager
- Assistant Trainer

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition/training yards (any discipline), livery yards, private yards, studs, racing yards, rehabilitation yard, trekking yard, welfare/rescue centres, police and military, and or veterinary centres.

This qualification offers progression to:

- BHS Level 4 Senior Yard Manager (Stage 4)
- BHS Level 4 Senior Yard Manager with Riding (Stage 4)
  - Ride for Training Show Jumping

## BHSQ Level 3 Groom with Riding – Complete (Stage 3)

Qualification Level – 3

Total Qualification Time (TQT) for this qualification is 780

Credits – 78

Guided Learning Hours (GLH) – 400

This qualification contains the following units:

- Unit 1: Stage 3 Care
- Unit 2: Stage 3 Lunge
- Unit 3: Stage 3 Ride Dressage
- Unit 4: Stage 3 Ride Jump

### Qualification purpose

This is a practical qualification which caters for individuals whose primary focus is the care of horses. Learners completing this qualification will be able to ride the horses in their care for exercise and to maintain their level of training on the flat and jumping.

The reference to “Complete” in the title refers to the learner’s riding skills. Having completed this qualification learners will have an all-round skill set in riding to include; dressage, show jumping and cross country riding.

By successfully completing this qualification learners will be able to take responsibility for the care of several horses within an equestrian business and may take on a supervisory role within a business.

### Who is this qualification for?

This qualification is for learners who wish to base their career on caring for horses and who have an interest riding, both flatwork and jumping. It is likely that learners will already be employed or working on a self-employed basis in the industry and are seeking career advancement. Learners may progress to this qualification after completing BHSQ Level 2 Foundation Groom with Riding (Stage 2). Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

### What could this qualification lead to?

Learners completing this qualification could access roles in areas such as:

- Groom with riding (exercising and schooling horses within the working environment)
- Freelance Groom with riding (exercising and schooling horses)
- Work/exercise rider in a variety of establishments
- Assistant yard manager
- Assistant Trainer

Employment in these roles could be in a variety of equestrian environments including; riding schools, competition/training yards (any discipline), livery yards, private yards, studs, racing yards, rehabilitation yard, trekking yard, welfare/rescue centres, police and military, and or veterinary centres.

This qualification offers progression to:

- BHS Level 4 Senior Yard Manager (Stage 4)
- BHS Level 4 Senior Yard Manager with Riding (Stage 4)
  - Ride for Training Eventing
  - Ride for Training Dressage
  - Ride for Training Show Jumping

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## BHSQ Level 3 Coaching Riders (Stage 3)

Qualification Level – 3

Total Qualification Time (TQT) for this qualification is 190

Credits – 19

Guided Learning Hours (GLH) – 60

This qualification contains the following unit:

- Unit 5: Stage 3 Coaching

### Qualification purpose

The purpose of this qualification is to offer a pathway for those who wish to focus on coaching riders. Learners completing this qualification will have achieved a foundation level (Level 2/Stage 2) of knowledge and skills in horse care and riding, and have chosen to progress focusing on their coaching skills.

By successfully completing this qualification, learners will be able to coach horse riding to a range of riders, from beginners to students preparing to take qualifications and riders beginning to compete at grass roots level. Learners will be able to deliver lessons that implement coaching techniques whilst maintaining the safety and welfare of horses and riders. Learners will be able to show genuine improvement in horse and rider combinations and develop plans for their future progression.

A person holding the BHSQ Level 3 Coaching Riders (Stage 3) qualification will hold the technical skills and knowledge to coach dressage up to Novice level and jumping (show jumping and cross country) up to 80cm. They will be able to coach private, semi-private, group and lunge lessons. Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles.

### Who is this qualification for?

This qualification is for learners who wish to build a career in coaching. It is likely that learners will already be employed in the industry and seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2) or Unit 4: Stage 2 Coaching. Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

### What could this qualification lead to?

The BHSQ Level 3 Coaching Riders (Stage 3) qualification has been developed in consultation with employers and professional bodies to ensure that the content is appropriate for those working in the sector. Learners completing this qualification could access a career in coaching riding.

This qualification offers progression to:

- BHSQ Level 4 Coaching Riders (Stage 4)

## BHSQ Level 3 Coach Qualifications – Dressage, Jump and Complete

### Qualification purpose

Within the equine industry there is a need for all-round individuals with the ability to care for horses, ride horses and coach clients, students and staff. The BHS coaching qualifications encompass all these elements.

The BHSQ Level 3 (Stage 3) Coach qualifications represent the minimum requirement for a coach working competently without supervision in the industry. By successfully completing this qualification, learners will be able to coach horse riding to a range of riders, from beginners to students preparing to take qualifications and riders beginning to compete at grass roots level. Learners will be able to deliver lessons that implement coaching techniques whilst maintaining the safety and welfare of horses and riders. Learners will be able to show genuine improvement in horse and rider combinations and develop plans for their future progression.

As a result of industry consultation demand has been identified for discipline specific pathways within the structure of BHSQ qualifications. At level 3, pathways have been developed to support the progression in these areas, whilst aiming to ensure core knowledge and skills sets have been achieved to provide a solid foundation.

### What could these qualifications lead to?

BHSQ Level 3 (Stage 3) Coach qualifications have been developed in consultation with employers and professional bodies to ensure that the content is appropriate for those working in the sector.

Learners completing these qualifications could access roles in areas such as:

- Riding School Coach working with individuals and groups
- Freelance Coach working with individuals on their own horses
- Groom and Coach with riding (exercising and schooling horses within the working environment)
- Discipline specific Coach
- Freelance Groom with riding (exercising and schooling horses)
- Work/exercise rider in a variety of establishments
- Assistant yard manager
- Assistant Trainer

## BHSQ Level 3 Coach – Dressage Ride (Stage 3)

Qualification Level – 3

Total Qualification Time (TQT) for this qualification is 770

Credits – 77

Guided Learning Hours (GLH) – 330

This qualification contains the following units:

- Unit 1: Stage 3 Care
- Unit 2: Stage 3 Lunge
- Unit 3: Stage 3 Ride Dressage
- Unit 5: Stage 3 Coaching

### Qualification purpose

A person holding the BHSQ Level 3 Coach – Dressage Ride (Stage 3) qualification will hold the technical skills and knowledge to coach dressage up to Novice level and jumping (show jumping and cross country) up to 80cm. They will be able to coach private, semi-private, group and lunge lessons.

Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles. They will be able to care for a range of horses, provide exercise and maintain their level of training on the flat.

### Who is this qualification for?

This qualification is for learners who wish to build a career in coaching. It is likely that learners will already be employed in the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2). Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

This qualification offers progression to:

- BHSQ Level 4 Senior Coaching Riders (Stage 4)
- BHSQ Level 4 Senior Dressage Coach (Stage 4)
- BHSQ Level 4 Senior Eventing Coach (Stage 4)

## BHSQ Level 3 Coach – Jump Ride (Stage 3)

**Qualification Level – 3**

**Total Qualification Time (TQT) for this qualification is 770**

**Credits – 77**

**Guided Learning Hours (GLH) – 340**

This qualification contains the following units:

- Unit 1: Stage 3 Care
- Unit 2: Stage 3 Lunge
- Unit 4: Stage 3 Ride Jump
- Unit 5: Stage 3 Coaching

### **Qualification purpose**

A person holding the BHSQ Level 3 Coach – Jump Ride (Stage 3) qualification will hold the technical skills and knowledge to coach dressage up to Novice level and jumping (show jumping and cross country) up to 80cm. They will be able to coach private, semi-private, group and lunge lessons.

Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles. They will be able to care for a range of horses, provide exercise and maintain their level of training over fences.

### **Who is this qualification for?**

This qualification is for learners who wish to build a career in coaching. It is likely that learners will already be employed in the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2). Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

This qualification offers progression to:

- BHSQ Level 4 Senior Coaching Riders (Stage 4)
- BHSQ Level 4 Senior Show Jumping Coach (Stage 4)
- BHSQ Level 4 Senior Eventing Coach (Stage 4)

## BHSQ Level 3 Coach in Complete Horsemanship (Stage 3)

Qualification Level – 3

Total Qualification Time (TQT) for this qualification is 970

Credits – 97

Guided Learning Hours (GLH) – 460

This qualification contains the following units:

- Unit 1: Stage 3 Care
- Unit 2: Stage 3 Lunge
- Unit 3: Stage 3 Ride Dressage
- Unit 4: Stage 3 Ride Jump
- Unit 5: Stage 3 Coaching

### Qualification purpose

A person holding the BHSQ Level 3 Coach in Complete Horsemanship (Stage 3) qualification will hold the technical skills and knowledge to coach dressage up to Novice level and jumping (show jumping and cross country) up to 80cm. They will be able to coach private, semi-private, group and lunge lessons.

Coaches will be able to show genuine improvement of horse and rider while demonstrating a sound knowledge of coaching methods and principles. They will be able to care for a range of horses, provide exercise and maintain their level of training on the flat and over fences.

The reference to “Complete Horsemanship” in the title refers to the learner’s all-round skills in horse care, lungeing, coaching and riding to include; dressage, show jumping and cross country riding. Learners will be able to disseminate their knowledge in all these areas through their coaching.

### Who is this qualification for?

This qualification is for learners who wish to build a career in coaching. It is likely that learners will already be employed in the industry and are seeking career advancement. Learners may progress to this qualification after completing the BHSQ Level 2 Foundation Coach in Complete Horsemanship (Stage 2). Please refer to entry requirements at unit level.

This qualification is also available to learners at the appropriate level who have industry experience and/or hold non-BHS equine qualifications. To enter they will apply via the BHS RPCL or RPEL direct entry process.

This qualification offers progression to:

- BHSQ Level 4 Senior Coaching Riders (Stage 4)
- BHSQ Level 4 Senior Dressage Coach (Stage 4)
- BHSQ Level 4 Senior Show Jumping Coach (Stage 4)
- BHSQ Level 4 Senior Eventing Coach (Stage 4)



## Unit 1: Stage 3 Care

Unit Level – 3

Credits – 31

Guided Learning Hours (GLH) – 120

### Unit purpose

Learners successfully completing this unit will be able to care for a range of horses. They will understand horse anatomy and physiology, horse health, nutrition, fitness and horse behaviour to ensure the welfare of the horses in their care. Learners are required to handle and work with and around the horse with consideration for welfare and safety for themselves, the horse and others at all times.

### Entry requirements/prerequisites

- A minimum age of 16 years
- Unit 1: Stage 2 Care or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the 'coach endorsement' listed below and the 'ready for assessment' section signed off in their **Skills Record** prior to the assessment of this unit. All learners should present their signed **Skills Record** on the day of assessment.

### Coach endorsement:

- Clip a horse
  - I can give reasons for clipping horses
  - I can explain the considerations for safe clipping
  - I can clip a horse
  - I can describe how to care for a horse after clipping

**The Skills Record must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 3½ hours.

Learners should be sufficiently fit in order to carry out practical tasks. They should work efficiently and with confidence. In each section learners should speak from their experience and be able to put their points forward clearly with reasons. When assessing horses in practical situations learners should handle horses safely and direct assistants where relevant.

## Unit Structure – Unit 1: Stage 3 Care

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 10 and 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand the roles, rights and responsibilities of a Groom	1.1 Explain the <b>roles</b> of a Groom	<b>Roles</b> to include; <ul style="list-style-type: none"> <li>Managing the stable yard and environment</li> <li>Caring for and meeting the needs of the horses in their charge</li> <li>Managing the maintenance of daily routine yard activity</li> <li>Communicating and guiding others related to care and yard activity</li> </ul>	Discussion
	1.2 Explain the <b>responsibilities</b> of a Groom	<b>Responsibilities</b> to include; <ul style="list-style-type: none"> <li>Ensuring the health, safety and welfare of the horse</li> <li>Promoting equestrianism and horse welfare in a positive way (social license to operate)</li> <li>Working independently</li> <li>Monitoring all aspects of Quality of Life particularly for elderly, ill and injured horses.</li> <li>Raising concerns with a senior staff member and consulting with a vet</li> <li>Taking responsibility for routine horse care and stable yard management</li> <li>Managing horse's feed according to work levels and nutritional needs</li> <li>Managing turnout areas</li> <li>Anti-doping guidelines</li> </ul>	Discussion
	1.3 Explain a <b>range of current legislation applicable</b> to stable yards	<b>Range</b> = 2 or more <b>Current legislation</b> to include; <ul style="list-style-type: none"> <li>Health and safety</li> <li>Safeguarding</li> <li>Data protection</li> <li>Horse welfare</li> <li>Horse transportation</li> <li>Equality, diversity and inclusion</li> </ul>	Discussion
	1.4 Explain employment <b>rights</b>	<b>The rights</b> of the employee, to include: <ul style="list-style-type: none"> <li>Contract of employment</li> <li>Holiday</li> <li>Sick pay</li> <li>Pension</li> </ul> Self-employed, to include; <ul style="list-style-type: none"> <li>Set own hours of work</li> <li>Set own rates of pay</li> <li>Responsible for own tax returns</li> <li>Responsible for own insurance</li> </ul>	Discussion
2. Be able to use equipment for flatwork and jumping	2.1 Fit <b>tack</b> for flatwork	<b>Tack</b> to include; <p>Double bridle</p> <ul style="list-style-type: none"> <li>Curb and bridoon bits</li> <li>Cavesson noseband</li> <li>Curb chain</li> </ul> <p>Saddle</p> <ul style="list-style-type: none"> <li>Suitable for flatwork</li> </ul>	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	2.2 Evaluate the <b>fit</b> of the flatwork tack	<b>Fit</b> , to include; <ul style="list-style-type: none"> <li>• Check for comfort</li> <li>• Condition and suitability of the tack</li> <li>• Action of bits and noseband</li> </ul>	Observation and Discussion
	2.3 Put on <b>schooling bandages</b> for flatwork	<b>Schooling bandages</b> ; <ul style="list-style-type: none"> <li>• Polo wraps (with or without padding underneath)</li> </ul>	Observation
	2.4 <b>Fit tack</b> and <b>boots</b> for jumping	<b>Tack</b> and <b>boots</b> to include; <ul style="list-style-type: none"> <li>• Bridle</li> <li>• Saddle</li> <li>• Breastplate and martingale</li> <li>• Boots suitable for jumping</li> </ul>	Observation
	2.5 Evaluate the <b>fit</b> of the jumping tack	<b>Fit</b> to include; <ul style="list-style-type: none"> <li>• Check for comfort</li> <li>• Condition and suitability of the tack</li> <li>• Action of bit and noseband</li> </ul>	Observation and Discussion
	2.6 Explain a <b>range of factors</b> affecting saddle fit	<b>Range = 3 or more Factors</b> ; <ul style="list-style-type: none"> <li>• Width of tree</li> <li>• Withers clearance</li> <li>• Pressure points on horse's spine</li> <li>• Evenness of weight across the horse's back</li> <li>• Freedom around the horse's shoulder</li> <li>• Size of saddle in relation to horse</li> <li>• Rider</li> </ul>	Discussion
3. Be able to use studs	3.1 <b>Demonstrate</b> how to put a stud into a shoe	<b>Demonstration</b> to include; <ul style="list-style-type: none"> <li>• Holding the foot</li> <li>• Clean and maintain stud hole</li> <li>• Selection of stud type</li> <li>• Using the stud tap</li> <li>• Putting the stud in</li> <li>• Plugging stud hole</li> </ul>	Observation and discussion
4. Understand the use of bits	4.1 Explain the use of a <b>range of bits</b>	<b>Range = 2 or more Bits</b> to include; <ul style="list-style-type: none"> <li>• Snaffle</li> <li>• Pelham</li> <li>• Gag</li> <li>• Bitless bridles</li> </ul>	Observation and discussion
5. Understand the nutritional requirements of a horse	5.1 Explain the role of <b>nutrients</b> in a horse's diet	<b>Nutrients</b> to include; <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Proteins</li> <li>• Fats</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Water</li> </ul>	Discussion
	5.2 Explain a <b>range of forages</b> available for feeding horses	<b>Range = 4 or more Forages</b> ; <ul style="list-style-type: none"> <li>• Grass</li> <li>• Hay</li> <li>• Haylage</li> <li>• Dried grass</li> <li>• Chaff/chop</li> <li>• Alfalfa</li> <li>• Straw</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	5.3 Explain a range of <b>factors</b> that may influence a horse's dietary requirements	<b>Range = 3 or more Factors</b> to include; <ul style="list-style-type: none"> <li>• Time of year</li> <li>• Age</li> <li>• Size</li> <li>• Type</li> <li>• Different work levels including; light, medium and hard</li> <li>• Condition of the horse</li> <li>• Availability of turnout</li> <li>• Health</li> </ul>	Discussion
	5.4 Explain how to <b>manage</b> feeding routines	<b>Management</b> to include; <ul style="list-style-type: none"> <li>• Timings</li> <li>• Relation to work</li> <li>• Amount of feed</li> <li>• Variance of feed</li> <li>• Availability of forage</li> <li>• Time of year</li> </ul>	Discussion
	5.5 Explain how to <b>prepare</b> food for horses with common <b>health problems</b>	<b>Health problems</b> to include; <ul style="list-style-type: none"> <li>• Respiratory</li> <li>• Dietary issues</li> <li>• Dental problems</li> </ul> <b>Preparation;</b> <ul style="list-style-type: none"> <li>• Soaking</li> <li>• Steaming</li> </ul>	Discussion
	5.6 Assess a horse using a <b>body condition/fat scoring</b> scale	<b>Body condition/fat scoring</b> on a 0-5 point scale, to include; <ul style="list-style-type: none"> <li>• General body condition</li> <li>• Quarters</li> <li>• Ribs</li> <li>• Shoulders</li> <li>• Back</li> <li>• Neck</li> <li>• Withers</li> </ul>	Observation and Discussion
	5.7 Explain the use of supplements or balancers in a horse's diet	May include; <ul style="list-style-type: none"> <li>• Vitamin and mineral deficiency</li> <li>• 100% roughage diet</li> </ul>	Discussion
6. Understand how to improve a horse's fitness	6.1 Explain the <b>purpose</b> of a fitness programme for a horse	<b>Purpose</b> may include; <ul style="list-style-type: none"> <li>• Preparing the horse for a specific activity</li> <li>• Improving a horse's fitness</li> <li>• Maintaining fitness</li> <li>• Lower risk of injury</li> <li>• Rehabilitation</li> </ul>	Discussion
	6.2 Explain the <b>process</b> used to improve a horse's fitness	<b>Process</b> <ul style="list-style-type: none"> <li>• From a low level of fitness to be able to complete a one-day event</li> <li>• Three stages of programme; long slow distance work, strength work, fast work</li> <li>• Length of time</li> </ul>	

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	6.3 Explain a <b>range of factors</b> that may influence a horse's fitness programme	<b>Range</b> = 2 or more <b>Factors</b> may include; <ul style="list-style-type: none"> <li>• Body conformation</li> <li>• Weight</li> <li>• Previous injury</li> <li>• Work levels</li> <li>• Equipment, environment and external factors</li> <li>• Type and temperament</li> <li>• Age</li> </ul>	Discussion
	6.4 Explain how to <b>assess</b> a horse's fitness	<b>Assessment</b> may include; <ul style="list-style-type: none"> <li>• Visual signs (for example; excessive sweating, fatigue)</li> <li>• Behaviour</li> <li>• Recovery rate</li> </ul>	Discussion
	6.5 Explain how to <b>care</b> for a horse after strenuous work	<b>Care</b> to include; <ul style="list-style-type: none"> <li>• Walking the horse</li> <li>• Dismounting the rider</li> <li>• Adjusting and removing equipment</li> <li>• Rehydrating the horse</li> <li>• Washing down and checking for injury</li> <li>• Regaining normal body temperature</li> <li>• Feeding the horse</li> <li>• Monitoring recovery</li> <li>• Leg care</li> </ul>	Discussion
	6.6 Explain the <b>purpose</b> of using a horse walker	<b>Purpose</b> to include; <ul style="list-style-type: none"> <li>• Non ridden exercise</li> <li>• Time out of stable</li> <li>• Rehabilitation</li> <li>• Fitness programme</li> </ul>	Discussion
<b>7. Understand horse anatomy and physiology</b>	7.1 Explain the <b>function and components</b> of the respiratory system	<b>Function</b> , to include; <ul style="list-style-type: none"> <li>• Gaseous exchange – the take up of oxygen and the removal of carbon dioxide</li> </ul> <b>Components</b> , role to include; <ul style="list-style-type: none"> <li>• Nostrils</li> <li>• Nasal passage</li> <li>• Trachea</li> <li>• Lungs</li> <li>• Diaphragm</li> </ul>	Discussion
	7.2 Explain the <b>function and components</b> of the cardiovascular system	<b>Function</b> : <ul style="list-style-type: none"> <li>• Circulating blood (transporting oxygen and nutrients) around the body and removal of waste</li> <li>• Lymphatic system</li> </ul> <b>Components</b> , role to include; <ul style="list-style-type: none"> <li>• Heart</li> <li>• Arteries</li> <li>• Veins</li> <li>• Blood</li> </ul>	Discussion
	7.3 Describe the <b>anatomy</b> of the lower leg and foot	<b>Anatomy</b> to include; <ul style="list-style-type: none"> <li>• Bones: pedal, navicular, splint, cannon, sesamoid, pasterns</li> <li>• Ligaments: check, suspensory, annular</li> <li>• Tendons: flexor and extensor tendons</li> </ul>	Discussion and Observation
<b>8. Be able to manage the health of a horse</b>	8.1 Demonstrate how to measure a horse's <b>vital signs</b>	<b>Vital signs</b> : <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Pulse</li> <li>• Respiration</li> </ul>	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	8.2 Explain the importance of maintaining <b>health records</b>	<b>Health records</b> to include; <ul style="list-style-type: none"> <li>• Veterinary history</li> <li>• Vital signs</li> <li>• Routine care: worming, teeth, vaccinations, saddle checks</li> <li>• Passport</li> </ul>	Discussion
	8.3 Explain the roles of a range of <b>health care professionals</b>	<b>Range = 2 or more</b> <b>Health care professionals</b> may include; <ul style="list-style-type: none"> <li>• Physiotherapist</li> <li>• Chiropractor</li> <li>• Osteopath</li> <li>• Acupuncture practitioner</li> <li>• Equine Dental Technicians</li> </ul>	Discussion
	8.4 Describe the signs and symptoms of a <b>range</b> of common <b>health conditions</b>	<b>Range = 3 or more</b> <b>Health conditions</b> may include; <ul style="list-style-type: none"> <li>• Exertional Rhabdomyolysis Syndrome (ERS) / Azoturia</li> <li>• Bursal and bony enlargements or conditions</li> <li>• Chronic Obstructive Pulmonary Disease (COPD)/ Recurrent Airway Obstruction (RAO)/equine asthma</li> <li>• Colic</li> <li>• Equine Herpes Virus (EHV)</li> <li>• Equine influenza</li> <li>• Equine Metabolic Syndrome (EMS)</li> <li>• Equine Seasonal Myopathy</li> <li>• Laminitis</li> <li>• Lymphangitis</li> <li>• Pituitary Pars Intermedia Dysfunction (PPID)/ Cushings</li> <li>• Ringworm</li> <li>• Strangles</li> <li>• Tendon injury</li> <li>• Worm burden</li> </ul>	Discussion
	8.5 Explain the <b>management</b> and <b>treatment</b> of common health conditions	<b>Management</b> may include; <ul style="list-style-type: none"> <li>• Minimise work levels</li> <li>• Adjust feed</li> <li>• Prevention</li> <li>• Routine healthcare</li> </ul> <b>Treatment</b> may include; <ul style="list-style-type: none"> <li>• Referral to vet</li> <li>• Medication (prescribed by vet)</li> <li>• Stable care (box rest)</li> </ul>	Discussion
	8.6 Explain how to <b>prevent</b> the spread of <b>disease</b> in the equine environment	<b>Prevention</b> , to include; <ul style="list-style-type: none"> <li>• Biosecurity</li> <li>• The maintenance of cleanliness for horses, people and stable yards</li> <li>• Dealing with new horses to the stable yard</li> <li>• Isolation procedures</li> <li>• Promoting health care of the horse</li> </ul> <b>Disease</b> ; <ul style="list-style-type: none"> <li>• Infectious and contagious diseases</li> </ul>	Discussion

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	8.7 Explain how to <b>assess lameness</b>	<b>Assessment of lameness</b> to include; <ul style="list-style-type: none"> <li>• Observe the horse at rest</li> <li>• Observe the horse in walk</li> <li>• Observe the horse in trot</li> <li>• Inspection of limbs</li> <li>• Report to an informed person, if appropriate</li> </ul>	Discussion
	8.8 Explain the principle of <b>Quality of Life</b>	<b>Quality of life</b> to include; <ul style="list-style-type: none"> <li>• Indicators that can be used to assess Quality of Life for the horse</li> <li>• Options for humane euthanasia</li> <li>• Awareness of support services available to assist with euthanasia decisions</li> </ul>	Discussion
<b>9. Understand undesirable horse behaviour</b>	9.1 Describe the <b>signs</b> and <b>causes</b> of stereotypical behaviour in horses	<b>Causes</b> may include; <ul style="list-style-type: none"> <li>• Stabled for long periods</li> <li>• Unable to move freely</li> <li>• Separation from other horses</li> <li>• Hunger</li> <li>• Pain</li> <li>• Fear</li> <li>• Poor training</li> <li>• Learned behaviour</li> </ul> <b>Signs</b> may include; <ul style="list-style-type: none"> <li>• Box walking</li> <li>• Crib biting</li> <li>• Wind sucking</li> <li>• Weaving</li> <li>• Aggression</li> </ul>	Discussion
	9.2 Explain how to <b>manage</b> stereotypical behaviour in horses	<b>Management</b> may include; <ul style="list-style-type: none"> <li>• Enrichment</li> <li>• Turnout</li> <li>• Access to open space</li> <li>• Handling</li> <li>• Routine</li> <li>• Sufficient work</li> <li>• Feeding regimes</li> </ul>	Discussion
	9.3 Explain how to <b>manage</b> horses that are difficult to handle	<b>Management</b> may include; <ul style="list-style-type: none"> <li>• Positive reinforcement</li> <li>• How to approach the horse</li> <li>• Methods of restraint</li> <li>• Managing routine care</li> <li>• Loading</li> <li>• Treating wounds</li> <li>• Clipping</li> <li>• Catching in</li> <li>• Leading</li> <li>• Safety equipment</li> </ul>	Discussion
<b>10. Understand how to manage a turnout area</b>	10.1 Explain how to <b>manage</b> a turnout area for a horse	<b>Management</b> may include; <ul style="list-style-type: none"> <li>• Resources for example; tractor, harrow, topper mower, roller, strimmer</li> <li>• Stocking density</li> <li>• Regular removal of droppings, weeds, poisonous plants</li> <li>• Harrowing, rolling and topping</li> <li>• Fertilising</li> <li>• Rotational grazing</li> <li>• Fencing, gates and security</li> <li>• Cross grazing</li> </ul>	Discussion

# BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
11. Be able to assess a horse's conformation	11.1 Evaluate the conformation of a horse	<b>Evaluation</b> to include; <ul style="list-style-type: none"> <li>• Assessment of; static and dynamic conformation including foot balance</li> <li>• Condition of the horse</li> <li>• Type of horse and suitability for work</li> </ul>	Observation and discussion
	11.2 Explain the use of a range of shoes	<b>Range</b> = 2 or more <b>Shoes</b> may include; <ul style="list-style-type: none"> <li>• Fullered</li> <li>• Plain stamp</li> <li>• Natural balance</li> <li>• Bar - egg, heart and rolled toe</li> <li>• Racing plate</li> <li>• Glue-on shoes</li> <li>• Pads</li> </ul>	Discussion

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## Unit 2: Stage 3 Lunge

Unit Level – 3

Credits – 7

Guided Learning Hours (GLH) – 30

### Unit purpose

Learners successfully completing this unit will be able to lunge a fit horse for exercise and maintain its level of training. Learners are required to handle the horse with consideration for welfare and safety for themselves, the horse and others at all times.

### Entry requirements/prerequisites

- A minimum age of 16 years
- Unit 2: Stage 2 Lunge or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the 'ready for assessment' section signed off in their *Skills Record* prior to the assessment of this unit. All learners should present their signed *Skills Record* on the day of assessment.

**The *Skills Record* must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 1 hour.

Learners will be allocated a horse that will be tacked up ready to lunge. Learners should check the equipment for safety and correct fit and then begin lungeing. The horse should be warmed up without side reins.

## Unit Structure – Unit 2: Stage 3 Lunge

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 10 and 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand how lungeing contributes to a horse's training	1.1 Explain the <b>value</b> of lungeing as a training method	<b>Value</b> , may include; <ul style="list-style-type: none"> <li>• Introduction to ridden work</li> <li>• Visual assessment of horse's movement</li> <li>• Schooling progression</li> <li>• Variety of work</li> <li>• Maintaining a horse's fitness</li> </ul>	Discussion
	1.2 Explain the impact of <b>lungeing techniques</b>	<b>Lungeing techniques</b> , may include; <ul style="list-style-type: none"> <li>• Positioning of handler</li> <li>• Adapting to surface and space available</li> <li>• Use of different equipment</li> <li>• Position of whip</li> </ul>	Discussion
	1.3 Explain how to progress a horse's training using lungeing	May include; <ul style="list-style-type: none"> <li>• Ground poles</li> <li>• Transitions through paces</li> <li>• Circle size</li> <li>• Lengthening and shortening the horse's stride</li> </ul>	Discussion
2. Be able to lunge a horse	2.1 <b>Lunge</b> a horse to maintain its level of training	<b>Lunge</b> , to include; <ul style="list-style-type: none"> <li>• Appropriate personal protective equipment for handler</li> <li>• Ensure horse welfare at all times</li> <li>• Check equipment for safety and fit</li> <li>• Put the horse out on an appropriately sized circle</li> <li>• Send the horse forward without side reins</li> <li>• Work the horse with side reins</li> <li>• Assess the horse in all three paces</li> <li>• Work the horse in all three paces (cantering if appropriate)</li> <li>• Adjust equipment to improve the horse's performance</li> <li>• Work the horse through changes of pace and stride length</li> <li>• Progress the horse's responsiveness to aids</li> <li>• Use of transitions</li> <li>• Adjust circle size</li> </ul>	Observation
	2.2 Maintain safe control of the horse	<b>Control</b> , to include; <ul style="list-style-type: none"> <li>• Position of the handler</li> <li>• Horse position and balance</li> <li>• Technique of the handler</li> <li>• Use of commands and aids</li> <li>• Length of time lungeing</li> <li>• Use of equipment</li> <li>• Length of lunge line</li> <li>• Adjustment of side reins</li> <li>• Awareness of surroundings</li> <li>• Body language</li> </ul>	Observation
	2.3 Evaluate the <b>effectiveness</b> of the lungeing session	<b>Effectiveness</b> in relation to; <ul style="list-style-type: none"> <li>• All three paces</li> <li>• Responsiveness to aids</li> <li>• Horse's performance</li> <li>• Own performance</li> </ul>	Discussion

## Unit 3: Stage 3 Ride Dressage

Unit Level – 3

Credits – 20

Guided Learning Hours (GLH) – 120

### Unit purpose

Learners successfully completing this unit will be able to ride and work horses on the flat to maintain their training up to Novice level. They will understand the Training Scale and how this relates to the performance of the horse. Learners are required to ride sympathetically with consideration for welfare and safety for themselves, the horse and others at all times.

### Entry requirements/prerequisites

- A minimum age of 16 years
- Unit 3: Stage 2 Ride or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the 'ready for assessment' section signed off in their *Skills Record* prior to the assessment of this unit. All learners should present their signed *Skills Record* on the day of assessment.

**The *Skills Record* must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 1½ hours.

Learners will ride two horses. Learners must be able to ride in open order, abiding by the rules of the school whilst showing consideration for other riders (there may be up to six riders in a group). The learner should be fit enough to ride actively for up to 1½ hours without stress.

***Learners who are not considered sufficiently competent with regard to their effective control of the horse and their own balance will be asked to withdraw from the riding at any time during the session.***

## Unit Structure – Unit 3: Stage 3 Ride Dressage

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 10 and 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand how to maintain a horse's training for dressage	1.1 Explain how the Training Scale impacts on a horse's performance	<p><b>Performance</b> through the horse's work which may include;</p> <ul style="list-style-type: none"> <li>Working the horse in all three paces</li> <li>Lengthen and shorten horse's stride</li> <li>Transitions between paces</li> <li>Lateral work for example; leg yielding, turn on and about the forehand</li> <li>Consideration of the horse moving forward from the leg aids to a contact with directional bend</li> </ul>	Discussion
<b>LEARNERS WILL BE REQUIRED TO RIDE TWO HORSES IN THIS SECTION</b>			
2. Be able to ride horses to maintain their training	2.1 Ride appropriate exercises to warm up the horses	<p><b>Appropriate exercises</b> to include;</p> <ul style="list-style-type: none"> <li>Logical plan</li> <li>Walk on both reins</li> <li>Trot on both reins</li> <li>Canter on both reins</li> <li>Riding the horse forward toward a rein contact</li> <li>Transitions</li> <li>Awareness of others in the arena</li> </ul>	Observation
	2.2 Assess the horses' way of going	<p><b>Assessment</b> may include;</p> <ul style="list-style-type: none"> <li>Horse conformation</li> <li>Working the horse in all three paces</li> <li>Lengthen and shortening the horse's stride</li> <li>Transitions between paces</li> <li>Lateral work, for example; leg yielding, turn on and about the forehand</li> <li>Consideration of the horse moving forward from the leg aids to a contact with directional bend</li> <li>In relation to the Training Scale</li> <li>Stiff hollow side and working outline</li> <li>Suitability to undertake a novice dressage test</li> </ul>	Observation and discussion
	2.3 Use exercises to improve the horses' way of going	<p><b>Exercises</b> may include;</p> <ul style="list-style-type: none"> <li>Progressive work in walk, trot and canter</li> <li>Lengthening and shortening stride</li> <li>Transitions</li> <li>Lateral work</li> <li>Working in an outline</li> </ul>	Observation
	2.4 Ride with an independent balanced position	<p><b>Independent balanced position</b> to include;</p> <ul style="list-style-type: none"> <li>Balanced postural alignment</li> <li>Suppleness, movement and harmony with the horse</li> <li>Core strength and stability</li> <li>Co-ordination of aids to ride the horse effectively forward between leg and a receiving hand</li> <li>Ride without stirrups in walk, trot and canter</li> </ul>	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	2.5 Ride <b>safely</b>	Riding <b>safely</b> to include; <ul style="list-style-type: none"> <li>• Use sympathetic aids riding walk, trot, canter</li> <li>• Awareness of other users of the school</li> <li>• Show respect and consideration for the horse and other riders</li> </ul>	Observation
	2.6 <b>Evaluate</b> the session	<b>Evaluation</b> to include: <ul style="list-style-type: none"> <li>• In relation to the Training Scale</li> <li>• All three paces</li> <li>• Responsiveness to aids, leg to contact</li> <li>• Exercises used</li> <li>• Horses' outline</li> <li>• Self-reflection of riding performance</li> </ul>	Discussion

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## Unit 4: Stage 3 Ride Jump

Unit Level – 3

Credits – 20

Guided Learning Hours (GLH) – 130

### Unit purpose

Learners successfully completing this unit will be able to maintain a horse's training for jumping. They will be able to ride horses over show jumps up to **90cm** and over a variety of cross country fences up to **80cm**. They will understand the Training Scale and how this relates to the performance of the horse. Learners are required to ride sympathetically with consideration for welfare and safety for themselves, the horse and others at all times.

### Entry requirements/prerequisites

- A minimum age of 16 years
- Unit 3: Stage 2 Ride or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the 'ready for assessment' section signed off in their **Skills Record** prior to the assessment of this unit. All learners should present their signed **Skills Record** on the day of assessment.

**The Skills Record must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 2 hours.

Learners will be required to walk and inspect the show jump and cross country courses prior to the assessment briefing. It is advisable to wear suitable footwear for this purpose.

Learners will usually ride two horses in this section, one horse over show jumps and one horse over a cross country course. The show jump section will take place prior to the cross country section. Learners will show a suitable warm up routine, taking into consideration other riders, the weather and ground conditions.

**Body protectors to the current British Safety Standard are mandatory for cross country.**

***Learners who are not considered sufficiently competent with regard to their effective control of the horse and their own balance will be asked to withdraw from the riding at any time during the session.***

## Unit Structure – Unit 4: Stage 3 Ride Jump

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 10 and 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand how to maintain a horse's training for jumping	1.1 Explain how to <b>introduce</b> a horse to jumping	<b>Introduction</b> to jumping to include; <ul style="list-style-type: none"> <li>The development of all three paces</li> <li>Working over poles in trot and canter</li> <li>Using placing and ground poles</li> <li>Distances</li> <li>How to work over the first fence</li> <li>Introducing a second fence</li> <li>Moving beyond two fences</li> </ul>	Discussion
	1.2 Explain how to <b>progress</b> a horse's jumping	<b>Progression</b> of jumping to include; <ul style="list-style-type: none"> <li>The use of poles</li> <li>Progressive use of grid work</li> <li>Gymnastic jumping</li> <li>Working over fences at related distances</li> <li>Using cross country jumps</li> </ul>	Discussion
2. Be able to ride a horse over show jumps	2.1 <b>Assess</b> the show jump course	<b>Assessment</b> to include; <ul style="list-style-type: none"> <li>Walk the show jump course</li> <li>Course plan and sequence of fences</li> <li>The lines and distances between fences</li> <li>The strategy for riding a show jump course</li> <li>Identify any potential challenges</li> </ul>	Discussion
	2.2 <b>Prepare</b> the horse for jumping	<b>Preparation</b> to include; <ul style="list-style-type: none"> <li>Logical plan of work</li> <li>Walk, trot and canter on both reins</li> <li>Lengthening and shortening of stride and control of direction</li> <li>Riding forward in a balanced, light seat</li> <li>Establishing rhythm and balance in the canter</li> <li>Awareness of others</li> </ul>	Observation
	2.3 <b>Warm up</b> over fences in preparation for jumping a course	<b>Warm up</b> to include; <ul style="list-style-type: none"> <li>Cross pole</li> <li>Upright</li> <li>Spread</li> </ul>	Observation
	2.4 Ride a horse over a course of jumps	To include: <ul style="list-style-type: none"> <li>Up to eight fences ranging in height from <b>80cm to 90cm</b>, a minimum of two fences to be <b>90cm</b></li> <li><b>Ride over various fences and lines</b></li> <li>A double, related distances, changes of direction and a minimum of three spread fences</li> <li><b>The use of fences for schooling the horse to maintain training</b></li> </ul>	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	2.5 Ride with an <b>independent balanced position</b>	<b>Independent balanced position</b> to include; <ul style="list-style-type: none"> <li>• Independence from the rein aids</li> <li>• Balanced alignment in a jumping position with a secure lower leg</li> <li>• Core strength in upper body maintained between, approaching, over and riding away from fences</li> <li>• The ability to ride forward from the leg aid to the contact without a compromise of position</li> <li>• Ride in harmony with the horse using sympathetic aids</li> </ul>	Observation
	2.6 Ride <b>safely</b>	Riding <b>safely</b> to include; <ul style="list-style-type: none"> <li>• Use sympathetic aids riding walk, trot, canter</li> <li>• Awareness of other users of the school</li> <li>• Show respect and consideration for the horse and other riders</li> </ul>	Observation
	2.7 <b>Evaluate</b> the show jump round	<b>Evaluation</b> to include; <ul style="list-style-type: none"> <li>• Pace of the horse</li> <li>• Lines and corners</li> <li>• Manner of jumping</li> <li>• Control of the horse</li> <li>• Problems/issues with the horse's way of going</li> <li>• Own performance</li> </ul>	Discussion
<b>3. Be able to ride a horse over a cross country course</b>	3.1 <b>Assess</b> the cross country course	<b>Assessment</b> to include; <ul style="list-style-type: none"> <li>• Walk the cross country course</li> <li>• Follow the course plan and sequence of fences</li> <li>• Lines between fences</li> <li>• Strategy for riding the cross country <b>fences</b> to include pace of horse</li> <li>• Terrain and weather conditions</li> </ul>	Discussion
	3.2 <b>Prepare</b> the horse to jump a cross country course	<b>Preparation</b> to include; <ul style="list-style-type: none"> <li>• Working to a logical plan</li> <li>• Canter on both reins</li> <li>• Moving the horse forward, increasing the pace and slowing down</li> <li>• Working over practice fences</li> <li>• Establishing rhythm and balance in the canter</li> </ul>	Observation
	3.3 Ride a horse over a cross country course	To include; <ul style="list-style-type: none"> <li>• Minimum of eight jumping efforts up to <b>80cm</b> which may include: bank, rail, brush, spread, ditch and a combination of at least two related fences</li> <li>• <b>The use of fences for schooling the horse to maintain training</b></li> </ul>	Observation



Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	3.4 Ride with an <b>independent balanced position</b>	<b>Independent balanced position</b> to include; <ul style="list-style-type: none"> <li>• Independence of the rein aids</li> <li>• Balanced alignment in a jumping position with a secure lower leg</li> <li>• Core strength in upper body maintained between, approaching, over and riding away from fences</li> <li>• The ability to ride forward from the leg aid to the contact without a compromise of position</li> <li>• Ride in harmony with the horse using sympathetic aids</li> </ul>	Observation
	3.5 Ride <b>safely</b>	<b>Riding safely</b> to include; <ul style="list-style-type: none"> <li>• Use sympathetic aids riding walk, trot, canter</li> <li>• Awareness of other users of the school</li> <li>• Show respect and consideration for the horse and other riders</li> </ul>	Observation
	3.6 <b>Evaluate</b> the cross country round	<b>Evaluation</b> may include; <ul style="list-style-type: none"> <li>• The pace</li> <li>• Lines and turns</li> <li>• Manner of jumping</li> <li>• Control of the horse</li> <li>• Problems/issues with the horse's way of going</li> <li>• Ground surface</li> <li>• Rider effectiveness</li> </ul>	Discussion

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## Unit 5: Stage 3 Coaching

Unit Level – 3

Credits – 19

Guided Learning Hours (GLH) – 60

### Unit purpose

Learners completing this unit will be able to coach riders up to Novice level for dressage and riders over simulated cross country up to 80cm. The learner will be able to plan, deliver and evaluate the coaching session. Lessons must be safe with consideration for welfare and safety for themselves, the horse, rider and others at all times. Learners will be competent delivering private and semi-private lessons.

### Entry requirements/prerequisites

- A minimum age of 18 years
- Unit 4: Stage 2 Coaching or direct entry via RPCL/RPEL

### Pre-assessment criteria

Learners should have the 'ready for assessment' section signed off in their **Skills Record** prior to the assessment of this unit. All learners should present their signed **Skills Record** on the day of assessment.

In addition, the learner must complete the following observations:

- Learner Observation Forms 1 – 5
- Experienced Coach Observations 1 – 2

**The *Skills Record* must be fully and appropriately completed in order for a learner to be certificated.**

### Additional information

Assessment for this unit may take up to 2 hours.

The learner will produce lesson plans that can be easily adapted for the needs of the riders following their initial assessment. The assessor will discuss the plan with the learner.

### Dressage lesson:

Learners are required to coach a flatwork lesson to one rider.

The learner should help the rider to develop the effectiveness of their aids and position in order to improve their effect on the horse's way of going. The selection of exercises and explanations as to how to ride them, along with the reasoning behind their use should be part of the assessment. The session needs to be interactive, interesting but always with the basic way of going as the priority.

**Simulated cross country lesson:**

Learners are required to demonstrate that they can introduce two riders to the concept of riding cross country using simulated cross country fences in an arena, up to a height of 80cm.

There will be a jumping area with a selection of fences. The learner should select the fences most suited to the development of their riders and horses, it may not be necessary to use all the fences. The learner should verbally assess their pupils and set them up to work in. During this period the learner will discuss the possible use of the fences with the assessor before they start coaching.

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## Unit Structure – Unit 5: Stage 3 Coaching

Learners must successfully complete all learning outcomes and assessment criteria in order to achieve. Please see pages 10 and 11 for further information.

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
1. Understand the roles and responsibilities of a coach	1.1 Describe the <b>roles</b> of a coach	<b>Roles</b> to include; <ul style="list-style-type: none"> <li>• Coach children and adults to improve their riding ability and horse care knowledge</li> <li>• Coach a variety of clients from beginner riders to stage 2 level riders and riders preparing for low level competitions</li> </ul>	Discussion
	1.2 Explain the <b>responsibilities</b> of a coach	<b>Responsibilities</b> to include; <ul style="list-style-type: none"> <li>• Promoting equestrianism and horse welfare in a positive way (social licence to operate)</li> <li>• Horse welfare</li> <li>• Legal responsibilities</li> <li>• Health and Safety</li> <li>• Insurance</li> <li>• First aid</li> <li>• Safeguarding</li> <li>• Data protection</li> <li>• Equality, diversity and inclusion</li> <li>• Customer care</li> <li>• Working with or referring to other professionals for example, saddle fitters, vets, coaches, nutritionists, physiotherapists and trainers</li> <li>• Continuous professional development (CPD)</li> </ul>	Discussion
2. Be able to coach safely	2.1 Demonstrate regard for <b>safety</b>	Coaches must demonstrate <b>safe</b> coaching in all sessions, including consideration of: <ul style="list-style-type: none"> <li>• Suitable for the lesson and appropriate to needs of the riders</li> <li>• Content of the lesson is suitable for the ability and fitness of horse and rider</li> <li>• Welfare of horse(s)</li> <li>• Meeting legal requirements</li> <li>• Maintain safety of self and others throughout the lesson including safeguarding</li> <li>• Awareness of potential risks</li> </ul>	Observation
3. Be able to demonstrate lesson management skills	3.1 Demonstrate <b>effective communication skills</b>	<b>Effective</b> – relates to each lesson. Communication must be effective in both coaching sessions. <b>Communication skills</b> , to include; <ul style="list-style-type: none"> <li>• Verbal communication; volume, tone, language, terminology</li> <li>• Non-verbal communication; gestures, body language, demonstrations, positioning</li> <li>• Rapport</li> <li>• Motivation</li> </ul>	Observation
	3.2 Demonstrate <b>time management skills</b>	<b>Time management</b> to include; <ul style="list-style-type: none"> <li>• Progression of lesson</li> <li>• Adapting timings to meet the needs of the horse and rider</li> </ul> <p>This must be shown in both coaching sessions</p>	Observation

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
4. Be able to coach a flatwork lesson	4.1 Produce a <b>lesson plan</b>	<b>Lesson plan</b> to include; <ul style="list-style-type: none"> <li>• One rider up to Novice level dressage</li> <li>• 30-minute flatwork lesson</li> <li>• Risk assessment</li> <li>• Aims and objectives</li> <li>• Equipment</li> <li>• Timings</li> <li>• Teaching points</li> <li>• Introduction</li> <li>• Preparation</li> <li>• Main activity</li> <li>• Cool down</li> <li>• Conclusion</li> </ul>	Discussion
	4.2 Coach <b>progressive exercises</b> to riders	<b>Progressive exercises</b> may include; <ul style="list-style-type: none"> <li>• Leg yield</li> <li>• Lengthening and shortening strides</li> <li>• Turn on/about the forehand</li> <li>• Work without stirrups</li> <li>• Appropriate exercises to improve horse's way of going</li> <li>• Progressive, logical sequence</li> <li>• Linking to Training Scale</li> </ul>	Observation
	4.3 Implement suitable <b>adaptations</b> to coaching practices	<b>Adaptations</b> may relate to; <ul style="list-style-type: none"> <li>• Meeting the needs of the horse and rider</li> <li>• Rider position</li> <li>• Horse's way of going</li> <li>• Confidence and skill of rider</li> <li>• Engagement with rider</li> </ul>	Observation
	4.4 <b>Evaluate</b> the lesson	<b>Evaluation</b> to include; <ul style="list-style-type: none"> <li>• The strengths of the lesson</li> <li>• The feedback from the rider</li> <li>• Discuss the impact of the rider on the horse's way of going</li> <li>• Identifying the skills of the rider</li> <li>• Effectiveness of coaching</li> <li>• Areas that could be developed</li> </ul>	Discussion
5. Be able to coach a simulated cross country lesson	5.1 Produce a <b>lesson plan</b>	<b>Lesson plan</b> to include; <ul style="list-style-type: none"> <li>• 2 riders (to be confident jumping 80cm (for example Stage 2/3 rider) for at least 40 minutes</li> <li>• Simulated cross country</li> <li>• Risk assessment</li> <li>• Aims and objectives</li> <li>• Equipment</li> <li>• Timings</li> <li>• Teaching points</li> <li>• Introduction</li> <li>• Preparation</li> <li>• Main activity</li> <li>• Cool down</li> <li>• Conclusion</li> </ul>	Discussion

# BHS Qualifications

Learning outcome	Assessment criteria	Guidance on the content to be learnt during training and sampled during assessment	Assessment method
	5.2 Coach <b>progressive exercises</b> to riders	<b>Progressive exercises</b> to include; <ul style="list-style-type: none"> <li>• Introducing a rider to cross country</li> <li>• Work to develop rider cross country position</li> <li>• Canter work</li> <li>• Use of a variety of jumps up to 80cm in height</li> </ul>	Observation
	5.3 Implement suitable <b>adaptations</b> to coaching practices	<b>Adaptations</b> may relate to; <ul style="list-style-type: none"> <li>• Meeting the needs of the horse and rider</li> <li>• Rider position</li> <li>• Confidence and skill of rider</li> <li>• Horses way of going</li> <li>• Engagement with riders</li> </ul>	Observation
	5.4 <b>Evaluate</b> the lesson	<b>Evaluation</b> to include; <ul style="list-style-type: none"> <li>• The strengths of the sessions</li> <li>• The feedback from the riders</li> <li>• Discuss the impact of the rider on the horse's way of going</li> <li>• Identifying the skills of the riders</li> <li>• Effectiveness of coaching</li> <li>• Areas that could be developed</li> </ul>	Discussion
6. Understand how to develop own skills	6.1 Explain <b>opportunities</b> for continual professional development of coaching	<b>Opportunities</b> may include; <ul style="list-style-type: none"> <li>• Observation of other coaches</li> <li>• Mentoring</li> <li>• Working with experienced riders</li> <li>• Other continuous professional development (CPD)</li> <li>• Short/long term goals</li> <li>• SMART targets</li> <li>• Personal action plan</li> <li>• Visual aids</li> </ul>	Discussion