

Title	Demonstrate knowledge of coaching, and develop and implement a series of equine coaching sessions as a preliminary coach		
Level	4	Credits	7

Purpose	People credited with this unit standard are able to: demonstrate knowledge of the Fédération Equestre Internationale (FEI) <i>Code of Conduct for the Welfare of the Horse</i> , and SPARC <i>Coaches' Code of Ethics</i> ; identify features of development stages, describe rider's learning styles, and develop rider profiles; and develop and implement plans for rider coaching sessions.
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Classification	Equine > Equitation
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Available grade	Achieved
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Explanatory notes

- 1 Legislation relevant to this unit standard includes but is not limited to the Health and Safety in Employment Act 1992, and its subsequent amendments.
- 2 References
Sport and Recreation New Zealand (SPARC) *Coaches' Code of Ethics*, available at <http://www.sparc.org.nz>.
Fédération Equestre Internationale (FEI) *Code of Conduct for the Welfare of the Horse*, available at <http://fei.wearevi.com/about-us/standards>.
Coach Development Framework, available at <http://www.sparc.org.nz>.
- 3 The equitation knowledge of this unit standard must comply with information in the following resources: German National Equestrian Federation, *Principles of Riding*, (Shrewsbury: The Kenilworth Press Ltd, 1997); and Knox-Thompson, E, and Dickens, S, *New Zealand Pony Club Manual 2* (Havelock North: New Zealand Pony Club Association, 2007).
- 4 All actions must be in accordance with the Code of Recommendations and Minimum Standards for the Welfare of Horses, available at <http://www.biosecurity.govt.nz/animal-welfare/codes/horses/index.htm>.

Outcomes and evidence requirements

Outcome 1

Demonstrate knowledge of the Fédération Equestre Internationale (FEI) *Code of Conduct for the Welfare of the Horse*, and SPARC *Coaches' Code of Ethics*.

Evidence requirements

1.1 Description identifies the philosophy of the FEI *Code of Conduct for the Welfare of the Horse*, and SPARC *Coaches' Code of Ethics*.

Range *Code of Conduct for the Welfare of the Horse* – consideration for, and well-being of, the horse; health and welfare of the horse; standards of nutrition, sanitation and safety; provision of ventilation, water, and a healthy environment when being transported; promotion of scientific study in equine health; fitness and competence of the rider; techniques considered abusive by the FEI; rules and regulations in Equestrian sport both in training and in competition.
Coaches' Code of Ethics – respect rights, dignity, and worth of athletes; maintain high standards of integrity; positive role model; professional responsibilities; providing quality service; provide safe environment; protection of athletes from personal abuse.

1.2 Description of FEI *Code of Conduct for the Welfare of the Horse* and SPARC *Coaches' Code of Ethics* identifies the implications and implementation for coaches and coaching.

Outcome 2

Identify features of development stages, describe rider's learning styles, and develop rider profiles.

Range middle childhood, late childhood, early teen, late teen, social adult.

Evidence requirements

2.1 Key features of each developmental stage are identified in accordance with the *Coach Development Framework*.

2.2 Learning styles of riders are described in terms of their implications for coaching.

Range learning styles – visual, auditory, kinaesthetic.

2.3 Rider profiles are developed in accordance with the *Coach Development Framework's* developmental stage.

Outcome 3

Develop and implement plans for rider coaching sessions.

Range coaching sessions to include lessons for;
 individuals – flatwork, show jumping, lunge;
 group of 4-6 riders – flatwork, showjumping, cross country.

Evidence requirements

3.1 Strategies addressing key physical, emotional, social and cognitive characteristics and needs of riders are incorporated in each coaching session.

3.2 Session topics appropriate to the training level of the horse and rider are incorporated into the coaching session in a manner which extends the rider and/or horse's progress.

Range session topics may include but are not limited to – teaching a beginner on the lunge, mounting and dismounting, position and contact, free walk and halt, rising trot and diagonals, walk-trot-walk transitions (aids), trot-canter-trot transitions (aids), turns and circles, turn on forehand, lengthened strides in trot, sitting trot, leg yield, shoulder fore, rein back, half halt, simple change through trot, canter half-circle and back to track, weight aids, halt-trot-halt transitions, two and three-point position, mane release, crest release (short, medium, and long), jump a simple grid, approach to and ride away from jump, eye control, walk a course, ride a course, change lead over a jump, approach-take-off-landing and recovery in relation to jump, related distances, grids to improve horse's way of going, in-hand release, knowledge of flying change, knowledge of riding in traffic.

3.3 Implementation of a range of delivery techniques to suit learning styles is demonstrated.

Range includes but is not limited to – explanation, demonstration, practice and correction;
 learning styles – visual, auditory, kinaesthetic.

Planned review date	31 December 2015
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	20 February 2009	N/A
Review	2	17 September 2010	N/A

Accreditation and Moderation Action Plan (AMAP) reference	0018
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This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Please note

Providers must be granted consent to assess against standards (accredited) by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be granted consent to assess against standards by NZQA before they can register credits from assessment against unit standards.

Providers and Industry Training Organisations, which have been granted consent and which are assessing against unit standards must engage with the moderation system that applies to those standards.

Consent requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

Comments on this unit standard

Please contact the Primary Industry Training Organisation standards@primaryito.ac.nz if you wish to suggest changes to the content of this unit standard.