

Title	Demonstrate knowledge of coaching, and develop and implement a series of equine coaching sessions as a preliminary coach		
Level	4	Credits	10

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 Sport New Zealand <i>Coaches' Code of Ethics</i> ; describe features of development stages, rider's learning styles, and develop rider profiles; and develop and implement rider coaching sessions.
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Classification	Equine > Equitation
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Available grade	Achieved
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Guidance Information

- 1 Legislation and codes relevant to this unit standard includes but is not limited to:
 - Animal Welfare Act 1999;
 - Health and Safety at Work Act 2015;
 - Code of Welfare: Horses and Donkeys;
 - Fédération Equestre Internationale (FEI) *Code of Conduct for the Welfare of the Horse*;
 - Sport New Zealand *Coaches' Code of Ethics*.
- 2 Performance of all aspects of this unit standard should comply with the *Code of Welfare: Horses and Donkeys*, available at www.mpi.govt.nz.
- 3 References
 Sport New Zealand *Coaches' Code of Ethics*, available at <https://sportnz.org.nz/resources/coaches-code-of-ethics>.
 Fédération Equestre Internationale (FEI) *Code of Conduct for the Welfare of the Horse*, available at <https://www.fei.org>.
Coach Development Framework, available at www.sportnz.org.nz.

Outcomes and performance criteria

Outcome 1

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

Performance criteria

- 1.1 Describe the philosophy of the FEI *Code of Conduct for the Welfare of the Horse*, and Sport New Zealand *Coaches' Code of Ethics*.

Range evidence of *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 Describe the implications and implementation for coaches and coaching the FEI *Code of Conduct for the Welfare of the Horse* and Sport New Zealand *Coaches' Code of Ethics*.

Outcome 2

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

Performance criteria

- 2.1 Describe key features for each developmental stage in accordance with the Coach Development Framework.

Range middle childhood, late childhood, early teen, late teen, social adult; evidence of two features for each development stage is required.

- 2.2 Describe learning styles of riders in terms of their implications for coaching.

Range learning styles – visual, auditory, kinaesthetic.

- 2.3 Develop rider profiles in accordance with the Coach Development Framework's developmental stage.

Range evidence of two rider profiles is required.

Outcome 3

Develop and implement rider coaching sessions.

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

Performance criteria

- 3.1 Incorporate strategies addressing key physical, emotional, social and cognitive characteristics and needs of riders in each coaching session.
- 3.2 Incorporate session topics appropriate to the training level of the horse and rider 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; evidence of at least one session topic is required for each lesson.

- 3.3 Implement a range of delivery techniques to suit learning styles.

Range techniques may include but are not limited to – explanation, demonstration, practice and correction; evidence of learning styles – visual, auditory, kinaesthetic.

Planned review date	31 December 2030
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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	31 December 2022
Review	2	17 September 2010	31 December 2022
Review	3	25 February 2021	31 December 2027
Review	4	29 May 2025	N/A

Consent and Moderation Requirements (CMR) reference	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact the Toi Mai Workforce Development Council at qualifications@toimai.nz if you wish to suggest changes to the content of this unit standard.