

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 SPARC <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 and Recreation New Zealand (SPARC) *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 and Recreation New Zealand (SPARC) *Coaches' Code of Ethics*, available at www.sparc.org.nz.
 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.sparc.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 SPARC *Coaches' Code of Ethics*.

Performance criteria

- 1.1 Describe the philosophy of the FEI *Code of Conduct for the Welfare of the Horse*, and SPARC *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 SPARC *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 rider's 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 2025
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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	N/A

Consent and Moderation Requirements (CMR) reference	0018
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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 Primary Industry Training Organisation standards@primaryito.ac.nz if you wish to suggest changes to the content of this unit standard.