

Title	Plan, implement, and evaluate development coaching lessons for riders on horses		
Level	4	Credits	10

Purpose	People credited with this unit standard are able to: plan flat, jumping and cross-country development coaching lessons, and include the teaching of a new skill; implement, monitor, and modify the development coaching lessons including the new skill, and maintain safety of horses and riders; and evaluate the development coaching lessons and skill teaching, and modify the lesson plan as a result of the evaluation.
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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 Candidates must comply with the 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>.
- 3 A development coaching lesson must incorporate the first five levels of the Training Scales as explained in the resource, German National Equestrian Federation, *Principles of Riding*, (Shrewsbury: The Kenilworth Press Ltd, 1997).
- 4 A coaching lesson must include revision of previously learnt skills, as well as the teaching of a new skill.
- 5 A coaching lesson can include an individual horse and rider or a group of horses and riders.
- 6 Candidates must comply with the *Code of Recommendations and Minimum Standards for Welfare of Horses*, (Wellington: Ministry of Agriculture and Forestry, 1993); or available at <http://www.biosecurity.govt.nz/animal-welfare/codes/horses/index.htm>.

Outcomes and evidence requirements

Outcome 1

Plan flat, jumping and cross-country development coaching lessons, and include the teaching of a new skill.

Range a new skill includes but is not limited to – leg yield, shoulder fore, rein back, half halt, simple change through trot, canter half-circle and back to track, weight aids, halt-trot-half transitions, change lead over a jump, approach, take-off, landing and recovery, related distances, grids to improve horse's way of going, in-hand release, knowledge of a flying change.
evidence is required for at least three progressive lessons for each of flat and jumping, and one lesson for cross-country.

Evidence requirements

1.1 Plan identifies the components of the coaching lessons.

Range may include but is not limited to – introduction, warm-up, recap of previously learnt skills, introduction of new skill, application of new skill, cool-down, closure, evaluation.

1.2 Plan takes into consideration the features of the rider which affect skill learning, the features of the horse, and safety of horse and rider.

Range features of riders – age, fitness level, experience, riding skills, goals, psychological state, intellectual and social factors;
features of horses – ability, trainability.

1.3 Plan identifies suitable facilities and equipment, and assistance necessary, for the safe and effective conduct of the coaching lessons.

Outcome 2

Implement, monitor, and modify the development coaching lessons including the new skill, and maintain safety of horses and riders.

Evidence requirements

2.1 Implementation of the lessons is in accordance with the lesson plan.

2.2 Method of skill teaching matches the participant's skill level and the lesson objectives.

Range may include but is not limited to – demonstration, explanation, practice and correction, skill-related activities.

2.3 The lessons are monitored according to the planned objectives.

Range methods of monitoring include but are not limited to – observation of participants, feedback from participants, written analysis; factors monitored – safety of horses and riders, achievement of session objectives, level of skill learning, rider enjoyment.

2.4 The lessons are modified according to the results of monitoring where planned objectives are not met during the coaching lesson.

2.5 Physical and emotional safety of the horses and riders is maintained in accordance with the skill level of the horse and rider, the equipment, the situation, and legislative requirements.

Range equipment – without defect, suitable fit and size for horses and riders; situation – ground surface, size of enclosure, weather conditions.

Outcome 3

Evaluate the development coaching lessons and skill teaching, and modify the lesson plan as a result of the evaluation.

Evidence requirements

3.1 Evaluation of the lessons and skill teaching method identifies whether overall lesson objectives have been met.

Range methods of evaluation may include – observation, video recording, objective measuring system, feedback from participants, feedback from observer or peer, self-analysis by coach; factors evaluated – horse and rider safety, participation level, rider enjoyment.

3.2 Where the coaching lessons do not meet planned objectives, the plan is modified according to the results of evaluation.

Replacement information	This unit standard and unit standard 25671 replaced unit standard 16226.
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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.