

## Plan, implement, and evaluate introductory coaching lessons for riders on horses

**Level** 3

**Credits** 10

**Purpose** People credited with this unit standard are able to: plan a flat, a jumping and a cross-country introductory coaching lesson, and include the teaching of a new skill; implement, monitor, and modify the introductory coaching lessons, including the new skill, and maintain safety of horses and riders; and evaluate the introductory coaching lessons and the skill teaching, and modify the lesson plan as a result of the evaluation.

**Subfield** Equine

**Domain** Equitation

**Status** Registered

**Status date** 20 February 2009

**Date version published** 20 February 2009

**Planned review date** 31 December 2013

**Entry information** Open.

**Replacement information** This unit standard and unit standard 24752 replaced unit standard 16226.

**Accreditation** Evaluation of documentation and visit by NZQA and industry.

**Standard setting body (SSB)** Primary Industry Training Organisation

**Accreditation and Moderation Action Plan (AMAP) reference** 0018

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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### Special 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 not contravene the Equestrian Sports New Zealand (ESNZ) *Welfare of the Horse, Code of Conduct*, available from Equestrian Sports New Zealand, PO Box 6146, Wellington 6141, Telephone, 04 499 8994, or Sport and Recreation New Zealand (SPARC) *Coaches' Code of Ethics*, available at <http://www.sparc.org.nz>.
- 3 An introductory coaching lesson must incorporate the first 3 levels of the scales of training as explained in German National Equestrian Federation, *Principles of Riding*, (Shrewsbury: The Kenilworth Press Ltd, 1997).
- 4 A coaching lesson includes 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 not contravene 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>.

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## Elements and performance criteria

### Element 1

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

Range a new skill includes but is not limited to – teaching a beginner on the lead, 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, 2 and 3 point position, mane release, crest release (short/medium/long), jump a simple grid, approach to and ride away from jump, eye control, walk a course, ride a course.

### Performance criteria

1.1 Plan identifies the components of the coaching lesson.

Range may include but is not limited to – introduction, warm-up, recap of previously learnt skills, introduction of new skill, Teaching Games for Understanding (TGFU), 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 the equipment and assistance necessary to meet the lesson objectives.

Range lesson objectives include but are not limited to – skill learning, fun, participation, challenge within the session.

## Element 2

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

### Performance criteria

2.1 Implementation of the lesson is in accordance with the 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, TGFU, skill related activities.

2.3 The lesson is 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 lesson is 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.

### Element 3

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

#### Performance criteria

3.1 Evaluation of the lesson 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 lesson does not meet planned objectives, the plan is modified according to the results of evaluation.

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#### Please note

Providers must be 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 accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation 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.

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#### Comments on this unit standard

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