

Title	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.
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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;
 - Federation Equestre Internationale, FEI Code of Conduct for Horse Welfare, available at https://inside.fei.org/sites/default/files/Code_of_Conduct_Welfare_Horse_1Jan2013.pdf;
 - Code of Welfare: Horses and Donkeys 2018, available at <http://www.mpi.govt.nz>; and any subsequent amendments.
- 2 For the purposes of assessment:
 - an introductory coaching lesson should 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).
 - a coaching lesson should include revision of previously learnt skills, as well as the teaching of a new skill.
 - a coaching lesson must include an individual horse and rider or a group of horses and riders.

Outcomes and performance criteria

Outcome 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, ride over varied terrain, riding in the open; evidence of one is required.

Performance criteria

1.1 Plan 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 Identify and incorporate features of the rider which affect skill learning, the features of the horse, and safety of horse and rider in the plan.

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 for the equipment and assistance necessary to meet the lesson objectives in the plan.

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

Outcome 2

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

Performance criteria

2.1 Implement the lesson in accordance with the plan.

- 2.2 Match the method of skill teaching with participant's skill level and the lesson objectives.
- Range may include but is not limited to – demonstration, explanation, TGFU, skill related activities.
- 2.3 Monitor the lesson 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 Modify the lesson according to the results of monitoring where planned objectives are not met during the coaching lesson.
- 2.5 Maintain physical and emotional safety of the horses and riders 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 introductory coaching lessons and the skill teaching, and modify the lesson plan as a result of the evaluation.

Performance criteria

- 3.1 Evaluate the lesson and skill teaching method to determine 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 Modify the plan according to the results of evaluation where the coaching lesson does not meet planned objectives.

Replacement information	This unit standard and unit standard 24752 replaced unit standard 16226.
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Planned review date	31 December 2026
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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 2023
Review	2	25 November 2021	N/A

Consent and Moderation Requirements (CMR) reference

0018

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

Comments on this unit standard

Please contact Muka Tangata - People, Food and Fibre Workforce Development Council qualifications@mukatangata.nz if you wish to suggest changes to the content of this unit standard.