



**Equestrian  
UKCC  
Coach Education Programme Level 2 Award  
(UKCC Level 2)**



**THE ASSOCIATION OF  
BRITISH RIDING SCHOOLS**

**Pre course guidance**

This pack is an introduction to the Level 2 UKCC in Equestrian Coaching. It will give you some background on the qualification and help prepare you for the course. Everyone attending the course will come with different backgrounds and experiences. Some will have strong equestrian performance backgrounds from a given discipline. Others may have stronger coaching/teaching experience, while others have strong experience of horse care and management. Some of you may have qualifications such as those offered through The Association of British Riding Schools, Pony Club or The British Horse Society for many this may be the first coach education programme you have attended. Whichever, the programme has been designed to help you be successful. This pack will show you:

- how the learning programme is structured
- how it will be delivered
- what is expected of you
- how you will gather, record and present the necessary evidence.

This pack identifies:

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### 1: Role of a Level 2 coach

The UKCC aims to support coaches to develop the 'how to coach' skills. This means that we need to be clear about the role that coaches fulfil, how long the coaching programme lasts and what kind of knowledge, skills and experience coaches need to fulfil their role.

The UKCC is split into four levels and the following chart shows what each level of coach is expected to be able to do.

Level	What the qualified coach will be able to do:
<b>Level 4</b>	Design, implement and evaluate the process and outcome of long-term/specialist coaching programmes
<b>Level 3</b>	Plan, implement, analyse and revise annual coaching programmes
<b>Level 2</b>	Prepare for, deliver and review coaching session(s). This will normally be a series of 6-10 coaching sessions in any one sequence.
<b>Level 1</b>	Assist more qualified coaches, delivering aspects of coaching sessions, normally under direct supervision.

The equestrian learning programmes at each level have been designed to help you fulfil the roles above.

### 2: Assessment

Although the workshops are primarily about your learning, to gain the qualification there is a requirement for you to be formally assessed against a set of competencies.

This will be done as follows:

- Days 1 and 2 will focus on your learning but include some opportunities to develop and try your coaching skills through practical coaching.



- On day 3, we will provide you with an opportunity to demonstrate your coaching through an internal evaluation with the tutors leading you through the course
- On day 4 UKCC Assessors from the ABRS will work with you for your final assessment, this will all be explained to you fully during the first 4 days of the course
- To achieve the overall qualification coaches will need to:
  - Demonstrate competence in two practical coaching sessions of 30mins
  - Complete a portfolio of written tasks
  - Hold a current first aid qualification (minimum Equine Specific First Aid Course)
  - Have attended a recognised Child Protection/ Safeguarding Young People course and have a valid certificate (BHS or Sports Coach UK)

### **3: Overview of the learning programme**

Come prepared for practical work, your time will be split between the classroom and the arena. Coach candidates will be provided plenty of opportunities to practise coaching in the arena with guinea pig riders. You may have to ride for each as the ABRS considers this process valuable towards evaluation and group peer learning, so come prepared to ride. There will be lots of opportunities to share your ideas, discuss new information with other coaches and put new skills into practice in both the arena and classroom sessions. You will need to take notes so come prepared with paper and pens.

Day	Outcomes
<b>Day 1</b>	<p>By the end of Day 1, you should be able to:</p> <ul style="list-style-type: none"> <li>• know other coaches and tutors</li> <li>• share how you learn best</li> <li>• share why you want to coach</li> <li>• describe the structure of the course (including how it's designed to help you to learn)</li> <li>• Evaluate the needs of riders</li> <li>• Give a clear demonstration and explanation</li> <li>• Observe, analyse and give effective feedback</li> <li>• Build rapport with riders</li> <li>• Warm-up horse and rider</li> <li>• Cool-down horse and rider</li> <li>• Ensure a safe environment for coaching equestrian activities</li> <li>• Review the effectiveness of coaching practice</li> <li>• Reflect on own practice and identify key areas for development</li> <li>• Recognise and coach improving the general purpose seat in all 3 gaits</li> <li>• Help riders to understand and apply natural and artificial aids effectively</li> </ul>
<b>Day 2</b>	<p>By the end of Day 2, you should be able to:</p> <ul style="list-style-type: none"> <li>• Describe the stages of learning and apply this to coaching situations</li> <li>• Recognise and use a range of coaching styles</li> <li>• Plan and structure a coaching session</li> <li>• Describe the principles of LTAD and specifically the FUNdamentals and learning to train phases</li> <li>• Ensure sessions are Fun</li> <li>• Develop a rider's jumping seat and application of the aids to aid balance and effectiveness through a variety of exercises.</li> <li>• Set appropriate fences to help a rider achieve a balanced and secure jumping position whilst riding a suitable track.</li> </ul>

<b>Day 3</b>	<p>By the end of Day 3, you should be able to:</p> <ul style="list-style-type: none"> <li>• Review and share experiences and learning from supported practice.</li> <li>• Set goals with riders and set personal coaching goals.</li> <li>• Develop strategies to manage a group ride.</li> <li>• Lunge a horse &amp; rider safely to improve performance of both.</li> <li>• Identify and describe the factors that influence performance mental and physical</li> <li>• Identify and describe the components of fitness, highlighting the importance of each for horse and rider</li> <li>• Explain the requirements for the portfolio of evidence and prepare for final assessment.</li> <li>• Demonstrate competencies for coaching a horses and riders for 30 minutes.</li> <li>• Submit completed portfolio (apart from final assessment documents) for assessment.</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Final Assessment Day 4</b>	<ul style="list-style-type: none"> <li>▪ Delivery of 2 pre-planned coaching sessions</li> <li>▪ Complete coaching portfolio of evidence</li> <li>▪ Set personal action plan for future development</li> </ul>

## Technical syllabus for level 2 equestrian coaching

Technical Aspect to be coached in participant riders	Performance Criteria ( you will be expected to demonstrate competence when coaching any of the following)
Prepare to ride	Leading and turning. Check & adjust tack, stirrups, reins correctly
Mounting/ dismount	Preparation for mounting. Mounting from a mounting block, the ground. Preparation for dismount. Dismount.
Riding position	Correct position in the saddle. Basic suppleness as required in the riding position. .Rhythm and balance through turns and circles. Hand/ rein position Balance, security and straightness with and without stirrups in all three gaits. Co-ordinated aids when riding with the reins in one hand.
Warm-up for horse	Free walk. Trot. Canter. Changes of direction, Turns, circles, transitions.
Natural aids	Leg, hand, seat, voice. Co-ordinated aid application. Preparation for transitions. Forward riding. Non restricting controlling rein contact.
Artificial aids	Use of jumping and schooling whips. When and when not to use the whip.
Effective riding	Fluent unconstrained work of the horse. Free forward movement. Diagonals in trot. Leading leg in canter. Correctly sized and shaped school figures. Simple moving the horse/pony way from the leg exercises.
Riding in the open and over undulating terrain.	Appropriate length of stirrup. Balance, security. Effective use of legs. Application of rein aids.
Jumping position	Secure balanced jumping position that does not hinder the horse. Correct use of the reins
Riding over poles, jumps and a course of fences	Appropriate length of stirrup. Effective use of leg. Correct application of rein aids. Position during all phases of the jump (approach, take off, flight, landing and departure). Spacing, poles/ fences. Fence types. Distances. Quantity. Frequency. Faults. Problems.
Balance and rhythm when riding a course of jumps	Effective control of pace. Fluent and Forward. Correct canter leads. Appropriate pace when approaching fences.
Cool/Warm-down horse	Free walk. Cool, dry. Respiration rate
Lungeing horse & rider	Handling of the equipment. Control of the horse. Procedures. Method. Appropriate exercises with stirrups, without stirrups.

#### **4: How you like to learn:**

People learn in different ways. You may have heard of visual, auditory and kinaesthetic learners. Although learners get information through the eyes, ears and from sensors in muscles and joints, it appears that one or more of these receiving modes is normally dominant. This dominant style defines the best way for a person to learn new information by filtering what is to be learned. This style may not always be the same for some tasks. The learner may prefer one style of learning for one task and a combination of others for another task.

Which is your preference? How did you like to revise for exams? Could you visualise the words on the page or the diagram (visual learner)? Did you repeat the words inside your head (auditory learner) or did you like to write it down several times? For some people, the act of shaping the letters helps to commit the information to memory (kinaesthetic learner). Do you remember a telephone or pin number by seeing it in your mind's eye or seeing it on the paper you wrote it on? If so you may be a visual learner. Or do you hear the number as it was said to you or recite inside your head? This is more typical of an auditory learner. Alternatively you may remember the number by the position of the numbers on the keypad; your fingers recall the movements needed to key it in. If this is more like you, perhaps you are a kinaesthetic learner.

Stop to think which one might be your dominant style:

Visual learners	Auditory learners	Kinaesthetic learners
<ul style="list-style-type: none"> <li>• <i>visual-linguistic</i> learners:</li> <li>• like to learn through written language, such as reading and writing tasks</li> <li>• remember what has been written down, even if they do not read it more than once</li> <li>• like to write down directions and pay better attention to lectures if they watch them.</li> <li>• <i>visual-spatial</i> learners:</li> <li>• usually have difficulty with written language and do better with charts, demonstrations, videos and other visual materials</li> <li>• easily visualize faces and places by using their imagination</li> <li>• seldom get lost in new surroundings</li> </ul>	<ul style="list-style-type: none"> <li>• often talk to themselves</li> <li>• may move their lips as they read out loud</li> <li>• may have difficulty with reading and writing tasks</li> <li>• often do better talking to a colleague or a tape recorder and hearing what was said</li> </ul>	<ul style="list-style-type: none"> <li>• learn best while touching and moving</li> <li>• tend to lose concentration if there is little or no external stimulation or movement</li> <li>• like to take notes in lectures</li> <li>• like to scan first when reading and then focus in on the details (get the big picture first)</li> <li>• like to use colour highlighters and take notes by drawing pictures, diagrams, or doodling.</li> </ul>

An alternative way to look at learning styles<sup>1</sup> is shown below Honey and Mumford. They have identified four styles. Read the four styles and see which ones are most like you and least like you.

<b>Learn by doing (activist)</b>	<b>Learn by thinking about it (reflector)</b>	<b>Learn by working it out (pragmatist)</b>	<b>Learn by understanding why (theorist)</b>
<ul style="list-style-type: none"> <li>• are logical thinkers</li> <li>• learn by doing, by trial and error</li> <li>• throw themselves in the deep-end and have a go,</li> <li>• are fully involved, open minded and enthusiastic,</li> <li>• creative in brainstorming</li> <li>• thrive on challenge</li> <li>• think out loud</li> <li>• are quick to take part</li> <li>• are willing to answer questions</li> <li>• <i>'I'll try anything once'</i></li> </ul>	<ul style="list-style-type: none"> <li>• are contemplative learners</li> <li>• like to think it through first, understand and feel in control of new ideas before using them</li> <li>• like to watch others and reflect</li> <li>• appear unruffled &amp; tolerant</li> <li>• delay drawing conclusions</li> <li>• sleep on problems</li> <li>• take a back seat, listen first, speak later</li> <li>• think things through before speaking</li> <li>• <i>'look before you leap'</i></li> </ul>	<ul style="list-style-type: none"> <li>• are problem solvers</li> <li>• focus on ways to resolve their immediate difficulties</li> <li>• need to see the application and/or /relevance of something new, where and whether it works but not necessarily how</li> <li>• test out new ideas &amp; theories</li> <li>• get on with things, impatient if things drag on</li> <li>• <i>'let's not beat about the bush'</i></li> </ul>	<ul style="list-style-type: none"> <li>• like to work things out by fitting them into a framework</li> <li>• work through from A-Z first</li> <li>• are logical &amp; analytical</li> <li>• are perfectionists,</li> <li>• like models, systems, theories</li> <li>• are detached &amp; objective</li> <li>• mistrust intuition, creativity</li> <li>• ask why</li> <li>• need to know the theory before they will have a go</li> <li>• <i>'does it make sense'</i></li> </ul>

<sup>1</sup> Honey and Mumford

## LEARNING PREFERENCE EXERCISE

Read each sentence carefully and think about how it applies to you. For each question, give it a score that best describes you using the following scale:

5 = Almost always

4 = Often

3 = Sometimes

2 = Rarely

1 = Almost never

### Questions

1. When reading, I say the words in my head or out loud.
2. I take lots of notes on what I read and hear.
3. I take notes, but never go back and read them.
4. I can study better when music is playing.
5. I use my fingers to count and I move my lips when I read.
6. When I get a great idea, I must write it down immediately or I will forget it.
7. It's hard for me to picture things in my head.
8. When beginning an article or book, I like to take a peek at the ending.
9. I can't remember a joke long enough to tell it later.
10. I prefer someone to tell me how to do something, rather than reading instructions myself.
11. I don't like to read or listen to directions; I'd rather just get on with it.
12. I prefer to talk to people face to face.
13. I remember what someone says easier than what they look like.
14. I like to complete one task at a time before starting another.
15. I can remember something better if I write it down.
16. When I can't think of a specific word, I use my hands a lot and call something a "what-cha-ma-call-it" or a "thing-a-mi-jig."
17. I need to discuss things to understand them better.
18. I understand maps, charts and graphs easily.
19. I forget names, but remember faces.
20. I don't like reading books.
21. I usually shake hands when I meet people.
22. I fidget a lot.
23. I often say "well done" to people.
24. I like to be tidy.
25. When I am angry I go silent.
26. I use a lot of hand gestures when I talk.
27. I use phrases like "that sounds right".
28. When I get angry I grit my teeth and clench my fists.
29. I prefer to talk on the phone.
30. I tend to talk fast.

Write your score for each of the questions in the boxes below and then total up your scores to find your learning preference.

VISUAL	AUDITORY	KINAESTHETIC
Question 2 score =	Question 1 score =	Question 3 score =
Question 6 score =	Question 7 score =	Question 4 score =
Question 9 score =	Question 10 score =	Question 5 score =
Question 12 score =	Question 13 score =	Question 8 score =
Question 15 score =	Question 14 score =	Question 11 score =
Question 18 score =	Question 17 score =	Question 16 score =
Question 19 score =	Question 20 score =	Question 21 score =
Question 24 score =	Question 23 score =	Question 22 score =
Question 25 score =	Question 27 score =	Question 26 score =
Question 30 score =	Question 29 score =	Question 28 score =
<b>Add up the scores =</b>	<b>Add up the scores =</b>	<b>Add up the scores =</b>

**Example:**

**Question:** When reading, I say the words in my head or out loud.

(I know I sometimes do that, especially with key words or words that I am not familiar with so my answer would be 3 which is sometimes).

When I come to complete the score chart I will look for question 1 (which comes under auditory and at the side of question 1 score = I will write 3.

I will carry on and work through all the questions putting my score answer at the side of each question number. At the end of the exercise I will total up the 3 columns and the highest score will show me what my preferred learning style is. I may even have more than one preferred learning style. This exercise will just gauge how you tend to learn best.

**INTERPRETING YOUR RESULTS**

**Mostly Visual:**

You have a preference for visual learning and take in new information through pictures, diagrams, charts, films and demonstrations. You learn by visualising what you are learning and creating pictures and diagrams.

**Mostly Auditory:**

You have a preference for auditory learning and prefer the spoken word. You enjoy discussions and a good test for your learning is to explain something to someone else.

**Mostly Kinaesthetic:**

You have a preference for motor and kinaesthetic learning and enjoy “hands on” activities and getting physically involved. You enjoy demonstrations.

You may be surprised at your results – you may have a very clear preference of one style over another. However it is more likely that you have a balance between the 3 preferences. It is worth noting that 60% of people have multiple learning preferences.

## 5: What you need to know

The course is divided into two key areas:

- **what-to-coach skills** which are the equestrian techniques (eg sitting trot, half halt, transitions) that riders need to be able to execute to make them effective riders. The technical syllabus for level 2 is given on page 5
- **how-to-coach skills** which are the coaching skills (eg how to provide a demonstration or clear explanation) that coaches need to coach riders effectively. For level 2 these include:
  - How to explain
  - How to demonstrate
  - How to observe
  - How to analyse
  - How to generate and provide feedback
  - How to make activities fun
  - How to make activities safe
  - How to build rapport

**6. Coaching concepts:** you should know about the following:

**Warm-up:**

**Why?**

- prepare them mentally and physically for the session or activity

**How?**

- start slowly, gradually increase in intensity
- relevant to the following session/activity
- include dynamic mobility (not static stretching)
- make it fun, variety is key.

**Coaching Styles**

**Tell & Show** used with large groups, when there are safety problems and when introducing new skills. Sometimes over used by Coaches.



**Set up & Stand back** used with well-structured activities that let learning happen through the activity and to encourage thinking. Coach stays quiet, observes and then adapts activity to provide challenge and success.

**Question & Empower** uses questioning to encourage players to make decisions and take responsibility for their own learning. Very powerful coaching style demanding considerable skill

**At end:**

- ensure children are collected (duty of care)
- evaluate session (both self and horses and riders)

**Cool-Down**

**Why?**

- helps the body get rid of waste products in muscles (lactic acid)
- reduces heart rate and blood pressure gradually
- helps lower adrenalin levels

**How?**

- gentle aerobic exercise 5-10 minutes, gradually slowing
- stretching
- re-hydrate at the same time

**What else?**

There will be much more that you learn and discover throughout the course and you will be provided with a learning guide and assessment portfolio when you start the course.

The ethos of the Association of British Riding Schools is to encourage progress and achievement. The ABRS want all candidates to enjoy the learning experience and have a positive experience of final assessment. As well as providing the tutor guided workshops and final assessment the ABRS offer you continuous support and guidance online throughout your course. Additional one to one support will be made available as and when necessary. You will be provided support contact details on commencement of your first workshop.



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