



CANDIDATE PACK



LEVEL 3 UKCC

EQUESTRIAN

COACH

(DRESSAGE)



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Appendix 1 – horsescotland UKCC Candidate Procedures Guide

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Appendix 3 - Technical Criteria for the UKCC Level 3 Equestrian Coach (Dressage)

Section 1: Candidate Information

Welcome and Introduction

Welcome to the Level 3 Equestrian Coaching (Dressage) Candidate Pack. This pack is designed to help you to understand the qualification and its wider context. It will also help you to collate and present the evidence required to complete the assessment process. For information and guidance the **horsescotland** UKCC Candidate Procedures Guide is included in Appendix 1, which includes step by step guidance to help you from the initial registration process through to certification.

The Member Bodies of the British Equestrian Federation (BEF) are pleased to offer this qualification which has been developed on behalf of the United Kingdom Coaching Certificate (UKCC) National Source Group for Equestrianism which is known as the 'Coaching Development Action Team' (CDAT) and comprises representatives from all of the Member Body organisations of the BEF.

How to Use this Pack

The first section of this pack contains relevant information about the Level 3 Certificate in Equestrian Coaching (Dressage). This information should help you to understand what the qualification is about, how it works and the rationale behind the UKCC. In addition to the information found in this pack, you will also be directed to a Learning Resource Pack which gives you important information about the coaching process at this level as well as signposting additional reference material that you should access in preparation for assessment. Your Member Body organisation may also point you in the direction of other suitable reference material.

The second section is an assessment package that takes you through a step-by-step process to help you to collate and present the logbook/portfolio required for the qualification, as well as identifying how you will be assessed on the assessment day.

The third section provides the formal documents required for the logbook/portfolio submission.

You should read through this pack and the Learning Resource Pack thoroughly before attending the Learning Programme.

The UKCC and the British Equestrian Federation (BEF)

The UKCC is a four-level flexible learning system which is based on the following key principles:

- Participant centred
- Linked to National Occupational Standards
- Offers opportunities for progression
- Features quality assurance systems
- Flexible in order to meet the demands of sport
- Centrally co-ordinated and owned by sport
- Built on existing good practice

The UKCC has been developed by Sports Coach UK under instruction from and funded by Central Government. Its aim is to endorse coach education programmes, across sports within the UK, against agreed criteria including:

- the endorsement of the coaching qualification a coach will take
- the development of appropriate resources to deliver effective and high quality coach education programmes
- quality assured administration and management structure of coach education provision provided by sports
- quality assured training provision of coach education programme

The BEF is the national governing body for equestrian sports in Great Britain and is affiliated Federation Equestre Internationale (FEI), the international governing body of equestrian sports. It exists to provide leadership, vision and purpose in steering the direction of equestrianism.

The BEF is an umbrella organisation representing the interests of 4.2 million riders, vaulters and carriage drivers in Great Britain via 15 full member bodies, 4 associate member bodies, giving a total of 19 independent member bodies. Established in 1972 it is the largest representative body within the equestrian industry and together with the British Horse Racing Board (BHRB) and the Thoroughbred Breeders Association (TBA) forms the British Horse Industry Confederation (BHIC).

As a national governing body the BEF works on policy issues with the FEI. It co-ordinates the British calendar of international events, disciplinary procedures, doping control and oversees the training of British international judges, stewards, vets and course designers.

At home it plays an active role in representing the common interests of its member bodies to organisations such as the British Olympic and Paralympic Associations, the Sports Aid Foundation and Central Council for Physical Recreation.

The BEF is responsible for distributing government funding to the equestrian sports. Funding from UK Sport, Sport England and Sport Wales supports the BEF's work from developing the best riders, with the aim of winning medals for Great Britain, to encouraging complete beginners to get involved. Funding support is also provided by Sport Scotland for **horsescotland**, a member body of the BEF. The Member Bodies and their respective contact details are shown on Table 1 and at www.bef.co.uk/Detail.aspx?page=ukcc-Level-3

Table 1: BEF Member Body Contact Details

Association of British Riding Schools ABRS	Queens Chambers 38-40 Queen Street Penzance Cornwall, TR18 4BH	Tel: 01736 369440 Fax: 01736 351390 www.abrs-info.org
British Dressage BD	Stoneleigh Park Kenilworth Warwickshire, CV8 2RJ	Tel: 02476 698830 Fax: 02476 690390 www.britishdressage.co.uk
British Eventing BE	Stoneleigh Park Kenilworth Warwickshire, CV8 2RN	Tel: 02476 698856 Fax: 02476 697235 www.britisheventing.com
British Carriagedriving BC	Mary Kusin East Overhill, Stewarton, Kilmarnock, KA3 5JT	Tel: 0845 643 2116 www.britishcarriagedriving.co.uk
The British Horse Society BHS	Stoneleigh Park Kenilworth	Tel: 08701 202244 Fax: 01926 707800

	Warkwickshire, CV8 2XZ	www.bhs.org.uk
British Horseball Association BHA	Arkenfield Stables Lowdham Road Gunthorpe Nottingham, NG14 7ER	Tel: 01159 664574 Fax: 01159 664574 www.horseball.org.uk
British Reining BR	Melksham Court Stinchcombe Nr Dursley Gloucestershire, GL11 6AR	Tel: 01453 547666 Fax: 01453 519555 www.britishreining.co.uk
British Show Jumping BS	Stoneleigh Park Kenilworth Warkwickshire, CV8 2RJ	Tel: 02476 698800 Fax: 02476 696685 www.britishshowjumping.co.uk
Endurance GB EGB	Stoneleigh Park Kenilworth Warkwickshire, CV8 2RP	Tel: 02476 698863 Fax: 02476 418429 www.endurancegb.co.uk
The Pony Club PC	Stoneleigh Park Kenilworth Warkwickshire, CV8 2RJ	Tel: 02476 698300 Fax: 02476 696836 www.pcuk.org
Riding for the Disabled Association RDA	Lavinia Norfolk House Stoneleigh Park Warkwickshire, CV8 2LY	Tel: 0845 6581082 Fax: 0845 6581083 www.rda.org.uk
horsescotland	Fiona Rawson horsescotland Executive Administrator Titwood Farm Kilmaurs Ayrshire, KA3 2PN	Tel: 01563 549802 Mobile: 07815962964 www.horsescotland.org fiona@horsescotland.org
UK Polocrosse Association UKPA	Anna Tarbuck secretary(@)ukpolocrosse.co.uk	Tel: 07749 960955 www.ukpolocrosse.co.uk
British Equestrian Trade Association BETA	Stockheld Park Wetherby West Yorkshire, LS23 4AW	Tel: 01937 587062 Fax: 01937 582728 www.beta-uk.org
Mounted Games Association of GB MGA	Norfolk House Hardwick Square North Buxton, Derbyshire, SK17 6PU	Tel: 01298 24292 Fax: 01298 24292 www.mgagb.co.uk
The Showing Council SC	Admin Office, Todds End Todds Green Stevenage Hertfordshire, SG1 2JE	www.theshowingcouncil.co.uk
The British Grooms Association BGA	PO Box 592 London, KT12 9ER	Tel: 08453316039 www.britishgrooms.org.uk
World Horse Welfare WHW	World Horse Welfare Anne Colvin House Snetterton, Norfolk, NR16 2LR	Tel: 01953 498682 Fax: 01953 498373 www.worldhorsewelfare.org info@worldhorsewelfare.org

Each Member Body is an equestrian organisation in its' own right. The Member Bodies work closely together to co-ordinate policy on a wide range of issues such as equestrian facilities, coaching and volunteering. Between them they represent over 225,000 people with a wide range of equestrian interests, from elite competitive sports to trade and leisure activities.

The BEF represents the sports of:

- Showjumping (British Showjumping)
- Eventing (British Eventing)
- Dressage (British Dressage)

- Carriage Driving (British Carriagedriving)
- Endurance Riding (Endurance GB)
- Vaulting (British Equestrian Vaulting)
- Reining (British Reining)
- Horseball (British Horseball Association)
- Polocrosse (UK Polocrosse Association)
- Mounted Games (Mounted Games Association of GB)

Each of the above sports has a national governing body which is affiliated to the BEF. Also affiliated to the BEF is:-

- The British Horse Society (BHS)
- The Pony Club (PC)
- Riding for the Disabled Association (RDA)
- The Association of British Riding Schools (ABRS)
- British Equestrian Trade Association (BETA)
- **horsescotland** (HS)
- British Grooms Association (BGA)
- The Showing Council (SC)
- World Horse Welfare (WHW)

The BEF has created a unified Coaching Development Plan which builds on all that is good in teaching, instructing and training in the industry, while developing a modern, universally-respected Coaching Development system: the embracement of the UK coaching certificate is central to this development plan.

This Candidate Pack and the supporting resources and materials have been produced in partnership with many of the above BEF Member Bodies.

About the Qualification

The UKCC Level 3 Certificate in Equestrian Coaching (Dressage) is a vocational qualification that provides you with the opportunity to learn and be assessed on the practical and theoretical aspects of coaching riding. On successful completion of the Level 3 Certificate in Equestrian Coaching (Dressage), you will be able to:

- Establish participants' current and potential needs and key performance factors within the coaching programme
- Design and plan coaching programmes that support participants' needs
- Produce an evaluation which takes account of changing needs and aspirations of participants and others
- Establish and maintain a safe coaching environment for participants and others
- Establish and maintain supportive working relationships with the participants and others involved in the coaching environment
- Manage participants and others behaviour to ensure a safe and effective coaching environment
- Prepare participants and others for the coaching programmes
- Deliver the coaching programme with the involvement of participants

- Develop participants' performance within the coaching programme
- Conclude the coaching programme
- Monitor, evaluate and refine the goals of the coaching programme
- Monitor and evaluate participants' performance and development

- Assist others to develop their own coaching practice
- Develop personal coaching practice

To be accredited as a UKCC Level 3 Equestrian Coach (Dressage) the Assessor must be satisfied that you are at the required level in both your technical knowledge and your coaching skills for the Level 3 qualification. This qualification is made up of four separate Scottish Qualifications Authority (SQA) units as follows:

- Analyse Participants' Needs and Plan a Coaching Programme: Equestrian (see Section 2, Part 1)
- Manage a Coaching Environment: Equestrian (see Section 2, Part 2)
- Deliver a Coaching Programme: Equestrian (see Section 2, Part 3)
- Manage and Develop Personal Coaching Programmes and Practice: Equestrian (see Section 2, Part 4)

Further details of how the UKCC qualification compares with the SQA units are included in Appendix 2.

If you do not achieve all four of these units at the first assessment, the unit(s) passed will be recorded as having been passed until such time as you are re-assessed on the remaining unit(s).

Qualification Entry Requirements

Access to this course is at the discretion of your Member Body. You will most likely have completed the UKCC Level 2 in Equestrian Coaching, the Horse Sport Ireland (HSI) (formerly Equestrian Federation of Ireland (EFI)) Level 2 coaching qualification or the BHS Intermediate Teaching Test (BHS ITT)). For more specific information on the UKCC Level 3 (Dressage) you should consult your Member Body. You should have a strong interest in equestrian sport, leadership and the coaching process. Evidence of recent involvement in the sport and an aptitude in this area would be beneficial.

Due to the level of responsibility attached to, and the experience required to carry out this role, you must be at least 19 years of age before you can embark on the Learning Programme of this course and at least 19 years of age before you can be registered by the Awarding Body. However, it is strongly recommended that candidates are at least 22 years of age before starting on the Level 3. You should contact your Member Body if you need clarification on these issues.

You can register with **horsescotland** for the SQA National Group Award 'National Progression Award in Sports Coaching: Equestrian (SCQF Level 6)' qualification. In addition, the following pre-requisites apply before you will be awarded the BEF/**horsescotland** UKCC Level 3 certificate:

- Successful completion of a recognised 3 day Health and Safety at Work First Aid Certificate that will develop an awareness and basic knowledge of what to do in the case of a fall, where basic life support and the recovery position may be necessary.
- Proof of attendance on a course on a UK Sport Safeguarding and Protecting Children course.

- Proof of having joined the 'Protection of Vulnerable Groups' (PVG) scheme, i.e. the record card you will receive having joined the scheme (N.B. this scheme replaces the 'Disclosure' check which were a previous requirement in order to obtain UKCC certification).

You must also have appropriate insurance cover in place before undertaking any paid independent coaching practice.

Period of Registration

You must be registered for this qualification with your Member Body 4 weeks prior to the start of the Learning Programme. Your registration is then valid for a period of 2 years from the date of registration. It is expected that you will complete all aspects of the assessment for the qualification, and an application for certification be made, within the period of registration. If you are unable to complete the assessment within this period you may apply, with good reason and via the **horsescotland** office, to extend the registration for a further 6 months. A fee will be charged for this extension. However, if you do not complete the qualification within this extended period you will be required to pay back all of the subsidy support you received from **horsescotland**.

Assessment

This qualification will be assessed by evidence provided by your coaching logbook/portfolio as well as observations of your coaching practice. The assessment documentation in Section 2 of this pack gives you full details of this process.

If you are unsuccessful in any aspect of assessment you may be offered further opportunities to re-sit the appropriate portion of the assessment within a period of one year from registration. You should be aware that in certain circumstances a levy may be charged for conducting re-assessments (this can be clarified by your Member Body).

Should you feel you have been unfairly assessed you will have an opportunity to seek redress via an appeal. The approved centre Appeals Procedure is available on request.

Opportunities for Progression

This qualification is at UKCC Level 3. You may progress to a Level 4 qualification in generic equestrian coaching or you may choose to specialise in a particular discipline at Level 3.

Learning Support

This qualification will be supported by a Learning Resource Pack which guides you on many of the generic aspects of coaching at this level. In addition, there will be signposting to further resources such as books, videos and websites recommended by your Member Body.

This qualification is supported by a 9 day Learning Programme (which is followed by a one day assessment) which will guide you on the standards expected in your coaching at this level. It is a hands-on programme where you will be interacting with others and given ample opportunity to develop aspects of your own personal practice. This course is not always a mandatory part of the qualification but it is strongly recommended that candidates do participate. Your Member Body will inform you of forthcoming courses.

It is important to appreciate this programme will not give you all of the technical knowledge, understanding and skills to bring yourself up to the standard expected for assessment and emphasis on your preparation will depend on your prior level of experience. It is important that you familiarise yourself with the standards of assessment required and discuss these with a mentor coach to help you to plan any additional learning that you should undertake.

Mentor Information

You will be required to find a mentor to observe your coaching sessions and provide guidance and support in the completion of the logbook/portfolio. The mentor thereafter signs off the logbook/portfolio as being of a suitable standard. Your mentor should be agreed with your Course Leader at the start of the Learning Programme. The mentor should be someone who is willing to support you by helping and guiding you through the learning process up to and including assessment. Their responsibilities will include:

- providing their full contact details
- providing details of their qualifications and experience
- agreeing to accept responsibility for signing you off
- agreeing to observe 4 of the coaching sessions (at Level 3, this may take place in person or by video observation etc.)
- providing comments on your suitability as a coach/the coaching sessions they have observed.

The mentor must be an experienced coach, working at a level higher than the level you are working towards, e.g. a British Horse Society Instructor (BHSI), an HSI/EFI coach or a **horsescotland** coach. The mentor must not be another candidate on the same course as you but could be a tutor on your course. The mentor must have public liability insurance, e.g. the insurance that **horsescotland** has arranged through Windsor (available whether or not the mentor is a member of **horsescotland** but only available to those with a qualification at UKCC Level 2 or above), which provides cover for coaches, coach educators/assessors whilst training/assessing coaches and would therefore apply if an accident were to occur while they were assessing or mentoring you as part of a UKCC qualification. Alternative comparable public liability insurance cover would also be acceptable. The mentor may be paid or unpaid and this will be agreed between you and the mentor. The mentor should not be a close family member/friend who might be unable to be objective when offering feedback to you. Mentor contact details are available on the **horsescotland** website at www.horsescotland.org/coaching/workforce/.

Equestrian Technical Criteria for the Level 3 Coach

Due to the slightly different nature of each equestrian sport, on behalf of the BEF, CDAT have provided a coherent technical equestrian framework to be delivered and utilised by each BEF Member Body to take account of their specific issues. Appendix 3 of this pack covers the Equestrian Technical Criteria for the 'Dressage' Level 3 Equestrian Coaching qualification only.

The terms 'participant' and 'equine' have been used throughout this document. It is acknowledged that the BEF Member Bodies have different means of referring to the participant (rider) and the equine (horse/pony) and that this document will be supplemented by information and guidance around coaching competences, technical knowledge and assessment from your Member Body. For the purposes of this document, a 'participant' is an athlete who takes part in riding, either as a competitor or for social or therapeutic reasons, whatever their ability.

Complaints Procedure, Performance Management and Disciplinary Procedures (horsescotland)

horsescotland is committed to providing a sporting environment in which the ethical principles contained in the **horsescotland** Code of Ethics are respected and promoted. **horsescotland** believes that these values and ideals shall guide the communications and actions of all participants in the activities of **horsescotland**.

A complaint may be made by any member of the general public including, but not limited to, a participant, a representative of a club or sports organisation, a coach, a parent or any participant, applicant or representative of **horsescotland**.

Any complaint must be made in writing to the Chairman of **horsescotland** giving full details of the complaint and, where applicable, identifying against whom the complaint is made.

As soon as is reasonably practicable, the Chairman will refer the complaint, as he deems appropriate given the nature of the complaint, to either:

- (a) The **horsescotland** Complaints Panel (which shall not include any affected member), or
- (b) The **horsescotland** Member Association Society or Club, or
- (c) The BEF or BEF Member Association, Society or Club, as he shall deem to be most appropriate given the nature of the complaint.

In the event that the matter is referred under (b) or (c) above, the Chairman shall continue to remain informed of the progress of the proceedings and will update both the person who raised the complaint and the **horsescotland** membership.

In the event that the matter is referred under (a) above, if the Chairman determines that further investigation is required, he will interview any party and any witnesses who, in his opinion, may have relevant information concerning the complaint.

At the conclusion of the investigation, the Chairman shall determine either:

(a) That the complaint is without merit in which case he will inform the person making the complaint of his decision in writing, or

(b) That the matter should go to a formal Hearing before the Complaints Panel appointed by **horsescotland**. In the event the matter is to proceed to a formal Hearing, the Chairman will prepare a written report outlining the details of the complaint and of the investigations undertaken. A copy of this report shall be provided to the Complaints Panel, to the complainer and to any person who is the subject of the complaint. The Chairman shall be entitled with the prior consent of the Board to delegate such role to another suitable person. In the event of a formal Hearing being convened, the date of the Hearing will be intimated to the complainer and to any person against whom the complaint is made, within 10 working days of the end of the investigation.

The Board will appoint a Complaints Committee of between five and seven appropriately qualified persons. The Chairman shall appoint three people from the Complaints Committee to form the Complaints Panel. No member of the Complaints Panel should be seen to have a conflict of interest in the case.

The Complaints Panel shall hold the Hearing as soon as possible but not more than 15 working days after the complainer and the person complained of (if appropriate) are notified of the date, time and place of the Hearing by the Chairman.

The Hearing may be conducted in person or by telephone or video conference. Both the complainant and any person who is the subject of the complaint may participate in the Hearing but their absence will not preclude the Hearing proceeding. The decision of the Panel will be by majority vote. Any person subject to a complaint may be accompanied by a representative, any costs of which they will bear. Any person subject to a complaint shall have the right to present evidence and argument. The Panel may request that witnesses to the incident be present or submit written evidence.

The Panel shall render its decision with written reasons within 5 working days of the conclusion of the Hearing. A copy of the decision will be provided to all of the parties to the Hearing.

Once appointed, the Panel have the authority to abridge or extend time lines associated with all aspects of the Hearing.

Where any person who is subject to a complaint acknowledges the facts of the complaint, they may waive the Hearing in which case the Complaints Panel shall determine the appropriate disciplinary sanction. The Panel may hold a Hearing for the purposes of determining an appropriate sanction.

An appeal against the decision of the Panel shall require to be made within 10 working days from the date on which the participant received notice of the decision. An appeal shall be made in writing to a Tribunal of arbitrators appointed in accordance with the Rules of the Sports Dispute Resolution Panel Ltd (SDRP) (Company Number 3351039, 4th Floor, Burwood House, 14/16 Caxton Street, London, SW1H 0QT) and the decision of those arbitrators shall be final and binding on all concerned. The SDRP will convene an appeal Hearing within 15 working days or as soon as reasonably possible. The appellant shall be given 10 working days written notice of the date, time and place of the appeal Hearing. Within 5 working days of concluding the appeal, SDRP shall issue its written decision with reasons. The SDRP have the authority to abridge or extend time lines associated with all aspects of the appeal. This policy shall be governed and construed in accordance with the laws of Scotland.

No action or legal proceedings shall be commenced against **horsescotland** in respect of a dispute unless **horsescotland** has refused or failed to abide by the provisions of the disciplinary procedure as set out in this policy.

Equal Opportunities Statement

horsescotland believes that 'equity' in equestrian sport and activities means doing all that can be done to ensure that everyone has an equal opportunity to participate if they choose to do so, and that no one is discriminated against for reasons such as gender, race, disability, age, religious or political belief, sexual orientation, social background, marital status or pregnancy.

horsescotland is committed to promoting and achieving equity, and to ensuring that unlawful discrimination is eliminated. It believes that unlawful discrimination is totally unacceptable. Discrimination on the grounds of gender, race, disability, age, religious or political belief, sexual orientation, social background, marital status or pregnancy will not be tolerated within **horsescotland**.

horsescotland will also ensure that all candidates have access to appropriate assessment opportunities regardless of course length and location of delivery centre.

Subsidy Funding Eligibility

The Dressage Level 3 SportsScotland subsidy is a variable scale of between 25%-75% of the course fees. To be eligible for a SportsScotland subsidy for UKCC Level 3 you should be able to satisfy the following criteria:

- You should be able to evidence current or planned deployment through sport in the community (within the context of school/community/club sport) within 6 months of applying for the subsidy.
- You should be deployed in a coaching role a minimum of twice per month or an average of 24 times per year upon achievement of the qualification.
- You should be able to demonstrate or inform in your application why this course will benefit you as a coach and what further impact this will have on your club/school/pupils.
- Coaches will require endorsement from current or future employer/employer and information on deployment plans.
- Coaches should provide information on future aspirations i.e. progress to Level 4/stay at Level 3 and develop through CPD.
- You will be required to include your course details in your application for a SportsScotland subsidy which you will receive once you have registered with **horsescotland**.

The process for applying for a subsidy will be published on both the SportsScotland and **horsescotland** website and is broadly as follows:

Your completed application form should be forwarded by you to the **horsescotland** office 4 weeks in advance of the course start date to fiona@horsescotland.org or by post to: **horsescotland** Office, Titwood Farm, Kilmaurs, Ayrshire KA3 2PN. N.B. Retrospective payment of the subsidy will not be supported.

SportsScotland will check your details to ensure you meet the criteria and they will also check that you are deployed in sport after the qualification is awarded.

N.B. In addition to the above, Subsidy Funding is only available to those who satisfy the qualification entry requirements as well as SQA evidence requirements. Further, you should consult your Member Body for further information on the alternative routes for direct entry to UKCC Level 3 (Dressage) if required.

(* Current at September 2015 – please consult your Member Body for current rates)

Section 2: Assessment Information

How to Use this Section of the Pack

This assessment information has been sent to you well in advance of the UKCC Level 3 course and the Assessment Day that you will be required to attend in order to pass your UKCC Level 3 Equestrian Coaching (Dressage) qualification. This section will explain and give examples of what is required in each of the forms in the logbook/portfolio but it is in Section 3 that you will find all of the blank forms you require for the logbook/portfolio.

This pack gives you step-by-step instructions on the evidence that you will be expected to submit prior to the Assessment Day, as well as identifying the standard of practice that will be expected of you on that day. Please note that this pack is not intended as a learning resource. You should refer to the Level 3 Learning Resource Pack in order to develop your understanding of the coaching process at this level and for guidance on the required level of practical ability, knowledge and understanding that you are required to demonstrate.

This section is divided into four parts:

- 1. Analyse Participants' Needs and Plan a Coaching Programme:** You will develop a range of analytical techniques which will then be used to plan linked coaching sessions which are appropriate to the identified needs of the participants.
- 2. Manage a Coaching Environment:** You will develop an awareness of the need to create a safe, supportive and effective environment in which learning will occur. You will be expected to accept responsibility for the development of the coaching environment required for the specific sport and will allow you to develop the skills required to ensure the coaching environment is safe. You will also be required to improve your skills in managing the coaching environment and managing people while maintaining supportive working relationships.
- 3. Deliver a Coaching Programme:** You will deliver coaching sessions covering the techniques required for the sport and use a range of coaching styles. You will be required to enhance your ability to apply delivery strategies in order for participants' performance to develop.
- 4. Manage and Develop Personal Coaching Programmes and Practice:** You will develop an understanding of the processes of monitoring coaching programmes and evaluating the effectiveness of these programmes in light of participants' experience or performance and development needs. You will also develop your reflective practices which will inform future development in personal coaching practice.

Part 1: Analyse Participants' Needs and Plan a Coaching Programme

You will be required to generate evidence to demonstrate that you can:

- Establish participants' current and potential needs and key performance factors within the coaching programme
- Design and plan a coaching programme that supports participants' needs
- Produce an evaluation schedule which takes account of changing needs and aspirations of participants and others

Task 1a: Performance profiling

The following task must be completed to demonstrate your knowledge and understanding of performance profiling.

Blank copies of the various versions of profiles are also included in Section 3 for ease of printing off for your logbook/portfolio. The forms must be checked, signed and dated by your mentor before you include them in your logbook/portfolio.

Producing the Performance Profile:

For 2 participants you are involved with, assess the current levels of performance via the production of a performance profile. (The outcome of these profiles should provide the focus for the action plans in Task 2). The participants' own profiles should also be included, i.e. how they perceive themselves. Profiling will help you understand how participants rate the qualities necessary to produce top performances in their equestrian discipline and how they currently feel about their own performance in relation to their ideal. You can then use the information in the profile to develop goals and training programmes to improve the areas perceived as being weak. Profiling will help you understand a participant's viewpoint, rather than making judgements on performance from your own viewpoint. For the planning and evaluation of training to be effective it is important to take differing perspectives into account. Profiling has the following benefits to you as a coach:

- Invites you to consider the participant's perspective
- Develops an awareness of what the participant considers important to performance
- Encourages you to tailor your coaching to meet the participant's needs
- Enables you to take a balanced approach to designing training programmes
- Provides an opportunity to identify and discuss discrepancies between the participant's and your perceptions

Each profile should be completed as follows:

1. Ask the participant to list the qualities, over and above the equine, that they think are important for success in their discipline. The qualities should be listed under the following headings:
 - Technical ability (e.g. correctness of position for dressage)
 - Tactical awareness/experience in competition (e.g. ring craft, ability to work under varying conditions)
 - Physical qualities/physiological conditioning (e.g. coordination, balance, core strength, flexibility)
 - Mental qualities/psychological attitude (e.g. emotional control of anxiety, frustration, concentration/focus, motivation/commitment, self-confidence/esteem)

You should encourage each participant to have something under each heading and list around 20 qualities, e.g.:

Physical	Tactical	Mental	Technical
Co-ordination Flexibility Core Stability Good eating habits	Accuracy Performance related decisions Assessing situations	Confidence Dedication Positive attitude Competitiveness	Riding position Understanding the aids Interaction with the horse Feel

2. Choose one of the 4 versions of performance profile (there are 2 'block' versions and 2 'wheel' versions), shown on pages 17 – 23. Split the qualities the participant has listed into the 4 headings. Ensure you understand what the participant means by each quality they have listed.
3. Refine the list by contrasting the participant's list with those qualities you feel are important given their age and stage of development. Look at those you both chose, those that the participant has that you didn't choose and vice versa. Discussing the differences will help you become more aware of the participant's perspective and they will develop a better understanding of yours. Make any changes that are agreed by both the participant and yourself.
4. Identify the participant's strengths and weaknesses against each quality. Both you and the participant should do this independently and then compare ratings ('1' indicates low competence and '10' indicates high (or '5' if using a scale of 1 to 5)). Sharing the information needs to be done sensitively and you need to ask the participant to give reasons for particularly high/low scores, especially if they are very different from your own. A high correlation between scores demonstrates a good understanding between coach/participant. If there is a difference of opinion try to use objective examples of why you have come to the score and try to come to agreement on the scores.
5. Look at target performances over a given time period against each of the qualities – add this to the table in a different colour.
6. Identify some 'objective' assessment techniques to help evaluate performance improvements, e.g.: video footage; riding tests; competition results; course walking at a competition; or fitness assessments. These should be identified along with the timescales appropriate to measure improvements.
7. Agree SMART goals with your participant.
8. Re-visit the profile on a regular basis to identify the progress that has been made, review goals, set new goals and build confidence/motivation.

From the profile:

- 1) Identify what other specialist personnel might be required to work with the participant to meet needs that the coach cannot provide e.g. physiological/psychological support.
- 2) Record participant(s) feedback on the profiling exercise and agreed benchmarking.
- 3) Identify from this feedback any barriers to participant(s) achieving their potential.

N.B. On each of following profile templates, partially completed for demonstration purposes, there are two crosses under each heading – the black cross is the participant's own score and the red cross is the coach's score for the participant. Only one version needs to be included in the logbook/portfolio.

Block Performance Profile (Version 2) (partially completed for demonstration purposes)

Participant Name:					
Performance Level:					
Date of Profiling:					
Skills Identified	Skill Rating Weak → Strong				
Technical Skills					
	1	2	3	4	5
<i>Balanced dressage seat</i>		xx			
Tactical Skills					
	1	2	3	4	5
<i>Identifying ways to earn top collective marks in the test</i>			x	x	
Physical Training Skills					
	1	2	3	4	5
<i>Strengthen core stability</i>				xx	
Mental Skills					
	1	2	3	4	5
<i>Goal setting</i>		x	x		

Block Performance Profile (Version 2)

Participant Name:					
Performance Level:					
Date of Profiling:					
Skills Identified	Skill Rating Weak Strong				
Technical Skills					
	1	2	3	4	5
Tactical Skills					
	1	2	3	4	5
Physical Training Skills					
	1	2	3	4	5
Mental Skills					
	1	2	3	4	5

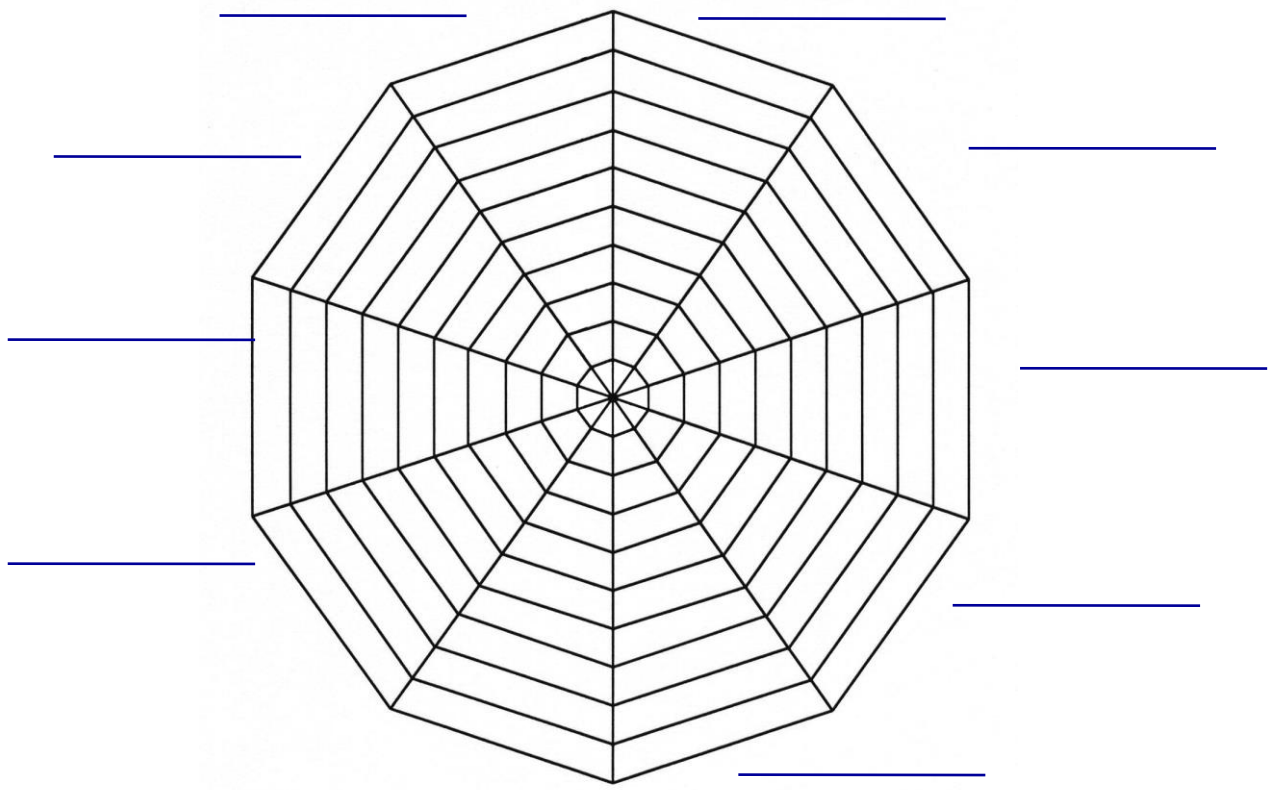
Performance Profile Wheel (Version 3)

This may be used in preference to the 'Block Profile'. The performance criteria (e.g. strengthen core stability, balanced dressage seat etc.), should be added to the edge of each section of the wheel. The measurement of skill for each of the criteria is then incorporated by shading the wheel, the core being 0 (for weaker areas) and the outer edge being 10 (for major strengths).

Participant: _____

Date: _____

Discipline: _____



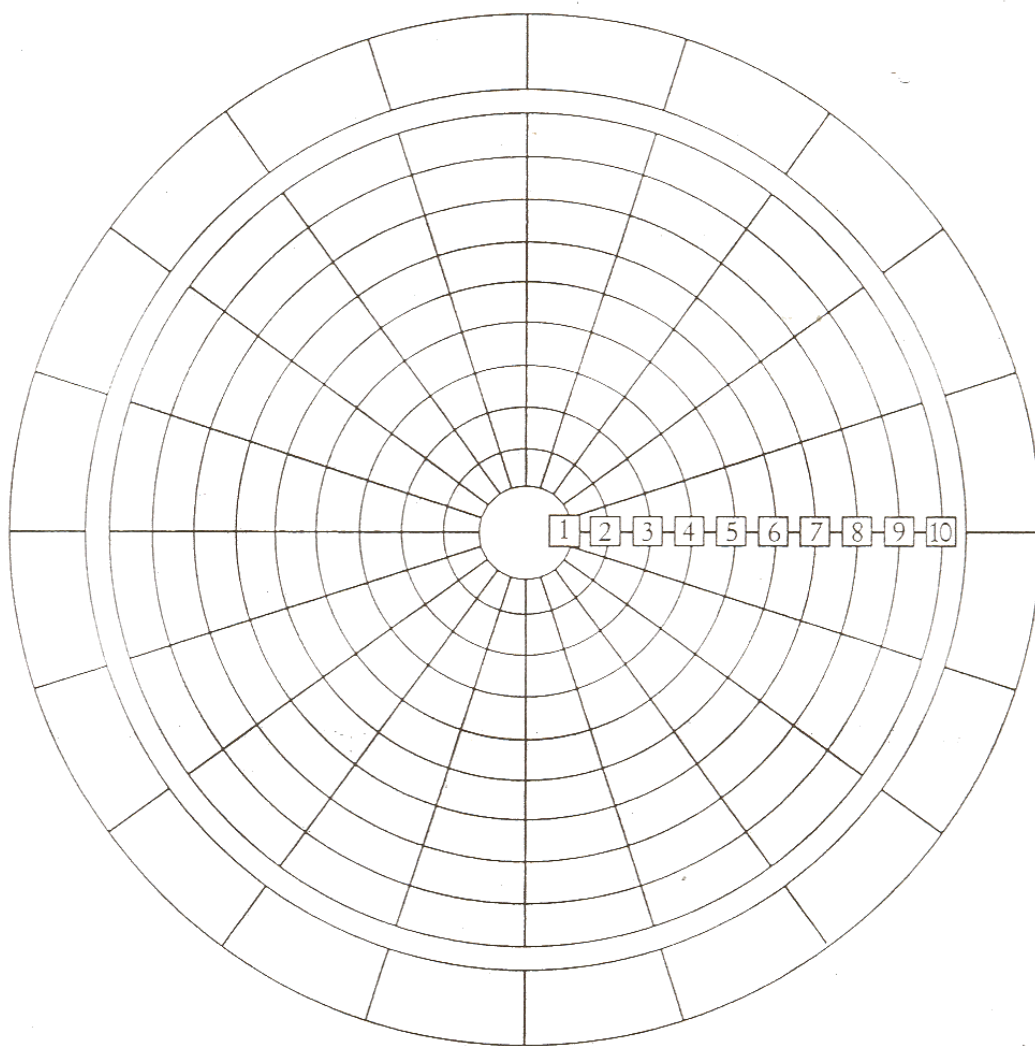
Performance Profile Wheel (Version 4)

This may be used in preference to the 'Block Profile'. The performance criteria (e.g. strengthen core stability, balanced dressage seat etc.), should be added to the edge of each section of the wheel. The measurement of skill for each of the criteria is then incorporated by shading the wheel, the core being 0 (for weaker areas) and the outer edge being 10 (for major strengths).

Participant: _____

Date: _____

Discipline: _____



Task 1b: Performance profiling follow up

For the two participants you have developed profiles for in Task 1a, you are required to answer the following questions:

A blank copy of the question sheet is included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

1) Identify what other specialist personnel might be required to work with the participant(s) to meet the needs that the coach cannot provide e.g. physiological/psychological support.

2) Record participant feedback on the profiling exercise and agreed benchmarking.

3) Identify, from this feedback, any barriers to your participant achieving their potential.

4) What learning style preference(s) does your participant have?

5) How have you identified them as being the preferred learning style(s)?

6) What kind of behaviours do they typically show that indicates their preferred learning style(s)?

7) How will their preferred learning style(s) impact on your planning for their coaching programme?

8) If your participant is an adult, how will your delivery differ when you are coaching a child and vice versa?

Task 2: Action plans and programme goals

The following task must be completed to demonstrate your knowledge and understanding of producing action plans and programme goals.

Blank copies of the action plan form are also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

You must ensure all implications of the goals are communicated to others who may be affected by the delivery of the programme. You are also required to negotiate and agree participant access to sufficient necessary resources for delivery of the coaching programme.

Using the information collected from the two participants and from the performance profiles produced, produce an Outline Action Plan for each participant, describing what aspects of performance will be worked on and what goals will be set for:

- 6 weeks
- 3 months
- 6 months
- 9 months

Establish a range of outcome, performance and process goals that reflect the criteria identified in the profiling exercise and enter them into the Outline Action Plan. This will be a short plan that should include how you will monitor and review performance and development, e.g. video, riding tests, competition results, fitness test etc.

The goals should be recorded in a format that is clear and accessible to all those involved using the template Outline Action Plan included on the following pages. It should prioritise participant performance factors in a way that will enable them to achieve their potential. The resources needed to deliver the planned programme should be recorded on the individual session plans.

The planned goals and resources should be consistent with recognised good practice within equestrianism. Participant feedback should be recorded and the plan should identify areas that had to be renegotiated or agreed. The work of all others involved must be monitored to ensure their health and safety. Positive and goal oriented relationships must be established with all others involved.

The plan should identify and take account of the following:

- Performance factors
- Participant level of development
- Agreed goals

Your plan should also be designed to include a mix of delivery and coaching styles to suit:

- Participant needs
- Activities
- Environment

Outline Action Plan (partially completed for demonstration purposes)

Participant Name: **Date:**

Improvement shown	6 weeks	3 months	6 months	9 months
Goals	<i>Ride a Novice dressage test at home without outside coaching.</i>			
Aspect to be worked on	<p><u>Technical</u> <i>Practise novice movements during coaching sessions. Get rider to sit-in or write for a judge at a local dressage competition.</i></p> <p><u>Tactical</u> <i>Develop a suitable warm-up routine that can be used at home and at shows. Watch other riders at a dressage competition and use this to model good tactics.</i></p> <p><u>Physical</u> <i>Enrol on Pilate's course to improve core stability. Develop stretching routine to improve flexibility.</i></p> <p><u>Mental</u> <i>Improve confidence by setting small performance goals and videoing rider to show how they have improved.</i></p>	<p><u>Technical</u></p> <p><u>Tactical</u></p> <p><u>Physical</u></p> <p><u>Mental</u></p>	<p><u>Technical</u></p> <p><u>Tactical</u></p> <p><u>Physical</u></p> <p><u>Mental</u></p>	<p><u>Technical</u></p> <p><u>Tactical</u></p> <p><u>Physical</u></p> <p><u>Mental</u></p>

<p>Evaluations</p>	<p><i>There will be a degree of self-evaluation by Rider One regarding her view of her technical ability. There will be discussions on the rules for dressage and riding of movements and finally rider will ride several dressage tests from beginning to end without outside assistance from me. If someone is available we will ask them to video the tests.</i></p>			
<p>Feedback from Participant</p>	<p><i>Rider was concerned about remembering the movements in the test and that everything happened very quickly.</i></p>			
<p>New Goal if appropriate</p>	<p><i>It was agreed that rider will work on some prelim tests before attempting novice. If all goes well, by the end of the 6 weeks they will be ready to complete a novice test.</i></p>			

Outline Action Plan

Participant Name:

Date:

	6 weeks	3 months	6 months	9 months
Goals				
Aspect to be worked on	<p><u>Technical</u></p> <p><u>Tactical</u></p> <p><u>Physical</u></p> <p><u>Mental</u></p>	<p><u>Technical</u></p> <p><u>Tactical</u></p> <p><u>Physical</u></p> <p><u>Mental</u></p>	<p><u>Technical</u></p> <p><u>Tactical</u></p> <p><u>Physical</u></p> <p><u>Mental</u></p>	<p><u>Technical</u></p> <p><u>Tactical</u></p> <p><u>Physical</u></p> <p><u>Mental</u></p>

Evaluations				
Feedback from Participant				
New Goal if appropriate				

Task 3: Annual/seasonal plans

The following task must be completed to demonstrate your knowledge and understanding of producing annual/seasonal plans.

Blank copies of the annual/seasonal plan forms are also included in Section 3 for ease of printing off for your logbook/portfolio. The forms must be checked, signed and dated by your mentor before you include them in your logbook/portfolio.

Using the information collected from the two participants, produce an annual/seasonal plan which should identify periods of preparation through the season as well as:

- Competition
- Grade Tests
- Fitness
- Support from specialists
- Training
- Rest periods
- Any other relevant information for an annual plan.

For non-competitive participants this could include training, examination dates, continuous professional development (CPD) courses etc.

You may choose to use an alternative layout for you annual/seasonal plan if you prefer.

Task 4: Detailed session plans

The following task must be completed to demonstrate your knowledge and understanding of producing detailed session plans.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

For one participant, produce a series of at least 8 session plans (i.e. Coaching Activity Plans) from a given phase of the annual/seasonal plan (minimum 8 weeks). You should ensure that these planned sessions are consistent with agreed good practice. The plans should include all the details as shown in the template but may be presented either in the 'Coaching Activity Plan' format on page 33/34 or in a format that best suits the coach. Appendix 3 lists the Equestrian Technical Criteria (Dressage) which should be covered.

Session plans must include:

- Date
- Duration/Timings
- Goals
- Warm up – Coaching Focus/Exercises/Intensity
- Main Content – Coaching Focus/Exercises/Intensity
- Cool Down – Coaching Focus/Exercises/Intensity
- Evaluation/Review of participant and equine performance
- Action for next session
- Reflection on own coaching practice

At the end of each session, record feedback and evaluation from participant(s) and their progress and potential action plan based on such feedback. Any modifications required to the coaching activities and resources should be highlighted. These should be introduced to the coaching programme and monitored. Information should be collated and recorded analytically.

This task also provides some evidence towards Part 4 (which relates to the SQA Unit 4: Managing and Developing Personal Coaching Programmes and Practice).

Coaching Activity Plan (completed for demonstration purposes)

Date: 25/9/15	Participant(s): <i>Mary and Mo</i>	Equine(s): <i>Jake and Sid</i>	Equipment/resources: <i>4 poles</i>
Session Aim(s)/Goal/s: <i>Lengthen and shorten the trot using poles; improving rider's control, balance and feel of rhythm.</i>			
Time: 30mins	Task/exercise		Coaching points/focus
2mins	<i>Intro: H& S checks & reminders, intro to session goals.</i>		<i>Intro: safety, explanations</i>
4-5mins	<i>Warm-up: Working in whole arena keeping off outside track work on both reins through w/t/c: riders to focus on even and forward rhythm, riders to check positions. Q's: Quality of the rhythm, feel for speed vs impulsion.</i>		<i>Warm-up: encourage riders' self assessment of position using arena mirrors as props</i>
20mins	<p><i>Main content:</i></p> <ul style="list-style-type: none"> <i>Using layout overleaf, in medium trot in same rhythm over poles, ride to centre of poles (2 riders to keep spaced, 2nd rider goes after 1st rider makes turn). Ask riders to count no. trot strides betw. poles.</i> <i>Ask riders to repeat but shorten stride between poles – again ask them to count. Trot should not slow but maintain good rhythm. Repeat to achieve consistency (max 2-3)</i> <i>Go back to medium trot + see if riders can achieve same rhythm and same no. of strides. (max 2-3)</i> <i>Lengthen stride and achieve consistency (max 2-3) NB May be tendency to get 'strung out' again so get riders to focus and feel rhythm.</i> <i>Q's Quality of rhythm, what can be done to improve it, where might it be lost, where should focus over the last pole be...?</i> <i>Extension: transition from medium trot to lengthened/shortened trot after first pole – focus on smoothness of transition specifically, rider position. Work in canter with trot circle to change rein (see over for school layout)</i> 		<p><i>Main content:</i></p> <ul style="list-style-type: none"> <i>Use of 'props' i.e. poles, to help</i> <i>Use of ride practice</i> <i>Use of questioning</i>
2mins	<i>Cool-down: Loose trot to walk on a long rein, loosen girth, allow stretching</i>		<i>Cool-down:</i>
2mins	<i>De-Brief: question riders, key learning points: what they learned about their horse – responsiveness, rein preference, what they need to do more of/less of to get good rhythm. Summary of key points; qualities and areas to work at home.</i>		<i>De-brief: Use of questioning</i>
Evaluation of session: <i>Some improvement made but will need to build on this next time to really get riders controlled and riding with accuracy.</i>		Reflection on own coaching practice: <i>Pleased with my questioning but need to have confidence and wait for riders to reply, I did answer my own questions at times!</i>	
Action for next session: <i>Next time work on riding horses forward earlier in warm-up. Revisit this session and move forward to canter over small fences with 3 strides.</i>			

Coaching Activity Plan

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise	Coaching points/focus	
mins	Intro:	Intro	
mins	Warm-up:	Warm-up:	
mins	Main content:	Main content:	
mins	Cool-down:	Cool-down:	
mins	De-Brief:	De-brief:	
Evaluation of session:			Reflection on own coaching practice:
Action for next session:			

Part 2: Manage a Coaching Environment

In this section you will be required to show that you can:

- Establish and maintain a safe coaching environment for participants and others.
- Establish and maintain supportive working relationships with the participants and others involved in the coaching environment.
- Manage participants and others behaviour to ensure a safe coaching environment.

Task 1: Coaching philosophy

The following task must be completed to demonstrate your knowledge and understanding of coaching philosophies.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

Describe your coaching philosophy in less than 200 words. This should outline the extent to which your behaviour as a coach matches your philosophy. It should identify your role in ensuring participant(s) are at the centre of the coaching process and demonstrate equitable and ethical practice that develops the participant(s) and others involved in the programme. This task is likely to develop and evolve over a period of time. It should underpin your actions, thoughts and behaviour as a coach.

Coaching Philosophy:

E.g. I believe in the following principles in my coaching sessions

- *Professionalism – this involves me presenting myself well in sessions, turning up on time for sessions etc.*
- *Fairness – this involves me trying share my time equally between the participants in my sessions so feel that they benefit equally from the sessions*
- *Etc. etc.*

I believe that I consistently behave according to the above in the areas of although I find that I need to work hard to

Task 2: Stages of participant development

The following task must be completed to demonstrate your knowledge and understanding of the stages of participant development in the Long Term Participant Development Programme (LTPD).

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

Using the principles of LTPD, for the 6 stages of participant development listed, complete the following table in relation to long term-coaching programmes:

LTPD Stage of development	What are the implications and key considerations for training and developing?	What are the implications and key considerations for competing?	What are the Implications and key considerations for planning a coaching programme?
FUNdamentals			
Learning to train			
Training to train			
Training to compete			
Training for excellence			
Retirement and Retainment			

As part of the same task you should also answer the following questions. A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

1) The following are the principles of training: specificity; overload (frequency, intensity, time); rest/recovery; reversibility; and progression. Explain what these mean to a participant in your discipline.

2) What can you do to enhance recovery between sessions?

3) Identify the key muscle groups and any underlying biomechanical principles that are critical for a participant in maintaining the correct position for your discipline.

4) There are 5 fitness components of a equestrian athlete: suppleness; stamina; strength (core strength); speed; and balance. Prioritise these into the order of importance for your discipline and give reasons for the order of priority chosen.

Task 3: Support participant(s) lifestyles through coaching programmes

The following task must be completed to demonstrate your knowledge and understanding of supporting participant(s) lifestyles through coaching programmes.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

Provide a guidance sheet for one of your participants on nutrition and hydration. This should be relevant to the participant's age, fitness and physical makeup. You need to stipulate whether these are training or competition guidelines.

Task 4: Provide participant(s) with lifestyle support within sport specific annual coaching programmes

The following question sheet must be completed to demonstrate your knowledge and understanding of how to provide participants with lifestyle support within coaching programmes.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

1) Describe equestrian procedures for drug testing.

2) Explain what participant(s) need to do to comply with procedures for drug testing.

3) Explain the coach and participants' responsibilities in making checks when taking supplements or medicines.

4) Explain the impacts of participants' injury management on training and competition.

Task 5: Manage participant(s) behaviour and interactions

The following task must be completed to demonstrate your knowledge and understanding of managing participant(s) behaviour and interactions.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

You should answer the following questions in order to produce a clear code of conduct/ground rules that can be communicated to participants, sports science support staff, other coaches, etc. N.B. You may be exempt from completing this task if you can produce evidence/certificate for the “positive behaviour management in sport” workshop via Sportscoach UK.

1) Produce a clear code of conduct/ground rules that could be communicated to participants, sports science support, other coaches and officials. Include how to ensure fair competition/performance and encourage fair play.

2) How would you develop, communicate, maintain and ensure uptake by all of the code of conduct/ground rules?

3) Identify how you would encourage and reward behaviour that helps participants work well together and achieve their goals.

4) Describe the behaviour management strategies and skills you use with a range of participants.

5) What sanctions might you apply in response to unacceptable behaviour?

6) Explain what procedures are in place should a participant want to make a complaint about discrimination. How might such a complaint be dealt with within the coaching programme?

Task 6: Risk assessments for detailed session plans

The following task must be completed to demonstrate your knowledge and understanding of risk assessments.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

Complete and record risk assessments for each of the 8 sessions from Part 1, Task 4 using the formats shown on the following pages or in a format used in your own coaching environment. Risk assessments should be produced for each separate coaching environment.

Risk Assessment (Page 1) (Explanatory Notes)

Action to be taken by Course Leader:

- 1) Identify the risk, e.g. competition venue close to the main road.
- 2) Decide what action needs to be taken to minimise the risk, e.g. competition ring as far as possible from the road.
- 3) Categorise the risk using the tables below. Most risks are 'possible' and would result in 'discomfort' or 'first aid treatment', putting them at a risk level of 4.
- 4) Decide who is to carry out that action.

The format shown helps identify the level of risks found in the sport:

	Likelihood of occurrence	Severity of harm
Low	Possible but unlikely	First aid treatment only
Medium	Likely	Visit to doctor, hospital or lost time from work
High	Almost certain	Major injury or death

Ensure you identify an action that reflects the risk, i.e. you reduce either the **Likelihood** or the **Harm**. Add this action to your checklist. Record your assessment and the success of the action taken for future reference.

RISK LEVEL					LIKELIHOOD X SEVERITY			=		ACTION	
Likelihood	5	10	15	20	25	Almost Certain	5	Death	High	Take immediate action before training starts Re assess to ensure the risk has reduced to below 10 Ensure action is repeated in subsequent years	
	4	8	12	16	20	Very Likely	4	Hospitalisation			
	3	6	9	12	15	Likely	3	Treatment by Doctor	Medium	Monitor throughout the training and review assessment. Take action when required Ensure you have a contingency plan	
	2	4	6	8	10	Possible	2	First aid Treatment			
	1	2	3	4	5	Very Unlikely	1	Discomfort	Low	Monitor throughout the training	
Severity											

Risk Assessment (Page 2) (Explanatory Notes)**Example risks/hazards:**

1	Poor fitting tack. Cracked, worn leather and stitching	12	Slippery riding surface. Empty jump cups on wings.
2	Locations where public can fall 2 metres or more.	13	Activity that involves use of mobile plant or vehicles
3	Holes, cables or tree roots causing slip, trip or fall	14	Electric shock
4	Pedestrians falling into water – not puddles	15	Locations where sudden noise may occur
5	Falling objects or materials – tree branches etc.	16	Weather condition where excessive dust may occur
6	Loose objects/materials or possible projectiles – plastic bags etc.	17	Locations where other animals may stray into training area
7	Contact with sharp objects/ fencing	18	Fire
8	Locations where public can be struck by horses	19	Locations where pedestrians may be struck by moving vehicle
9	Contact with hot/cold objects or substances	20	Cattle/animal restraining grids
10	Locations where vehicles may collide	21	Rider fall
11	Locations that will change due to adverse weather conditions	22	Horse fall

Risk Assessment (Page 3)

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Risk Assessment (Page 3) – (partially completed for demonstration purposes):

Training Phase/Area: Show jumping

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date
5	Main Arena	Cups left on jumps stands Check area before riding starts	3	HC		
4	Warm up area	Surface top is slippery with hard base Use only for walk and trot work and cool down	3	HC		

Risk Assessment Form (Page 4)**Location and Participants:**

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Task 7: Record of potential risks to the annual coaching programme

The following task must be completed to demonstrate your knowledge and understanding of potential risks to coaching programmes.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

For one participant, produce a brief outline of the risks that may arise at each period of the annual programme that may need to be considered and managed e.g. hard ground, re-occurring injury, participant work commitments, school exams etc. Identify what precautions may need to be taken to manage each risk or what other resources or specialist personnel (e.g. nutritionists, psychologists or physiotherapists) might be required.

Record of Potential Risks to Coaching Programme (partially completed for demonstration purposes)

Stage of Annual Programme	Potential Risk to be Considered	Precautions to be Taken
<i>Competition Phase</i>	<i>Clash of dates with school exams for final trials</i>	<i>Once final trial date and school exam dates are confirmed seek approval from school to sit exam on alternative date</i>
<i>Training Phase</i>	<i>Horse lameness issues</i>	<i>Training sessions to take place on good going wherever possible</i>

Record of Potential Risks to Coaching Programme

Stage of Annual Programme	Potential Risk to be Considered	Precautions to be Taken

Part 3: Deliver a Coaching Programme

In this section you will be required to show that you can:

- Establish and maintain a safe coaching environment
- Prepare participants and others for the coaching programme
- Deliver the coaching programme with the involvement of participants
- Develop participants' performance within the coaching programme
- Conclude the coaching programme
- Develop personal coaching practice

In particular, you will be assessed under supervised controlled conditions on 3 planned sessions of a training programme covering a minimum of 8 weeks. Performance evidence, supplemented by an assessor checklist and log of activities, is required to demonstrate that you have achieved all the performance criteria/outcomes in this unit.

In addition to the above you will be required to demonstrate that you are technically competent. It is important that your coaching sessions include the majority of the technical aspects identified in the 'Technical Criteria for the UKCC Level 3 Equestrian Coach (Dressage)' (see Appendix 3), although each individual session need not contain all of the technical detail (e.g. test riding practice, lateral work, etc. are not all expected to be included in the same session). However, you will be assessed on various flatwork sessions in the course of Task 1a, Task 1b and Task 2.

Task 1a: Independently assessed practical coaching session 1, General Session with one or more participant(s)

You will be formally assessed on your coaching practice on the Assessment Day. In order to cover Outcome 1 – 4 (of SQA Unit 3: Deliver a Coaching Programme) below, the assessor will mark your coaching practice according to the criteria set out in the table. Ensure that you consider these aspects carefully.

	Standard Required
Outcome 1: Prepare participants and others for the coaching programme	<i>(Introduction, check participants are physically and mentally ready to participate, warm-up/initial assessment/analysis leading to clear focus/SMART goal(s))</i>
	Confirm coaching programme and session goals with participants/others
	Establish whether participants' level of experience/ability is appropriate for inclusion in coaching programme
	Establish whether participants are physically/mentally prepared for demands of coaching programme
	Support /encourage participants to undertake activities that are safe/effective
Outcome 2: Deliver the coaching programme with the involvement of participants	<i>(Effective communication (incl. listening, negotiating and leadership skills), participant empowerment, open and questioning based style, clear progression, technically correct, meeting needs of combination)</i>
	Provide appropriate opportunities for active involvement of all participants throughout coaching programme
	Use appropriate range of techniques to motivate participants involved in coaching programme
	Involve participants in identifying own developmental/performance needs using a range of appropriate communication methods and styles
	Involve participants in selection/application/modification of session in line with programme goals, participants' changing needs and new learning opportunities
	Deliver planned sessions with timings, sequences, volume and intensity appropriate for participants' level of development
	Provide technically correct explanations and demonstrations throughout coaching programme *(see below)
Outcome 3: Develop participants' performance within the coaching programme	<i>(Improvement of combination, appropriate use of demonstrations, on-going observation of combination demonstrated through feedback and exercises, questioning to check for understanding and enjoyment)</i>
	Observe and analyse participants' performance during coaching programme
	Apply and justify a range of intervention strategies and training methods to support participants' development
	Use a range of coaching styles to encourage participants to develop and make decisions about own performance
	Provide coaching points and techniques during coaching programme to address areas that require change/further development
Outcome 4: Conclude the coaching programme	<i>(Positive outcome, cool down, involve participant/s in progress summary, identify future work)</i>
	Support and encourage participants to select and undertake safe and effective activities to conclude sessions
	Discuss with participants their performance, progress and achievements using appropriate communication methods
	Summarise performance, progress and achievements agreed with participants
	Ensure coaching environment is suitable for future use

This task also provides evidence for SQA Unit 2: Manage a Coaching Environment. Again the assessor will mark your coaching practice according to the criteria set out below.

	Standard Required
Outcome 1: Establish and maintain a safe coaching environment for participants and others	<i>(Check safety of participant, equipment, tack and arena surface during introduction phase, communicates health and safety requirements of venue to participants,)</i>
	Ensure that dress/equipment used by participants/others is safe/appropriate for the coaching environment and meets current health and safety requirements
	Complete safety checks to ensure coaching environment meets relevant health and safety standards
	Manage safe and effective set up/taking down of equipment
	Identifies and assesses impact of new risks during the delivery of the session
	Exercises are safe and appropriate for combinations

This task also provides evidence for SQA Unit 4: Manage and Develop Personal Coaching Programmes and Practice. Again the assessor will mark your coaching practice according to the criteria set out below.

	Standard Required
Outcome 4: Develop personal coaching practice	<i>(Able to accurately reflect on session, identify strengths/areas for improvement and action plan to progress personal skills)</i>
	Collect and analyse feedback from participants/others on own current coaching practice to establish areas for improvement
	Develop personal action plan to address areas of improvement identified by feedback received/developments in coaching practice in the sport

*You are also required to demonstrate that you are technically competent as follows:

	Requirement
Technical Competences	Able to recognise positional faults and able to work towards relevant correction(s)
	Appropriate and technically correct use of aids and relevant exercises included
	Use of specialist equipment if required (appropriate for goals set & providing appropriate challenge)
	Overall outcome of session

Task 1b: Independently assessed practical coaching session 2, General Session with one or more participant(s)

A second assessment session takes place as for Task 1a.

Task 2: Independently assessed practical coaching session, Coaching the Participant in Competition Environment

A third assessment takes place as for Task 1a and Task 1b. N.B The competition environment may be simulated rather than at an actual competition.

Part 4: Manage and Develop Personal Coaching Programmes and Practice

In this section you will be required to produce evidence that you can:

- Monitor, evaluate and refine the goals of the coaching programme
- Monitor and evaluate participants' performance and development
- Assist others to develop their own coaching practice
- Develop personal coaching practice

Task 1: Evaluation of coaching programmes

The following task must be completed to demonstrate your knowledge and understanding of the evaluation of coaching programmes.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

Areas for consideration	Summarise the strengths and weaknesses of the Annual/ Seasonal coaching programme	Future development in this area
Programme and session organisation		
Setting goals		
Communication		
Participant development: Technical and tactical		
Participant development: Physical and mental		
Ability to evaluate yourself and your own performance		

Task 2: Action plans to improve personal coaching practice

The following task must be completed to demonstrate your knowledge and understanding of using action plans to improve personal coaching practice.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

Use the following 'Personal Coaching Review' table to log reviews of your own coaching practice (this can be from sessions taken during workshop days and/or during on-going coaching practice). This should be recorded over a lengthy period of time, e.g. 3 – 6 months. One table should be used to record the review of a single session and a minimum of 5 reviews must be included.

Personal Coaching Review

Reflection Notes	Coaching Session Date:
What happened/what did you do/hear/see?	
What was the effect, what did you gain, what was different and how has it impacted on you?	
What precisely will you do now to put this learning into action?	
How might this have impacted on your personal coaching philosophy?	

After completing these Personal Coaching Reviews, at the end of the last review there is also an 'Overall Summary' section as follows, which should be completed to give examples of how interpreting feedback on your own performance has given you the opportunity to improve as well as highlighting what you plan to do differently in the future.

<p>Overall Summary Give examples of: how interpreting feedback on your own performance has given you the opportunity to improve; and what plan to do differently in the future.</p>	
--	--

Task 3: Principles of self-reflection and reflecting on feedback

The following question sheet must be completed to demonstrate your knowledge and understanding of the principles and applications of self-reflection and reflecting on feedback.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

1) What has been the most important outcome of self-reflection on your own coaching practice and how has it helped develop your coaching?

2) How have you progressed in the development of your coaching and what has influenced your progress?

Task 4: Record of participant improvement

The following task must be completed to demonstrate your knowledge and understanding of using records of participant improvement.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

For one of the participants, record the outcome of the assessment of participant development and performance at the relevant stages as identified in the Action Plan from Task 2. The assessment of whether participant improvement/development has taken place should be objective and should demonstrate a range of measures, e.g. competition results, video assessments, still photographs, dressage tests scores etc. and should not just be based on your opinion as the coach.

A testimonial from the participant to show you have promoted enthusiasm for equestrianism and for their continuous improvement should also be included.

Record of Participant Improvement

Participant Name:

Date:

Area of Development	6 weeks	3 months	6 months	9 months
<u>Technical</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:
<u>Tactical</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:
<u>Physical</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:
<u>Mental</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:
<u>Feedback from Participant</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:

Task 5: Evaluation of coaching activity for detailed session plans

The following question sheet must be completed to demonstrate your knowledge and understanding of the evaluation of coaching activity.

A blank copy of this form is also included in Section 3 for ease of printing off for your logbook/portfolio. The form must be checked, signed and dated by your mentor before you include it in your logbook/portfolio.

1) List some of the reasons why it is important to reflect on previous coaching programmes.

2) What is the value of 360° review?

3) Working from your session plan evaluations, record and reflect on your own coaching skills throughout the 8 sessions. Describe what the process has done for you personally and professionally.

Task 6: Assist the development of other coaches

A Level 3 coach will often act as a mentor or assist other coaches to develop. Provide evidence of working with another coach (this does not have to be an equestrian coach) to enhance their development. This should include details of the guidance and support you have provided as well as an evaluation of the outcomes of this support and feedback from the other coach on their performance. This may take the form of an evaluation of one of your fellow coaches at a UKCC workshop, which should be signed off by your Tutor.

1) What is the level of qualification of the coach or what level are level working towards?	
2) What areas of coaching performance has the coach identified for development?	
3) What method(s) and learning resources did you use to support the coach (e.g. observation, video, coaching plans, logs, phone discussion and checklists)?	
4) How did you agree the methods of feedback with the coach and what feedback did you provide?	
5) How many occasions did you support the coach? (please provide dates)	
6) What discussions have taken place around values, ethics and codes of practice within equestrianism?	
7) What was the specific outcome of your support?	
8) What learning have you taken from this supporting experience?	

Task 7: Peer review

For this task the person you worked with in Task 6 is required to write a review of how you have assisted them. They should complete, sign and date the task before it is included in the logbook/portfolio.

1) In what ways has the coach helped you?

2) What methods did they use to support you?

3) How has this helped you to develop?

Other comments:

Task 8: Professional discussion

In this section you will be asked questions that relate to your assessments, your logbook/portfolio building or your technical knowledge. The idea of the questions is to assist you in your self reflection and to highlight areas where you may like to develop yourself further.

The table below gives some examples of questions which may be asked and discussion topics which may come up:

Example Question(s)
1) Explain how you would monitor the work of others, e.g. coaches, facility management, and identify and communicate suggestions for improving health and safety records.
2) How would you ensure that the participant(s)' and others' equality and diversity are recognised? How might you promote the code of practice, values and ethics of your sport to other coaches?
3) What contributions have you made to the coaching programme(s) and how will this improve your own coaching practice?
4) Who could you ask for advice on coaching issues out-with your own area of competency/authority?
5) What would you do if a participant became ill during a critical period of their coaching programme and was unable to continue for several months?
6) What coaching records do you maintain? (e.g. health and safety book, accident book etc) Which of these records should be treated as confidential?
<p><i>(Note for Assessor)</i> If [example emergency scenario] were to occur how would you deal with it?</p>

Section 3: The Logbook/Portfolio

How to Use this Section of the Pack

This section of the pack consists of a front cover page, candidate declaration and candidate checklist and all of the required assessment sheets which should be completed and submitted **no less than 2 weeks/14 full days** before the Assessment Day. It can either be posted or delivered directly to the assessor but it is recommended that it is posted by 'recorded delivery' to ensure it gets there on time. You should check with your Assessment Centre to find out the final submission date.

The logbook/portfolio must be bound submitted in a presentation folder. Loose sheets of paper are not acceptable. The assessment sheets should be typed or clearly handwritten.

Failure to submit the logbook/portfolio on time or to the correct presentation standard may result in you losing your place on the Assessment Day. Further assessments will be at the candidate's cost.

Pages 66 to 142 should be printed off and completed to form the logbook/portfolio. The front cover and declaration form must be completed and the Candidate Checklist should also be completed and signed by you as a method of ensuring that all the information required by the assessor is included in the logbook/portfolio.

Re-assessment of Logbook/Portfolio Evidence

Where the assessor judges that you have not attained the standard necessary to pass a particular part of the logbook/portfolio, you should have the opportunity to be re-assessed. In some cases you will be required to resubmit original work which has been revised to take account of earlier weaknesses. In other cases, you will be required to undertake a new assessment designed to assess the particular area in which you were unsuccessful. In all cases, you will be given adequate feedback by the assessor which should be used to guide you prior to re-assessment. A new date of submission will be given to you.

Special Requirements

The special requirements of individual candidates will be taken into account when assessing this qualification. For information on these, please consult your Member Body.

Alternative Logbooks/Portfolios

Logbook/portfolios which have been prepared for alternative coaching qualifications may be considered. Please consult your Member Body.

COACHING LOGBOOK/PORTFOLIO UKCC LEVEL 3

Candidate Name: _____

Submission Date: _____

This logbook/portfolio is divided into four parts:

Part One

Analyse Participants' Needs and Plan a Coaching Programme

Development of a range of analytical techniques which will then be used to plan linked coaching sessions which are appropriate to the identified needs of the participants.

Part Two

Manage a Coaching Environment

Development of an awareness of the need to create a safe, supportive and effective environment in which learning will occur.

Acceptance of responsibility for the development of the coaching environment required for the specific sport and will allow the development of the skills required to ensure the coaching environment is safe.

Improvement of skills required in managing the coaching environment and managing people while maintaining supportive working relationships.

Part Three

Deliver a Coaching Programme

Delivery of coaching sessions covering the techniques required for the sport and use of a range of coaching styles.

Enhanced ability to apply delivery strategies in order for participants' performance to develop.

Part Four

Manage and Develop Personal Coaching Programmes and Practice

Development of an understanding of the processes of monitoring coaching programmes and evaluating the effectiveness of these programmes in light of participants' experience or performance and development needs.

Development of reflective practices which will inform future development in personal coaching practice.

Logbook/Portfolio Candidate Declaration

I confirm that all of the documents and details contained within this logbook/portfolio are my own work. I am aware that the **horsescotland** office will retain a copy of this document for their records and for quality assurance purposes. Any discrepancies found or instances of fraud may result in the certificate being withdrawn.

I have read and understood the BEF Code of Conduct.

Candidate Signature:

Date:

Name:

Address:

Tel No:

Mentor (1) Contact Details (to be completed by mentor)

Name:

Address:

Tel No:

E-mail Address:

I have read over the UKCC Level 3 Candidate Pack (pages 1 – 64) and I understand the requirements of the UKCC Level 3 qualification. I agree to mentor the above candidate through the qualification including the observation of a minimum of 4 candidate coaching sessions.

Mentor Signature:

Date:

Mentor (2) Contact Details (to be completed by mentor)

Name:

Address:

Tel No:

E-mail Address:

I have read over the UKCC Level 3 Candidate Pack (pages 1 – 64) and I understand the requirements of the UKCC Level 3 qualification. I agree to mentor the above candidate through the qualification including the observation of a minimum of 4 candidate coaching sessions.

Mentor Signature:

Date:

The Logbook/Portfolio Candidate Checklist

Candidate Name:

Date:

Documents required for Level 3 Equestrian Coach (Dressage) - Candidate Logbook/Portfolio	Check (tick if included)	Date	Candidate Signature
Part 1: Analyse Participants' Needs and Plan a Coaching Programme			
Performance profiling (Part 1, Task 1a) (coach and participant versions) (2 participants)			
Performance profiling follow up (Part 1, Task 1b) (2 participants)			
Action plans and programme goals (Part 1, Task 2) (2 participants)			
Annual/seasonal plans (Part 1, Task 3) (2 participants)			
Detailed session plans (Part 1, Task 4) (1 participant x 8 sessions)			
Part 2: Manage a Coaching Environment			
Coaching philosophy (Part 2, Task 1)			
Stages of participant development (Part 2, Task 2)			
Support participant(s) lifestyles through coaching programmes (Part 2, Task 3)			
Provide participant(s) with lifestyle support within sport specific annual coaching programmes (Part 2, Task 4)			
Manage participant(s) behaviour and interactions (Part 2, Task 5)			
Risk assessments for detailed session plans (Part 2, Task 6) (1 participant x 8 sessions)			
Record of potential risks to the annual coaching programme (Part 2, Task 7) (1 participant)			
Part 3: Deliver a Coaching Programme	For Assessor use only		
Independently assessed practical coaching session 1, General Session with one or more participant(s) (Part 3, Task 1a)			
Independently assessed practical coaching session 2, General Session with one or more participants(s) (Part 3, Task 1b)			
Independently assessed practical coaching session, Coaching the participant in competition environment (Part 3, Task 2)			
Part 4: Manage and Develop Personal Coaching Programmes and Practice			
Evaluation of coaching programme (Part 4, Task 1)			
Action plans to improve personal coaching practice (Part 4, Task 2) (min. 5 sessions)			
Principles of self-reflection and reflecting on feedback (Part 4, Task 3)			
Record of participant improvement (Part 4, Task 4) (1 participant)			
Evaluation of coaching activity (Part 4, Task 5) (+ completed evaluation sections in Part 1, Task 4 for 8 sessions)			
Assist the development of other coaches (Part 4, Task 6)			
Peer review (Part 4, Task 7)			
	For Assessor use only		
Professional discussion (Part 4, Task 8)			

Part 1, Task 1a: Performance profiling (Participant 1)

Candidate Name:

Performance Profile Version 2 - Block Profile

Participant Name:					
Performance Level:					
Date of profiling:					
Skills Identified	Skill rating Weak → Strong				
Technical Skills					
	1	2	3	4	5
Tactical Skills					
	1	2	3	4	5
Physical Training Skills					
	1	2	3	4	5
Mental Skills					
	1	2	3	4	5

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 1a: Performance profiling (Participant 2)

Candidate Name:

Performance Profile Version 2 - Block Profile

Participant Name:					
Performance Level:					
Date of profiling:					
Skills Identified	Skill rating Weak Strong				
Technical Skills					
	1	2	3	4	5
Tactical Skills					
	1	2	3	4	5
Physical Training Skills					
	1	2	3	4	5
Mental Skills					
	1	2	3	4	5

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 1a: Performance profiling (Participant 1)

Candidate Name: _____

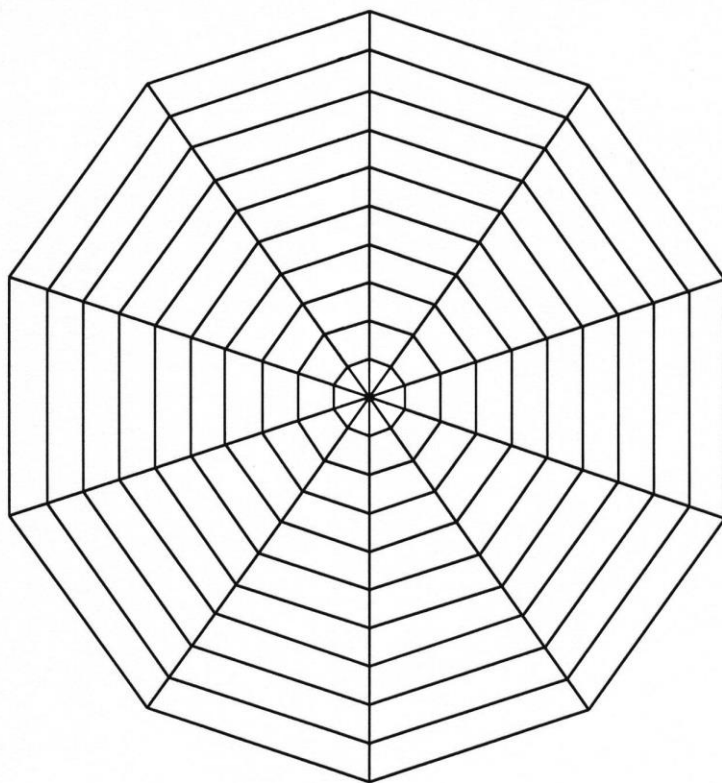
Performance Profile Version 3 – Wheel Profile

This may be used in preference to the 'Block Profile', the performance criteria should be labelled around the edges.

Participant: _____

Date: _____

Discipline: _____



Mentor Signature and Date: _____

Assessor Signature and Date: _____

Part 1, Task 1a: Performance profiling (Participant 2)

Candidate Name:

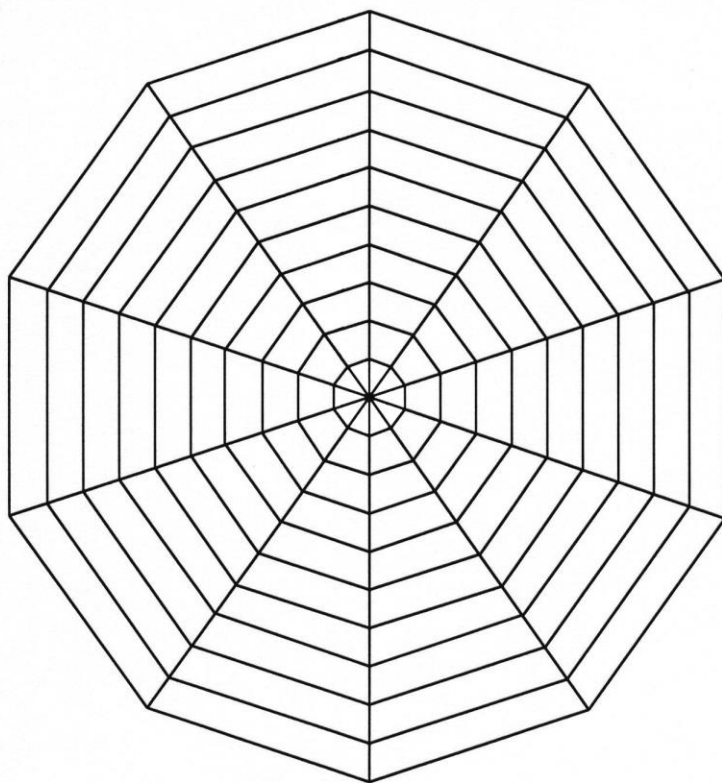
Performance Profile Version 3 – Wheel Profile

This may be used in preference to the 'Block Profile', the performance criteria should be labelled around the edges.

Participant: _____

Date: _____

Discipline: _____



Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 1a: Performance profiling (Participant 1)

Candidate Name: _____

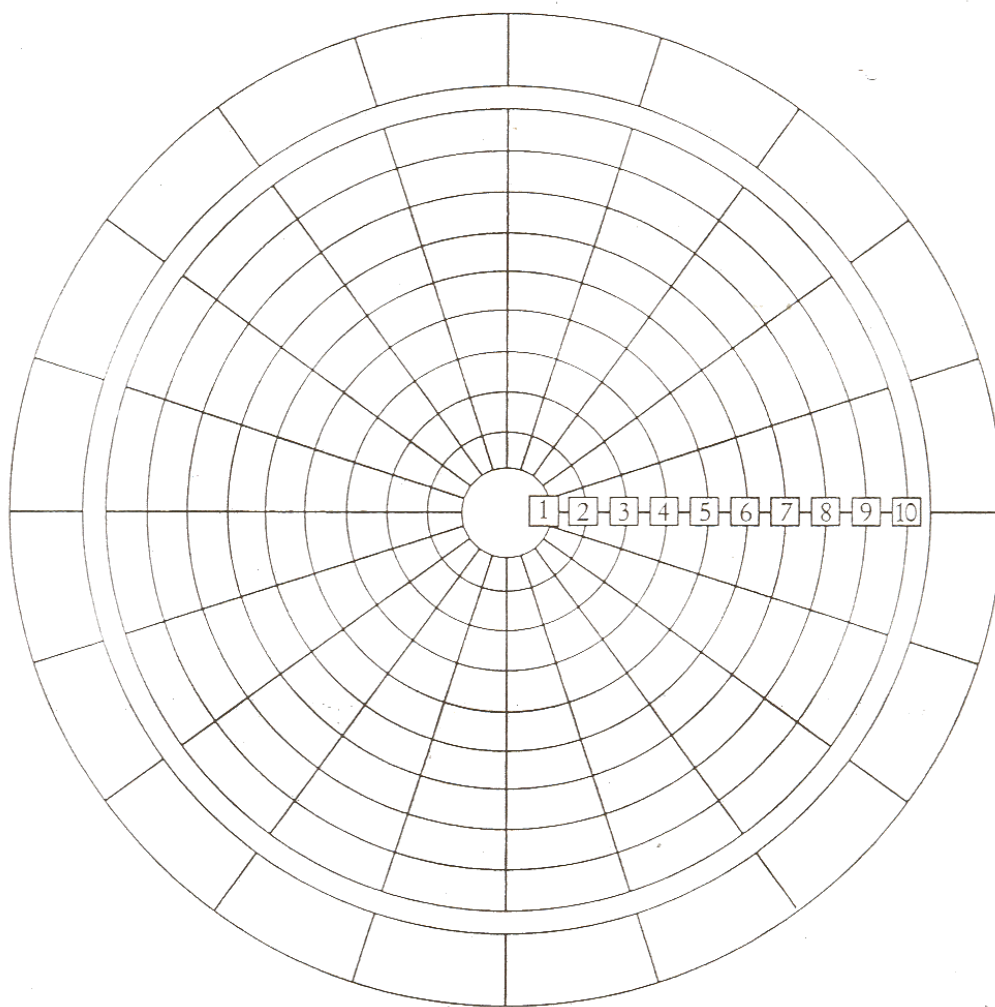
Performance Profile Version 4 – Wheel Profile

This may be used in preference to the 'Block Profile'. The performance criteria (e.g. strengthen core stability, balanced dressage seat etc.), should be added to the edge of each section of the wheel. The measurement of skill for each of the criteria is then incorporated by shading the wheel, the core being 0 (for weaker areas) and the outer edge being 10 (for major strengths).

Participant: _____

Date: _____

Discipline: _____



Mentor Signature and Date: _____

Assessor Signature and Date: _____

Part 1, Task 1a: Performance profiling (Participant 2)

Candidate Name: _____

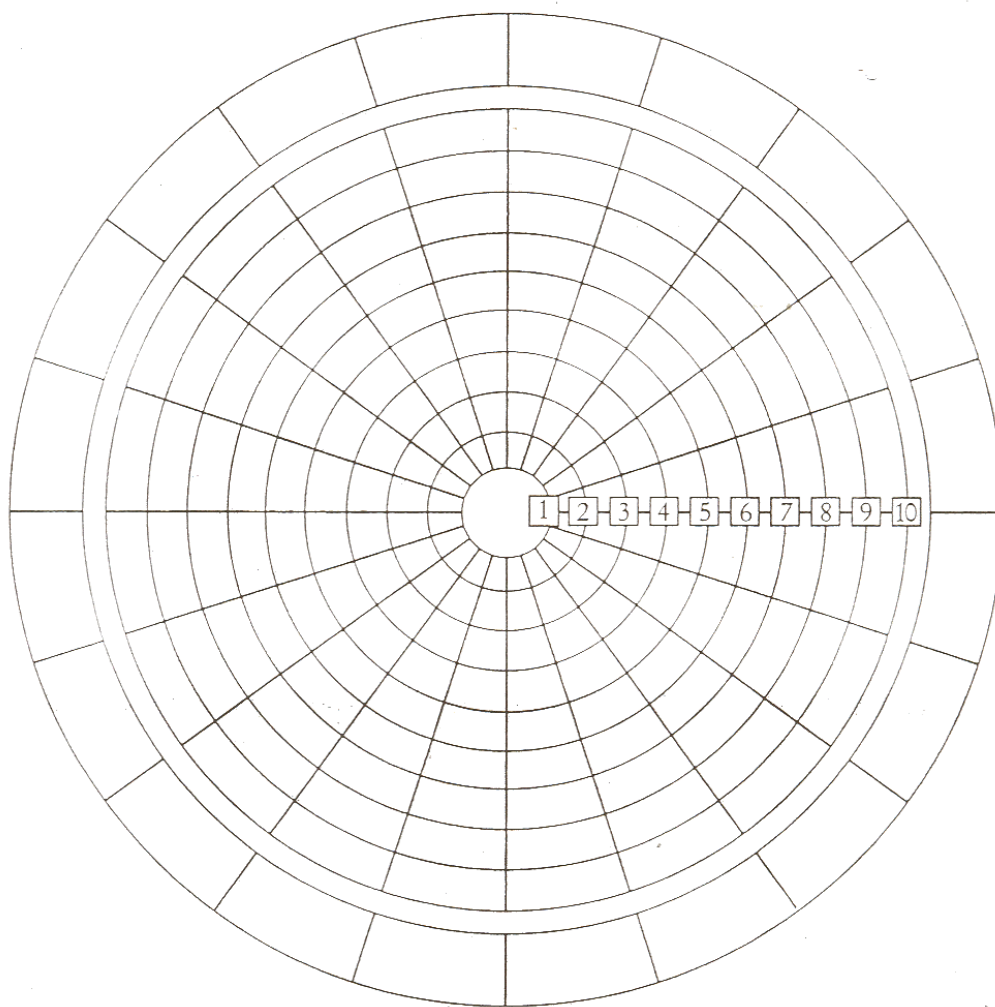
Performance Profile Version 4 – Wheel Profile

This may be used in preference to the 'Block Profile'. The performance criteria (e.g. strengthen core stability, balanced dressage seat etc.), should be added to the edge of each section of the wheel. The measurement of skill for each of the criteria is then incorporated by shading the wheel, the core being 0 (for weaker areas) and the outer edge being 10 (for major strengths).

Participant: _____

Date: _____

Discipline: _____



Mentor Signature and Date: _____

Assessor Signature and Date: _____

Part 1, Task 1b: Performance profiling follow up (Participant 1)

Candidate Name:

1) Identify what other specialist personnel might be required to work with your participant to meet needs that the coach cannot provide e.g. physiological/psychological support.
2) Record participant feedback on the profiling exercise and agreed benchmarking.
3) Identify, from this feedback, any barriers to your participant achieving their potential.
4) What learning style preference(s) does your participant have?
5) How have you identified them as being their preferred learning style(s)?
6) What kind of behaviour(s) do they typically show that indicate their preferred learning style(s)?
7) How will their preferred learning style(s) impact on your planning for their coaching programme?
8) If your participant is an adult, how will your delivery differ for when you are coaching a child and vice versa?

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 1b: Performance profiling follow up (Participant 2)

Candidate Name:

1) Identify what other specialist personnel might be required to work with your participant to meet the needs that the coach cannot provide e.g. physiological/psychological support.
2) Record participant feedback on the profiling exercise and agreed benchmarking.
3) Identify, from this feedback, any barriers to your participant achieving their potential.
4) What learning style preference(s) does your participant have?
5) How have you identified them as being the preferred learning styles(s)?
6) What kind of behaviour(s) do they typically show that indicate their preferred learning style(s)?
7) How will their preferred learning style(s) impact on your planning for their coaching programme?
8) If your participant is an adult, how will your delivery differ for when you are coaching a child and vice versa?

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 2: Action plan and programme goals for participants (Participant 1)

Candidate Name:

Outline Action Plan

Participant Name: **Date:**

	6 weeks	3 months	6 months	9 months
Goals				
Aspect to be worked on	<u>Technical</u> <u>Tactical</u> <u>Physical</u> <u>Mental</u>	<u>Technical</u> <u>Tactical</u> <u>Physical</u> <u>Mental</u>	<u>Technical</u> <u>Tactical</u> <u>Physical</u> <u>Mental</u>	<u>Technical</u> <u>Tactical</u> <u>Physical</u> <u>Mental</u>

Evaluations				
Feedback from Participant				
New Goal if appropriate				

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 2: Action plan and programme goals for participants (Participant 2)

Candidate Name:

Outline Action Plan

Participant Name: **Date:**

	6 weeks	3 months	6 months	9 months
Goals				
Aspect to be worked on	<u>Technical</u> <u>Tactical</u> <u>Physical</u> <u>Mental</u>	<u>Technical</u> <u>Tactical</u> <u>Physical</u> <u>Mental</u>	<u>Technical</u> <u>Tactical</u> <u>Physical</u> <u>Mental</u>	<u>Technical</u> <u>Tactical</u> <u>Physical</u> <u>Mental</u>

Evaluations				
Feedback from Participant				
New Goal if appropriate				

Mentor Signature and Date:

Assessor Signature and Date:

Month																																																							
Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52			
Phases																																																							
Intensity of work 1 - 5																																																							
Volume of work 1 - 5																																																							
Assessment Dates																																																							
Goals																																																							
Physical																																																							
Technical																																																							
Tactical																																																							
Mental																																																							

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 4: Detailed session plans – Coaching Activity Plan for Session 1

Candidate Name:

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise	Coaching points/focus	
mins	Intro:	Intro	
mins	Warm-up:	Warm-up:	
mins	Main content:	Main content:	
mins	Cool-down:	Cool-down:	
mins	De-Brief:	De-brief:	
Evaluation of session:			Reflection on own coaching practice:
Action for next session:			

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 4: Detailed session plans – Coaching Activity Plan for Session 2

Candidate Name:

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise	Coaching points/focus	
mins	Intro:	Intro	
mins	Warm-up:	Warm-up:	
mins	Main content:	Main content:	
mins	Cool-down:	Cool-down:	
mins	De-Brief:	De-brief:	
Evaluation of session:		Reflection on own coaching practice:	
Action for next session:			

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 4: Detailed session plans – Coaching Activity Plan for Session 3

Candidate Name:

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise	Coaching points/focus	
mins	Intro:	Intro	
mins	Warm-up:	Warm-up:	
mins	Main content:	Main content:	
mins	Cool-down:	Cool-down:	
mins	De-Brief:	De-brief:	
Evaluation of session:		Reflection on own coaching practice:	
Action for next session:			

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 4: Detailed session plans – Coaching Activity Plan for Session 4

Candidate Name:

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise	Coaching points/focus	
mins	Intro:	Intro	
mins	Warm-up:	Warm-up:	
mins	Main content:	Main content:	
mins	Cool-down:	Cool-down:	
mins	De-Brief:	De-brief:	
Evaluation of session:			Reflection on own coaching practice:
Action for next session:			

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 4: Detailed session plans – Coaching Activity Plan for Session 5

Candidate Name:

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise		Coaching points/focus
mins	Intro:		Intro
mins	Warm-up:		Warm-up:
mins	Main content:		Main content:
mins	Cool-down:		Cool-down:
mins	De-Brief:		De-brief:
Evaluation of session:			Reflection on own coaching practice:
Action for next session:			

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 4: Detailed session plans – Coaching Activity Plan for Session 6

Candidate Name:

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise		Coaching points/focus
mins	Intro:		Intro
mins	Warm-up:		Warm-up:
mins	Main content:		Main content:
mins	Cool-down:		Cool-down:
mins	De-Brief:		De-brief:
Evaluation of session:			Reflection on own coaching practice:
Action for next session:			

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 4: Detailed session plans – Coaching Activity Plan for Session 7

Candidate Name:

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise	Coaching points/focus	
mins	Intro:	Intro	
mins	Warm-up:	Warm-up:	
mins	Main content:	Main content:	
mins	Cool-down:	Cool-down:	
mins	De-Brief:	De-brief:	
Evaluation of session:			Reflection on own coaching practice:
Action for next session:			

Mentor Signature and Date:

Assessor Signature and Date:

Part 1, Task 4: Detailed session plans - Coaching Activity Plan for Session 8

Candidate Name:

Date:	Participant(s):	Equine(s):	Equipment/resources:
Session Aim(s)/Goal/s:			
Time: 30mins	Task/exercise	Coaching points/focus	
mins	Intro:	Intro	
mins	Warm-up:	Warm-up:	
mins	Main content:	Main content:	
mins	Cool-down:	Cool-down:	
mins	De-Brief:	De-brief:	
Evaluation of session:			Reflection on own coaching practice:
Action for next session:			

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 1: Coaching philosophy

Candidate Name:

Coaching Philosophy:

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 2: Stages of participant development

Candidate Name:

LTPD Stage of development	What are the implications and key considerations for training and developing?	What are the implications and key considerations for competing?	What are the Implications and key considerations for planning a coaching programme?
FUNdamentals			
Learning to train			
Training to train			
Training to compete			
Training for excellence			
Retirement and retainment			

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 2: Stages of participant development (cont'd)

Candidate Name:

1) The following are the principles of training: specificity; overload (frequency, intensity, time); rest/recovery; reversibility; and progression. Explain what these mean to a participant in your discipline.

2) What can you do to enhance recovery between sessions?

3) Identify the key muscle groups and any underlying biomechanical principles that are critical for a participant in maintaining the correct position for your discipline.

4) There are 5 fitness components of a equestrian athlete: suppleness; stamina; strength (core strength); speed; and balance. Prioritise the relevance of these for your discipline. State why you see these in this order of priority.

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 3: Support participant(s) lifestyles through coaching programmes

Candidate Name:

Provide a guidance sheet for one of your participants on nutrition and hydration. This should be relevant to the participant's age, fitness and physical makeup. You need to stipulate whether these are training or competition guidelines.

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 4: Provide participant(s) with lifestyle support within sport specific annual coaching programmes

Candidate Name:

1) Describe equestrian procedures for drug testing.
2) Explain what participant(s) need to do to comply with procedures for drug testing.
3) Explain the coach and participants' responsibilities in making checks when taking supplementation or medicines.
4) Explain the impacts of participants' injury management on training and competition.

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 5: Manage participant(s) behaviour and interactions

Candidate Name:

1) Produce a clear code of conduct/ground rules that could be communicated to participants, sports science support, other coaches and officials. Include how to ensure fair competition/performance and encourage fair play.

2) How would you develop, communicate, maintain and ensure uptake by all of the code of conduct/ground rules?

3) Identify how you would encourage and reward behaviour that helps participants work well together and achieve their goals.

4) Describe the behaviour management strategies and skills you use with a range of participants.

5) What sanctions might you apply in response to unacceptable behaviour?

6) Explain what procedures are in place should a participant want to make a complaint about discrimination. How might such a complaint be dealt with within the coaching programme?

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 1)

Candidate Name:

Risk Assessment Report Form:

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 1)

Candidate Name:

Risk Assessment Report Form (cont'd):

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 1)

Candidate Name:

Risk Assessment Form - Location and Participants:

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 2)

Candidate Name:

Risk Assessment Report Form:

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 2)

Candidate Name:

Risk Assessment Report Form (cont'd):

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 2)

Candidate Name:

Risk Assessment Form - Location and Participants:

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 3)

Candidate Name:

Risk Assessment Report Form:

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 3)

Candidate Name:

Risk Assessment Report Form (cont'd):

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 3)

Candidate Name:

Risk Assessment Form - Location and Participants:

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 4)

Candidate Name:

Risk Assessment Report Form:

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 4)

Candidate Name:

Risk Assessment Report Form (cont'd):

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 4)

Candidate Name:

Risk Assessment Form - Location and Participants:

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 5)

Candidate Name:

Risk Assessment Report Form:

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 5)

Candidate Name:

Risk Assessment Report Form (cont'd):

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 5)

Candidate Name:

Risk Assessment Form - Location and Participants:

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 6)

Candidate Name:

Risk Assessment Report Form:

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 6)

Candidate Name:

Risk Assessment Report Form (cont'd):

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 6)

Candidate Name:

Risk Assessment Form - Location and Participants:

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 7)

Candidate Name:

Risk Assessment Report Form:

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 7)

Candidate Name:

Risk Assessment Report Form (cont'd):

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 7)

Candidate Name:

Risk Assessment Form - Location and Participants:

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 8)

Candidate Name:

Risk Assessment Report Form:

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 8)

Candidate Name:

Risk Assessment Report Form (cont'd):

Training Phase/Area:

Actions Required:

Risk Number	Risk Location	Description of Risk / Hazard and Action to be Taken	Risk Level	Who by	Completed	Date

Mentor Signature and Date:

Assessor Signature and Date:

Part 2, Task 6: Risk assessments (Session 8)

Candidate Name:

Risk Assessment Form - Location and Participants:

Name of Group/Session	
Date and Time of Session	
Participants	
Lead Coach	
Date of Risk Assessment	
Name & Address of Location	
Current risk assessment for location, activities and equipment	
Location of Toilets	
Location of Nearest Telephone	
Name of On-Site First Aider	
Location of First Aid	
First Aid Kit On-Site & Stocked	
Location Contact	
Name of Person Completing Risk Assessment	

Mentor Signature and Date:

Assessor Signature and Date:

Part 3, Tasks 1a, 1b and 2

N.B All sheets in Part 3 will be completed by the assessor(s) following observation of the candidate in practical coaching sessions. On completion of these tasks the assessment sheets should be inserted after this page in the logbook/portfolio.

Part 4, Task 1: Evaluation of coaching programmes

Candidate Name:

Areas for consideration	Summarise the strengths and weaknesses of the Annual/ Seasonal coaching programme	Future development in this area
Programme and session organisation		
Setting goals		
Communication		
Participant development: Technical and tactical		
Participant development: Physical and mental		
Ability to evaluate yourself and own performance		

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 2: Action plans to improve personal coaching practice

Candidate Name:

Reflection Note 1	Coaching Session Date:
What happened/what did you do/hear/see?	
What was the effect, what did you gain, what was different and how has it impacted on you?	
What precisely will you do now to put this learning into action?	
How might this have impacted on your personal coaching philosophy?	

Notes:

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 2: Action plans to improve personal coaching practice

Candidate Name:

Reflection Note 2	Coaching Session Date:
What happened/what did you do/hear/see?	
What was the effect, what did you gain, what was different and how has it impacted on you?	
What precisely will you do now to put this learning into action?	
How might this have impacted on your personal coaching philosophy?	

Notes:

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 2: Action plans to improve personal coaching practice

Candidate Name:

Reflection Note 3	Coaching Session Date:
What happened/what did you do/hear/see?	
What was the effect, what did you gain, what was different and how has it impacted on you?	
What precisely will you do now to put this learning into action?	
How might this impacted on your personal coaching philosophy?	

Notes:

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 2: Action plans to improve personal coaching practice

Candidate Name:

Reflection Note 4	Coaching Session Date:
<p>What happened/what did you do/hear/see?</p>	
<p>What was the effect, what did you gain, what was different and how has it impacted on you?</p>	
<p>What precisely will you do now to put this learning into action?</p>	
<p>How might this have impacted on your personal coaching philosophy?</p>	

Notes:

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 2: Action plans to improve personal coaching practice

Candidate Name:

Reflection Note 5	Coaching Session Date:
<p>What happened/what did you do/hear/see?</p>	
<p>What was the effect, what did you gain, what was different and how has it impacted on you?</p>	
<p>What precisely will you do now to put this learning into action?</p>	
<p>How might this have impacted on your personal coaching philosophy?</p>	
<p>Overall Summary Give examples of how interpreting feedback on your own performance has given you the opportunity to improve and what you will do in the future</p>	

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 3: Principles of self-reflection and reflecting on feedback

Candidate Name:

1) What has been the most important outcome of self-reflection on your own coaching practice and how has it helped develop your coaching?

2) How have you progressed in the development of your coaching and what has influenced your progress?

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 4: Record of participant improvement

Candidate Name:

Participant Name: **Date:**

Area of Development	6 weeks	3 months	6 months	9 months
<u>Technical</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:
<u>Tactical</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:
<u>Physical</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:
<u>Mental</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:
<u>Feedback from Participant</u>	Evaluation:	Evaluation:	Evaluation:	Evaluation:

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 4: Record of participant improvement (cont'd)

Candidate Name:

Participant Name:

Testimonial Date:

Participant Testimonial:

Participant Signature:

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 5: Evaluation of coaching activity for detailed session plans

Candidate Name:

1) List some of the reasons why it is important to reflect on previous coaching programmes.

2) What is the value of 360° review?

3) Working from your session plan evaluations, record and reflect on your own coaching skills throughout the 8 sessions. Describe what the process has done for you personally and professionally.

Mentor Signature and Date:

Assessor Signature and Date:

Part 4, Task 6: Assist the development of other coaches

Candidate Name:

<p>1) What is the level of qualification of the coach or what level are level working towards?</p>	
<p>2) What areas of coaching performance has the coach identified for development?</p>	
<p>3) What method(s) and learning resources did you use to support the coach (e.g. observation, video, coaching plans, logs, phone discussion, checklists)?</p>	
<p>4) How did you agree the methods of feedback with the coach and what feedback did you provide?</p>	
<p>5) How many occasions did you support the coach? (please provide dates)</p>	
<p>6) What discussions have taken place around values, ethics and codes of practice within equestrianism?</p>	
<p>7) What was the specific outcome of your support?</p>	
<p>8) What learning have you taken from this supporting experience?</p>	

Tutor Signature and Date:

Assessor Signature and Date:

Part 4, Task 7: Peer review

Candidate Name:

1) In what ways has the coach helped you?

2) What methods did they take to support you?

3) How has this helped you to develop?

Other comments:

Mentee Signature and Date:

Assessor Signature and Date:

Appendix 1

horsescotland UKCC Candidate Procedures Guide

Step	Action
1	Find a suitable course to attend via the horsescotland website. Note interest in the course and confirm costs with Training Provider for training.
2	MINIMUM 5 WEEKS BEFORE COURSE START DATE Complete Candidate Registration Form clearly and as fully as possible Send completed Candidate Registration Form to horsescotland office at least 5 weeks in advance of course start date with course payment (by cheque made payable to ' horsescotland '). Confirm payment details with Training Provider - payments as follows: Level 1 £152.50; Level 2 £195.00. Candidate wishing to use 'Onefile' the online portfolio should include a further £42 payable to horsescotland (please check with Training Provider first).
3	MINIMUM 4 WEEKS BEFORE COURSE START DATE Apply to Sportscotland for Funding Support - check your eligibility to apply for Subsidy Support on sportscotland or horsescotland website. If you are eligible, complete the online application at least 4 weeks in advance of course start date using the following link: http://www.sportscotland.org.uk/search/?q=ukcc+subsidy+application+form&top-search-submit=Search Level 1 can access 40% of course fees or max. £100/ Level 2 can access 70% of course fees or max. £400 Level 3/4 is a varied scale between 25%-75% of the course fees IMPORTANT: All subsidy monies received must be returned in full if candidates do not complete the course within two years
4	MINIMUM 2 WEEKS BEFORE COURSE START DATE Receive confirmation of your place on the course from Training Provider following which horsescotland will send eligible candidates 50% of the subsidy. Candidates using 'Onefile' will be issued with log-in details. Candidates not using 'Onefile' should go to the horsescotland website at www.horsescotland.org to download your course materials.
5	MINIMUM 1 WEEK BEFORE COURSE START DATE Receive a Pre-Course Preparation Pack from Training Provider confirming: course venue; course start times; catering facilities; what to bring to the course; and what to wear.
6	FROM COURSE START DATE Attend your course and start the Learning Programme. Agree on a suitable mentor with Training Provider (help is available from horsescotland if required). Send completed Mentor Information Form to horsescotland (if your mentor is not on the approved list).
7	AFTER COMPLETION OF LEARNING PROGRAMME Agree suitable assessment date with Training Provider & inform horsescotland you are ready for assessment.
8	MINIMUM 4 WEEKS BEFORE ASSESSMENT DATE Submit to horsescotland office: *a copy of your UK Sport Safeguarding & Protecting Children workshop certificate *a copy of your First Aid certificate (for Level 1 - a recognised Equine Specific 1 or 2 day First Aid certificate, for Level 2 - a recognised 3 day Health and Safety at Work First Aid certificate) Copies of these certificates must be sent to the horsescotland office as soon as possible and preferably at least 4 weeks before the assessment date Join the Protection of Vulnerable Groups (PVG) Scheme (if appropriate)
9	MINIMUM 3 WEEKS BEFORE ASSESSMENT DATE Post a <u>copy</u> of your logbook/portfolio to the agreed assessor a minimum of 15 days before the assessment date so that it reaches the assessor no less than 14 days before the assessment date. N.B. It is your responsibility to put the correct postage on your logbook/portfolio for posting to ensure that it reaches the assessor. It might also be advised to keep a photocopy of the logbook/portfolio. If using 'Onefile' you can message your assessor via the system to confirm your logbook/portfolio is ready for assessment.
10	MINIMUM 1 WEEK BEFORE ASSESSMENT DATE Receive confirmation from Training Provider/ horsescotland on: your lesson topic; the timetable for Assessment Day; and the assessment paperwork to take along on Assessment Day.
11	ASSESSMENT DAY Carry out your final assessment with an independent assessor/receive assessment results from assessor.
12	Complete the Course Evaluation Form and hand to Training Provider to submit to the horsescotland office
13	WITHIN 4 WEEKS OF ASSESSMENT DATE Receive 1 certificate from Scottish Qualifications Authority (SQA) Receive 1 certificate from horsescotland (if all supporting certificates have been submitted i.e. Safeguarding and Protecting Children, First Aid and PVG if applicable) Receive remaining 50% of your Subsidy Support from horsescotland (if all documentation has been submitted as above and you are within the two year timeframe)

Appendix 2

SQA/UKCC Level 3 Comparison Table (for information purposes only)

Unit 1

Unit Name/SQA No.	Analyse Participants' Needs and Plan a Coaching Programme: Equestrian (F2XE 12)		
Outcome	Performance Criteria (PC)	Area of Candidate Pack where PC is covered	
Outcome 1: Establish participants' current and potential needs and key performance factors within the coaching programme	a	Negotiate and agree appropriate methods for collecting and reviewing information used as a basis for the programme	Part 1, Task 1 + 2
	b	Analyse information collected on participants' current and potential needs and key performance factors	Part 1, Task 1 + 2
	c	Prioritise participants' performance needs using analysed information	Part 1, Task 1 + 2
	d	Justify the use of specialised support within the programme	Part 1, Task 1 + 2
	e	Explain the process which is used to refer participants whose needs cannot be met within the programme	Part 1, Task 1 + 2
	f	Use appropriate guidelines when dealing with confidential information	Part 1, Task 1 + 2
Outcome 2: Design and plan coaching programmes that supports participants' needs	a	Establish appropriate goals for structured coaching programmes	Part 1, Task 2, 3 + 4
	b	Develop programme structures which encourage participants' development and retention	Part 1, Task 2, 3 + 4
	c	Develop coaching programme outlines which are consistent with current practice and allow participant progression	Part 1, Task 2, 3 + 4
	d	Justify choice of proposed delivery modes and coaching styles for the programme	Part 1, Task 1 + 2
	e	Identify methods to minimise potential risks which may arise during the coaching programmes	Part 1, Task 3 + 4 Part 2, Task 6 + 7
	f	Plan the use of resources to support the coaching programme	Part 1, Task 3 + 4
Outcome 3: Produce an evaluation schedule which takes account of the changing needs and aspirations of participants and others	a	Establish appropriate timings for evaluation activity during the programme	Part 4, Task 1, 2, 3 + 5
	b	Establish appropriate methods for the evaluation activity which will be conducted during the programme	Part 4, Task 1, 2, 3 + 5
	c	Discuss with participants and others the proposed evaluation schedule	Part 4, Task 1, 2, 3 + 5
	d	Modify the evaluation schedule in line with feedback received from participants and others	Part 4, Task 1, 2, 3 + 5

Unit 2

Unit Name/SQA No.	Manage a Coaching Environment: Equestrian (F2WF 12)		
Outcome	Performance Criteria (PC)	Area of Candidate Pack where PC is covered	
Outcome 1: Establish and maintain a safe coaching environment for participants and others	a	Provide relevant information to manage and minimise health and safety implications that can affect participants and others	Part 2, Task 6 + 7
	b	Implement planned procedures for managing risk during the coaching programme in line with current practice	Part 2, Task 6 + 7
	c	Ensure dress and equipment of participants and others is safe and appropriate for coaching environment	Part 2, Task 6 Part 3, Task 1a, 1b + 2
	d	Complete safety checks to ensure that coaching environment meets relevant health and safety standards	Part 2, Task 6 Part 3, Task 1a, 1b + 2
	e	Report any problems identified during safety checks to appropriate person	Part 2, Task 6 Part 3, Task 1a, 1b + 2
	f	Manage safe and effective set up and taking down of equipment	Part 2, Task 6 Part 3, Task 1a, 1b + 2
Outcome 2: Establish and maintain supportive working relationships with the participants and others involved in the coaching environment	a	Manage roles and contributions of participants and others to ensure an equitable coaching environment	Part 2, Task 1 Part 3, Task 1a, 1b + 2
	b	Use a range of communication methods that are responsive to changing needs of participants and others to establish supportive working relationships	Part 2, Task 1 + 4 Part 3, Task 1a, 1b + 2
	c	Implement strategies to protect children and vulnerable people from abuse which are in line with the sports governing body requirements	Part 2, Task 1
Outcome 3: Manage the behaviour of participants and others to ensure a safe and effective coaching environment	a	Establish ground rules for behaviour with participants and others involved in the process	Part 2, Task 1 + 5 Part 3, Task 1a, 1b + 2
	b	Set appropriate standards of behaviour through own professional practice	Part 2, Task 1 and 5 Part 3, Task 1a, 1b + 2
	c	Use an appropriate variety of methods to manage and reward participants behaviour	Part 2, Task 5 Part 3, Task 1a, 1b + 2
	d	Encourage participants and others to find solutions to manage disagreements, conflict and inappropriate behaviour	Part 2, Task 5 Part 3, Task 1a, 1b + 2

Unit 3

Unit Name/SQA No.	Deliver a Coaching Programme: Equestrian (F2WJ 12)		
Outcome	Performance Criteria (PC)	Area of Candidate Pack where PC is covered	
Outcome 1: Prepare participants and others for the coaching programme	a	Confirm coaching programme and session goals with participants and others	Part 3, Task 1a, 1b + 2
	b	Establish whether participants' level of experience/ability is appropriate for inclusion in coaching programme	Part 3, Task 1a, 1b + 2
	c	Establish whether participants are physically and mentally prepared for demands of programme	Part 2, Task 3 + 4 Part 3, Task 1a, 1b + 2
	d	Support and encourage participants to undertake safe and effective activities	Part 3, Task 1a, 1b + 2
Outcome 2: Deliver the coaching programme with the involvement of participants	a	Provide appropriate opportunities for active involvement of all participants throughout coaching programme	Part 3, Task 1a, 1b + 2
	b	Use appropriate range of techniques to motivate participants involved in the programme	Part 3, Task 1a, 1b + 2
	c	Involve participants in identifying their own developmental and performance needs using a range of appropriate communication methods and styles	Part 3, Task 1a, 1b + 2
	d	Involve participants in selection, application and modification of session in line with programme goals, participants' changing needs and new learning opportunities	Part 3, Task 1a, 1b + 2
	e	Deliver planned sessions with timings, sequences, volume and intensity appropriate for participants' level of development	Part 3, Task 1a, 1b + 2
	f	Provide technically correct explanations and demonstrations throughout coaching programme	Part 3, Task 1a, 1b + 2
Outcome 3: Develop participants' performance within the coaching programme	a	Observe and analyse participants' performance during coaching programme	Part 3, Task 1a, 1b + 2
	b	Apply and justify a range of intervention strategies and training methods to support participants' development	Part 3, Task 1a, 1b + 2
	c	Use a range of coaching styles to encourage participants to develop and make decisions about their own performance	Part 3, Task 1a, 1b + 2
	d	Provide coaching points and techniques during coaching programme to address areas that require change or further development	Part 3, Task 1a, 1b + 2
Outcome 4: Conclude the coaching programme	a	Support and encourage participants to select and undertake safe and effective activities to conclude sessions	Part 3, Task 1a, 1b + 2
	b	Discuss with participants their performance, progress and achievements using appropriate communication methods	Part 3, Task 1a, 1b + 2
	c	Summarise performance, progress and achievements agreed with participants	Part 3, Task 1a, 1b + 2
	d	Ensure coaching environment is suitable for future use	Part 3, Task 1a, 1b + 2

Unit 4

Unit Name/SQA No.	Manage and Develop Personal Coaching Programmes and Practice: Equestrian (F2VT 12)	
Outcome	Performance Criteria (PC)	Area of Candidate Pack where PC Is covered
Outcome 1: Monitor, evaluate and refine the goals of a coaching programme	a Collect and analyse information from appropriate sources on effectiveness of your coaching programme and it's goals	Part 4, Task 3
	b Review your coaching programme effectively using an evaluation schedule	Part 4, Task 2
	c Discuss and agree proposed modifications to coaching programme with participants and others	Part 4, Task 2 + 5
	d Record any agreed modifications to your coaching programme accurately	Part 4, Task 2 + 5
Outcome 2: Monitor and evaluate participants' performance and development	a Collect and analyse information on participants' performance and development using appropriate sources and methods	Part 2, Task 2 Part 4, Task 4
	b Create appropriate opportunities throughout programme for participants to discuss their performance and development	Part 2, Task 2 Part 4, Task 4
	c Use appropriate communication styles to ensure participants and others understand the purpose and principles of evaluation	Part 4, Task 4
	d Implement the planned evaluation schedule to review the progress of participants' performance and development	Part 4, Task 4
	e Negotiate and agree priorities for improvement with participants and others	Part 4, Task 4
Outcome 3: Assist others to develop their own coaching practice	a Review coaching practice of others and identify strengths and weaknesses	Part 4, Task 6 + 7
	b Negotiate and agree action plans to develop the coaching practice of others	Part 4, Task 6 + 7
	c Provide appropriate advice and guidance to others about their coaching practice and action plan maintenance	Part 4, Task 6 + 7
Outcome 4: Develop personal coaching practice	a Collect and analyse feedback from participants and others on own current coaching practice to establish areas for improvement	Part 4, Task 2 + 3
	b Review the impact of current developments in coaching practice across the sport to establish areas of improvement	Part 4, Task 2 + 3
	c Develop a personal action plan to address areas of improvement identified by feedback received and developments in coaching practice in the sport	Part 4, Task 2
	d Implement improvements in own coaching practice in line with personal action plan	Part 4, Task 2

Appendix 3**Technical Criteria for the UKCC Level 3 Equestrian Coach (Dressage)**

Technical Aspects to be Coached	Performance Criteria
Prepare to ride	Lead and turn, check and adjust tack/stirrups/reins/girth.
Mount/dismount	Prepare for mounting, mount from a mounting block/the ground, prepare for dismounting, dismount and give/receive leg-up.
Riding position	Correct position in the saddle, suppleness, poise, balance, absorb and follow the horse's movement in all three gaits, rhythm, balance, forward, single/double reins and balance/security/straightness with/without stirrups in all three gaits.
Warm-up for horse	Free walk, trot, canter, changes of direction, turns, circles, transitions and simple lateral exercises.
Natural aids	Leg, hand, seat, voice, weight, fluent and co-ordinated aid application, preparation for transitions/changes of direction, forward riding, non restricting controlling rein contact, lateral work up to and including shoulder-in and walk pirouettes, variations of pace and within the pace.
Artificial aids	Use of jumping/schooling whips, when/when not to use whip and use of spurs.
Effective riding	Harmonious, effective rein/leg aids, rhythm, laterally/longitudinal suppleness, worked forward to contact and exercises to increase horse obedience/suppleness.
Riding in the open and over undulating terrain	Appropriate length of stirrup, balance, security, effective use of legs, application of rein aids, balanced and secure position suitable for riding over undulating ground and appreciation of terrain and ground conditions.
Jumping position	Independent/secure/supple/balanced jumping position with secure lower leg, effective aids in jumping position and correct use of reins.
Riding over poles, jumps and a course of fences	Appropriate stirrup length, effective use of leg, correct use of reins, fluency through phases of jump allowing horse freedom over poles/fences/grids, courses, suitable corrections when dealing with refusals/run-outs, spacing of poles/fences, fence types, distances, related distance, quantity, frequency, faults and problems.
Balance and rhythm when riding a course of show jumps and or cross country fences	Effective control of pace, fluent, forward, correct canter leads, appropriate rhythm and pace for approaching variety of fences, suitable speed and balance and regard for terrain/ground conditions/fence type.
Cool/warm-down horse	Free walk, cool, dry, relaxation, recuperation, respiration rate, washing, weather/rugs and boots/ bandages.
Lungeing horse and rider	Handling equipment, control of horse, procedures, method, suitable exercises with/without stirrups and rider's security/balance/feel/harmony.
Tack and saddlery	Tack up, untack, check stitching, check for worn tack, fitting a variety of nosebands/martingales/breastplates/overgirth/bits/saddles/double bridle, fit lunge tack, positioning of side-reins and protective boots/bandages for lungeing/dressage/cross country.
Health and safety	Rules for riding in enclosed areas with others, rules for riding in the open alone/with others, safe riding in company, rules for riding on the highway alone/with others, safe and appropriate saddlery, first aid procedures and reporting and appropriate dress for working with horses/riding/jumping.
Theoretical	
First aid procedure	Awareness and basic knowledge of what to do in the case of a fall, basic life support, recovery position, wounds, bleeding, sprains, strains, shock, fractures, head injuries, internal injuries, asthma, anaphylactic shock, burns and poisons.

Basic knowledge of equine behaviour/psychology	Natural lifestyle, indications of nervousness, excitement, safe methods of handling/ex-racehorses/stallions/rigs/mares and anti-social behaviour when ridden in company.
Equine anatomy/physiology	Points of the horse, digestive system, external structure and function of the horse's foot, structure of the leg below knee/hock, respiratory and circulatory systems and signs of distress/lameness/ill-health.
Suitability of horses	Job, type, fitness, condition, equine behaviour, temperament and conformation.
General knowledge	Member Bodies of the British Equestrian Federation function and purpose.