

Unit 27

Undertake Equestrian Teaching

Unit code:	F/601/0380
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to provide learners with an understanding of the principles of introduction to equestrian teaching and how these can be applied in practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or further education and training.

● Unit introduction

Participation in equestrian sports continues to grow, as does the need to provide riding instructors who can inspire riders to improve progressively by using sound, safe principles of equitation and stable management. As a result the unit enhances understanding of equitation and stable management techniques.

This unit focuses on developing and enhancing learners' underpinning knowledge of sound instructing/coaching skills with practical sessions which allow learners to reflect on their own performance and that of their peers.

Learners will develop the skills needed, including clarity of communication and confidence, to deal with a range of learning needs. Learners will develop their teaching ability by conducting riding lessons on the flat and over ground poles, plus a lead rein and lunge lesson, and delivering a short lecture.

As part of this unit learners are expected to take part in relevant work experience at suitable equestrian centres. Learners will be able to practise and refine their individual techniques by experiencing a variety of situations in 'real life' but also through practice sessions with their peers under the supervision and support of their tutor. Throughout their learning experience learners will be made fully aware of using safe practices at all times in relation to riders, horses, equipment and the environment.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to prepare lesson plans
- 2 Be able to teach and evaluate a riding lesson
- 3 Be able to teach and evaluate a lead-rein and lunge lesson
- 4 Be able to deliver a short lecture.

Unit content

1 Be able to prepare lesson plans

Teaching and learning theory: planning for class and individualised learning programmes; achieving objectives, purpose of lessons; skills and practise required in each session; logical structure of lesson plans; activities and teaching methods; understanding the characteristics and learning styles of individuals; motivation (SPERT); assessment methods; importance of giving constructive feedback; monitoring achievement; lesson evaluation.

Practical considerations: safety eg PPE, risk assessments and legislative considerations; health and safety; suitability of horses to riders; tutor – learner ratio; exercises to enhance learning; environmental issues eg teaching beginners in windy weather, riding surface frozen

2 Be able to teach and evaluate a riding lesson

Types of lessons: flat or jump; individuals and groups (3-4 riders); safety precautions; assessment of riders; progression within the lesson.

Resolving unforeseen problems that may arise within the lesson eg horse going lame in middle of lesson; first aid for horse and rider; dealing with nervous/difficult riders; teaching children and adults (differences and potential difficulties); problems caused through horse behaviour

Rider's positional strengths and weaknesses: exercises to improve balance and ability; give corrections clearly and logically; safe drilling and supervision; fitness considerations for both horses and riders.

3 Be able to teach and evaluate a lead-rein and lunge lesson

Lead-rein lesson: be able to discuss lesson plan and structure; teaching 1:1 or with assistants leading riders; suitability of horse/pony; riders' abilities and fitness; risk assessments; making lessons fun and progressive; control of riders and leaders; teaching children/adults (comparing methods); teaching learners with special needs (including RDA); health and safety; PPE

Lunge lesson: assess horse, rider and facilities in terms of safety considerations; safe exercises to improve riders' confidence and position; consideration of the horse (change rein regularly, give suitable 'stretching' breaks); dealing with problems (un-balanced, nervous riders); stiffness in horse or rider; poor coordination/aid application; PPE

4 Be able to deliver a short lecture

Production of a logical planned presentation: using suitable researched subjects give a lecture to your peers and tutor; subjects should be suitable for horse care learners at L3/BHS Stage 3; both IT and basic resources should be used; confidence and suitable voice control with eye contact; professional standard handouts available for all

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 use an appropriate format for a lesson plan [CT]	M1 explain a lesson plan design including detailed reference to the teaching approach for adults and children, group riding and potential problems, their prevention/solution	D1 discuss in detail given lessons recommending improvements
P2 plan the content and structure of a lesson appropriate to the needs of the learner [CT]		
P3 select equipment and resources for the lesson [IE]		
P4 ensure the appropriate use of assessment [IE]		
P5 teach and evaluate a group lesson on the flat [CT, IE]	M2 give rules for the use of indoor and outdoor areas including when riders are working in 'closed' or 'open' order	
P6 teach and evaluate an individual lesson on the flat	M3 select and justify exercises to encourage progressive improvement for a given rider	
P7 teach and evaluate a lesson over ground poles [CT, IE]		
P8 investigate first aid procedures used in the event of an accident [IE]	M4 discuss appropriate procedures to be taken in the event of an equestrian accident	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P9 teach and evaluate a lead-rein lesson [EP, CT, SM]	M5 select and justify lead reining and lungeing exercises to encourage improvement in confidence, balance and position for given riders	D2 evaluate teaching carried out recommending valid improvements for the future.
P10 teach and evaluate a lunge lesson [EP, CT, SM]		
P11 prepare a short lecture [CT, IE]	M6 deliver a short lecture to a group of people which meets given objectives.	
P12 prepare equipment and props needed to deliver the lecture [CT, IE]		
P13 deliver a short lecture to a group of people. [EP, SM]		

PLTS: This summary references where applicable in the pass criteria, in the square brackets, the elements of the personal, learning and thinking skills. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Tutors delivering this unit have opportunities to use as wide a range of techniques as possible. Lectures, discussions, seminar presentations, supervised equestrian teaching practice, research using the internet and/or library resources and the use of personal and/or industrial experience would all be suitable. Delivery should stimulate, motivate, educate and enthuse learners.

Work placements should be monitored regularly in order to ensure the quality of the learning experience. It would be beneficial if learners and supervisors were made aware of the requirements of this unit before any work-related activities are undertaken, so that naturally occurring evidence can be collected at the time. For example, learners may have the opportunity to demonstrate equestrian teaching methods, and they should ask for observation records and/or witness to be provided as evidence of this. Guidance on the use of observation records and witness statements is provided on the Edexcel website.

Whichever delivery methods are used, it is essential that tutors stress the importance of legal and occupational standards and requirements and the wellbeing of horses.

Health and safety issues relating to working in an equestrian environment must be stressed and reinforced regularly, and risk assessments must be undertaken before any practical activities. Adequate PPE must be provided, and used following the production of suitable risk assessments and essential insurance documentation.

Tutors should consider integrating the delivery, private study and assessment for this unit with other relevant units that learners are taking as part of their programme of study.

It is expected that delivery of this unit will be in part classroom based in order to give learners the necessary underpinning knowledge, but practical sessions should also be used to give learners the opportunity for regular teaching practice. Learners are expected to teach their peers under supervision. This will give them the opportunity to gain constructive feedback about their teaching performance, without the pressures associated with a commercial situation.

Learning outcome 1 covers the preparation of lesson plans and the theory of teaching riding. Delivery could be through formal lectures, discussion, practice and independent learner research.

For learning outcome 2 learners will deliver a variety of lessons including flat (private and group) and using poles (private and group). Delivery could be through formal lectures, discussion, role-play scenarios and practise with fellow learners.

Learning outcome 3 covers planning and carrying out lead-rein and lessons on the lunge. Delivery could be through formal lectures, discussion, role-play scenarios and practise with fellow learners.

Appropriate visits from a well-known coach or watching suitable DVDs could enhance learning, as would visits to see experts teaching a variety of riders including those with the RDA.

For learning outcome 4 learners will deliver a short lecture using a variety of props and resources. Tutors may consider using the underpinning knowledge required for the first three learning outcomes as initial lecture subjects to increase learner confidence.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Introduction and overview of the unit.
Assignment 1: Be Able to Prepare Lesson Plans (P1, P2, P3, M1, D1) Tutor introduces the assignment.
Theory sessions: aims and objectives of learning, resources, schemes of work, time available for lessons, types of lessons, groups or individuals.
Assessment of riders, progression in lessons, giving constructive feedback.
Risk assessments, health and safety, accident procedures, child protection, duty of care, keeping records and PPE.
Assignment 2: Teaching a Riding Lesson (P4, P5, P6, P7, P8, M4, M2, M3, D2) Practical teaching tasks to include flat, group, private and work with poles.
Assignment 3: Be Able to Teach a Lead-rein and a Lunge Lesson (P9, P10, M5) Practical teaching of a rider on a lead-rein and whilst on the lunge.
Assignment 4: Be Able to Deliver a Short Lecture (P11, P12, P13, M6) Use of resources eg OHP/PowerPoint/flipchart/whiteboard plus producing quality handouts to deliver suitable presentations.
Unit review.

Assessment

For P1, P2 and P3, assessment is linked where learners must produce a lesson plan for a given lesson and then show progression within that initial lesson plan. Tutors could identify the type of lesson to be taught or negotiate it through discussion with learners. Evidence for this could take the form of a template for a lesson plan (supplied by the tutor) and completed in full by learners and eventually delivered in P5, P6, P7, P9 or P10. P4 could also be incorporated within the assessment of riders in any of the practical teaching assignments.

For M1 and D1, learners need to produce schemes of work to show rider progression in lessons, either in paper or electronic format (M2 covers all lessons where riders are not being led or lunged and could be assessed using practical observation. M3 covers exercises that suit novice riders, and can link with P6, P9 and P10. This could be assessed practically (during observation of a riding lesson) or by a written assignment. M4 links with P8.

M5 can be incorporated with P9 and could be practically assessed whilst the learner is delivering a lesson with exercises to improve the balance and coordination of a novice rider. M6 links with P11, P12 and P13 and could be a PowerPoint presentation. D2 could follow immediately and be used by learners to self-evaluate their own performance. Learners could produce an observation checklist to give critical feedback to their peers after observing individual presentations.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, M1, D1	Be Able to Prepare Lesson Plans	You are asked to give a lesson to someone new to you. You need to assess the person through suitable questioning and then prepare a lesson plan to deliver in the future. Produce schemes of work incorporating lesson plans prepared in P1 and P2. You are asked to produce a suitable scheme of work for lessons delivered above.	Written evidence.
P4, P5, P6, P7, P8, M2, M3, M4, D2	Teaching a Riding Lesson	You are asked to prepare equipment for a lesson for either a child or adult, set up suitable equipment and give your reasons for your choice. You are asked to teach a group of beginners in an enclosed area. During your session you will need to teach them all the rules for while riding as a group. You are asked by a regular pupil: 'how can I improve my fitness for riding'- give the rider some hints and tips to achieve their goal. One of your riders falls off, bangs her head and is unconscious: describe what you should do to help that rider and secure the safety of your other riders.	Practical assessment and discussion. Practical observation and a written list: 'rules of the school'. Achievement of the Equine specific first aid certificate or role-play scenarios.
P9, P10, M5, D2	Be Able to Teaching a Lead-rein and Lunge Lesson	One of your riders falls off, bangs her head and is unconscious: describe what you should do to help that rider and secure the safety of your other riders.	Achievement of the Equine specific first aid certificate or role-play scenarios.
P11, P12, P13, M6, D2	Be Able to Deliver a Short Lecture	You need to deliver a short lecture to underpin the practical teaching carried out.	Observation records/witness statement.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

Level 2	Level 3
Undertake Work Experience in the Land-based Industries	322 Prepare for coaching sessions 323 Conduct coaching sessions
	Understand the Principles of Equitation

Essential resources

Learners will need access to an enclosed riding surface appropriate for teaching novice riders and access to poles. A suitable supply of horses for use with novice riders should also be available, as well as suitable tack for use with riders and when giving lunge lessons. Learners will also require the use of a computer, whiteboard and other resources necessary to practise and deliver their presentations. A suitable library of books and magazines should also be available.

Tutors delivering this unit should be competent and experienced equestrian teachers. Ideally, they should have recent industrial experience within the commercial equestrian training industry and show evidence of regular technical updating. They should be well aware of the latest occupational standards required within the industry, particularly at Level 3.

Employer engagement and vocational contexts

This unit focuses on the practical aspects of teaching people to ride and will give learners the background knowledge covering what is needed to become an effective, safe riding instructor/coach.

To fulfil the requirements to practise teaching fully, learners should be encouraged to teach a variety of people, including adults and children, in both flat and pole work lessons in order to enhance and reflect on their own performance.

Contact with local pony and riding clubs would be valuable in order for learners to practise their skills, as would the opportunity to teach in a variety of well-organised establishments. Indicative reading for learners

Indicative reading for learners

Textbooks

Auty I – *The BHS Instructors' Manual for Teaching Riding: The Official BHS Guide* (Kenilworth Press, 2006) ISBN 1872119565

British Horse Society – *The BHS Manual Of Equitation: The Training of Horse And Rider, Fourth Edition* (Kenilworth Press, 2006) ISBN 1872119336

Brown J – *Teaching Jumping* (Blackwell Science, 1997) ISBN 0632041277

Bush K and Marczak J – *The Principles of Teaching Riding: The Official Manual of the Association of British Riding Schools* (David & Charles Ltd, 2005) ISBN 0715319027

Cave M – *The Course Companion for BHS Stages Preliminary Teaching Test* (J A Allen, 1997) ISBN 0851316859

Diggle M – *Teaching the Mature Rider* (J A Allen, 1992) ISBN 0851315534

Knowles J – *Teaching Riding* (J A Allen, 1999) ISBN 0851317448

Lindgren A – *Teaching Exercises: A Manual For Instructors And Riders* (Half Halt Press Inc US, 1998) ISBN 0939481537

Mortimer M – *The Riding Instructor's Handbook, Third Edition* (David & Charles Ltd, 2003) ISBN 0715306227

Petty G – *Teaching Today, Third Edition* (Nelson Thomas, 2002) ISBN 0748785256

Reece I and Walker S – *Teaching, training and learning* (Business Education Publishers Ltd 2006) ISBN 190188460

Wallace J – *Teaching Children to Ride: A Handbook For Instructors* (Kenilworth Press, 2006) ISBN 1872119433

Videos

British Horse Society – *BHS Official Examination Series: Preliminary Teaching Test* (Equestrian Vision, 2000)

Websites

www.bhs.org.uk

www.defra.gov.uk

www.hse.gov.uk

www.lantra.co.uk

British Horse Society

Department for Environment, Food and Rural Affairs

Health and Safety Executive

Sector Skills Council for the Environment and Land-based Industries

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	researching rules and regulations regarding the relevant health and safety legislation when teaching riding
Creative thinkers	planning own lessons to make sessions interesting and inspiring
Reflective learners	giving constructive feedback to riders. commenting on observations of their peers' teaching practices
Team workers	working in a busy teaching environment and working cooperatively with others responding well in emergencies to help all others involved
Self-managers	planning lessons collating information and resources and planning own time with little input from tutor or peers
Effective participators	working as part of a team, in whatever position is necessary.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	researching child protection issues, explaining the responsibilities imposed by 'duty of care' and finding out about good practice as it relates to teaching and supervising children describing poor practice as it relates to teaching or supervising children
Creative thinkers	giving examples of activities designed to make learning fun for children and possible activities that may be suitable for nervous adults
Reflective learners	reviewing own teaching performance reflecting on own performance, equipment and facilities and making suggestions to improve future lessons
Team workers	participating in all practical tasks in a busy riding establishment.
Self-managers	producing an observation peer report of a lesson that they have witnessed or participated in and given constructive feedback
Effective participators	taking part in discussions and making suggestions, answering questions where relevant.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using computers, printers, laminators, data storage and interconnectivity where appropriate
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	selecting the most useful templates available on websites to produce lesson plans, schemes of work and enhance their presentations
Manage information storage to enable efficient retrieval	understanding the need and method of backing up, storing and titling using the various types of storage medium available eg CDs, DVDs, hard discs, memory sticks
Follow and understand the need for safety and security practices	understanding the need for anti-virus software and how to use it understanding the problems when file sharing
Troubleshoot	understanding 'help' menus understanding the various methods of data retrieval
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching information ie rules and legislation regarding teaching riding
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using IT systems to search for, and evaluating, the usefulness of searches
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records. 	recognising the different formats available for using different applications with file size and suitability for reproduction, printing and sending in mind using suitable programmes for the required task keeping records of date
Bring together information to suit content and purpose	retrieving their information
Present information in ways that are fit for purpose and audience	producing assignments, schemes of work, lesson plans etc to a high standard to suit purpose eg handouts for presentations
Evaluate the selection and use of ICT tools and facilities used to present information	deciding what ICT tools to use for each task
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	keeping their own passwords safe using discretion when sending messages and information

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using mathematics as a tool in a wide range of situations as a reference to solve problems using number and, for example, with and without calculators
Identify the situation or problem and the mathematical methods needed to tackle it	recognising relevant formulae and expressions, in a situation where mathematics is applicable, and the method required to solve a problem
Select and apply a range of skills to find solutions	using suitable visual mathematical statistical representation when applicable, interpreting a range of available information
Use appropriate checking procedures and evaluate their effectiveness at each stage	using standard procedures for checking results and comparing findings at each stage keeping accurate records of findings at each stage of a procedure
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	using suitable visual mathematical statistical representation when applicable, interpreting a range of available information
Draw conclusions and provide mathematical justifications	showing findings accurately and all workings
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in a variety of discussions with fellow learners using a variety of methods to make their own presentations listening to others speaking, including people giving presentations on a variety of subjects
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	interpreting information from a variety of sources to present their work involving themselves in discussions about information received
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing up assignments and reports using this information when giving PowerPoint presentations or in supporting handouts.