

Module Descriptor Form

1	Awarding Body	Askham Bryan College
2	Lead Subject Area	Equine
3	Module title	Practical Horsemanship and Coaching
4	Module Code	EQ4004
5	Module level	4
6	Module credits	20
7	Date Module to Commence	September 2022
8	Programmes on which module is Core	EFdSc Equine Science and Management (core) Cert HE Equine Science and Management (core) FdSc Equine Science and Management (core)
9	Aims of the Module	The aim of the module is to give students an understanding of the equitation theory and the practical application of horsemanship through coaching of the horse and rider that are relevant for working in the equine industry. Furthermore, they will evaluate methods of training, history of equitation and coaching in relation to both horse and rider. Students will be able to evaluate different training methods used and be able to coach a pupil using ethical coaching methods.
10	Rationale for Module	Exceptional equine welfare practices are paramount when working with horses on the ground and ridden. This module will cover the theory of equine training and education of the horse and rider. The students will develop knowledge of the German scales of training, application of aids, social licence, paces and movements. Students will apply the knowledge learnt in theoretical lectures to then analyse horse and rider performance. Whilst understanding the impact that physiological and psychological factors that can lead to improved rider performance through coaching skills and techniques which covers the industry qualification standards of BHS preliminary and 1 st 4 Sport syllabus.
11	Module description	A combination of practical, presentation and written work will be used to assess the students' knowledge and understanding of equitation theory and applied coaching techniques. Students will learn about training the horse and rider through the fundamentals of the history dressage and pole work, discussing scales of training, school movements, lateral work, working horses from the ground, handling horses, ethical welfare practices, rider application of aids, natural and artificial aids, In Theory sessions discuss effective approaches to equine sports coaching and identify important ethical and inter-personal behaviours. Ethical coaching is welfare of athletes (equine and horse), coaching within framework guidelines, athlete support, role of a mentor/coach, role model,

		psychological and physiological qualities of the athlete to succeed, practical coaching session, planning for delivery of an individual coaching session plan for a pupil, using the chosen coaching style that is appropriate to meet the needs of that individual pupil. 360 coaching, reflection, evaluation and professional discussion on performance
12	Semester	Semester 1
13	Learning Outcomes	LO1 Discuss the attributes that influence the horses correct way of going.
		LO2 Outline effective approaches to equine sports coaching and identify important ethical techniques for training a rider.
		LO3 Assess how appropriate coaching techniques may be used to enhance performance of an individual.
		LO4 Plan and deliver an appropriate coaching session.
14	Pre-requisite Modules	None
15	Co-requisite Modules	None
16	Banned Combinations	None
17	Is Module Compensatable	Yes
18	Indicative Content	LO1: History of dressage through the century's to modern day sport Scales of training, assessment of level of training, conformation, ability, attitude (trainability and willingness), temperament, and education, value of school work in the mental and muscular development of the horse, exercise physiology, effects of fitness and fatigue, measurement of fitness training/competition plans, equine behaviour and welfare in relation to competition horse School Movements used to train an equine athlete (Fluent school figures e.g., 10m circle, 20m circle, half 15m circle, half 10m circle, 3/5 loop serpentines, 5 and 10m loops. Direct transitions, transitions within the pace, collection, lengthening, medium and extension Knowledge of elementary standard and knowledge of working up towards medium level lateral work to include shoulder in/ travers, work leading to flying change, simple change through walk/trot.

	Consideration of the five domains with particular focus on the mental domain with reference to coaching. LO2: Coaching styles and philosophies: Didactic, Teaching, Training, Instructing, Coaching, coaching styles and philosophies. the competitive state in sport and emotions in coaching Visualisation and focusing: Positive and negative visual, Imaginary, Successful zoning pre-competition Planning, role play and preparation. the power of negative speech and performance. CSIA2 test SMART TARGETS and goal setting Short, Medium, Long term goals, Life coaching Learning theories and learning styles, coaching models,4 learning styles BE coaching models, coaching models and student learning style Stress and performance, motivation in sport LO3: Dressage lessons, lesson planning and lesson types: Private flat, Private jump, Group lessons Lunge lessons Group coaching, flat lesson on transitions and rider improvement, setting a goal for the whole ride to achieve, rider evaluation sheets VIDEO analysis/ use of mirrors Data analysis – Alignment Jackets Franklin Balls, gym balls Anky Free Rider and mechanical horse Practical husbandry lessons Welfare related to tack and equipment High welfare horse handling techniques Considerations for event preparation Current ethical welfare considerations related to the competition horse LO4: BHS/husbandry coaching session plan, ILP Horse profile assessments Risk assessment for riding and non-riding coaching 4-week coaching plan Coaching style appropriate for coach and coachee 360 coaching reflection, evaluation on performance Within the module links are made to the Education for Sustainable Development goals https://www.qaa.ac.uk/docs/qaa/guidance/education-for-sustainable-development-guidance-executive-summary.pdf?sfvrsn=b121d281_8
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19	Inclusivity, access and student support	We are committed to ensuring that our programmes and modules are inclusive of all students including: international, part-time, mature, those from different socio-economic backgrounds (class) and those with protected characteristics according to the Equality Act 2010 (age, disability, gender reassignment, marriage/civil partnership, race, religion or belief, sex, sexual orientation). All lecture material will be available on the VLE for students in advance of the lecture. Lecture material will be designed for diverse learners under accessibility guidelines. An alternative assessment will be available for all students with a DSA, in line with recommendations in their individual needs assessment.
20	Link to the Digital Vision	VLE and Teams will be utilised, along with online quizzes and tests to check for understanding. Lectures will be recorded online.
21	Total Contact Hours	60
	Lecture	12
	Seminar	6
	Tutorial	4
	Project Supervision	0
	Demonstration	8
	Practical classes/workshops	30
	Fieldwork	0
	External visits	0
	Guided independent study	140 hours
22	Learning and Teaching Strategy	Students will receive lectures to outline key themes, which will be backed up by regular 1:1 tutorials, particularly for support with developing their practical assessments. As well as formal lectures, there will be demonstrations on practical coaching and dedicated seminar sessions using industry experts with specific case studies. Tutorial sessions will be focussed on supporting students with assessment preparation.
23	Virtual Learning Strategy	All module resources will be available on the VLE, as will links to further reading, videos etc. Students will be encouraged to actively participate in online discussion forums. Formative assessment will take place regularly using online tasks on the VLE. PowerPoint slides and journal articles will be provided on the VLE. There will also be links to key websites and videos for students to use on the VLE.

24	Opportunities for Formative Assessment	1:1 tutorials with assessment feedback and mock quizzes throughout the module to assess knowledge and understanding.				
25	Method of Summative Assessment	Ass No.	Method	Weighting	Mod. LO's	Prog LO's
		1	2000 word written assessment	50 %	1 and 2	
		2	Practical coaching and written document to support assessment	50 %	3 & 4	KU1, CIT1, CIT4, CIT5, PP1, PP2, PP3, PP4, E1, E4, E7
26	Examination Period	N/A				
27	Method/s of reassessment	Written theoretical assessment to support two learning outcomes and practical assessment with written documentation to support assessment covering two learning outcomes				
28	Maximum Class Size	12 or more split into two groups from the practical sessions for health and safety, BHS Industry Approved Centre Status				
29.1	Essential Reading (Books)	McGreedy, P., and McLean, A. 2010. <i>Equitation Science</i>. Oxford: Wiley-Blackwell Lincoln, A. 2008. <i>Equine Sports Coaching</i>. Oxford: Blackwell Science				
29.2	Recommended Reading (Books)	Auty, I. 2001. <i>Progressive School Exercises for Dressage and Jumping</i>. Addington: Kenilworth Press Auty, A. 2006. <i>BHS Instructors Manual for Teaching Riding</i>. 2nd ed. Addington: Kenilworth Press Auty, A. 2008. <i>Coaching Skills for Riding Teachers</i>. Addington: Kenilworth Press Bull, S; J. 2008. <i>Sports Psychology: a Self-help Guide</i>. Wiltshire: The Crowood Press Ltd. Cross, N., and Lyle, J. eds. 2002. <i>The Coaching Process: Principals and Practice for Sport</i>. Oxford: Butterworth - Heinemann Elsevier				

		Hincliffe, K.W., Kaneps, A. J. Geor, R. J. 2007. <i>Exercise Physiology; The Science of Exercise in the Athletic Horse</i>. Oxford: Saunders Holzel, P. and W. and Plewa, M. 2001. <i>Dressage Tips and Solutions: Using the German Training System</i>. Addington: Kenilworth Press Jarvis, M. 2006. <i>Sports Psychology: a Student's Handbook</i>. London: Routledge Taylor and Francis Group Lincoln, A. 2008. <i>Equine Sports Coaching</i>. Oxford: Blackwell Science Lyle, J. 2002. <i>Sports Coaching Concepts; a Framework for Coaches' Behaviour</i>. London: Routledge Marshall, B. 2001. <i>The Dressage Rider's Problem Solver</i>, Marlborough: The Crowood Press Ltd Reilly, A. 2004. <i>A Sports Psychology Workbook for Riders</i>. London: J.A. Allen 4 Weinberg R.S., & Gould D. 2007. <i>Foundations of Sport and Exercise Psychology</i>. 4th ed. Champaign, IL: Human Kinetics Woolfram, I. 2014. <i>The Science of Equestrian Sports: theory, practice and performance of the equestrian rider</i>. London: Routledge
29.3	Essential Reading (Journals)	Journal of Applied Psychology Journal of Sport and Exercise Psychology, Equine Veterinary Journal
29.4	Recommended Reading (Journals)	Psychology of Sport and Exercise Applied Animal Behaviour Science
29.5	Websites/ Online/ Government Resources etc	Association of British Equestrian Riding Schools & Livery Yards Association of British Riding Schools (abrs-info.org) British Equestrian The British Horse Society (BHS) The UK's Largest Equine Charity Fédération Equestre Internationale (FEI) FEI.org
30	Date Written/ Revised	18/02/2022
31	Module Leader Name	Fiona D Harrison
32	Writing Team Names	Fiona D Harrison