SISSEQS404A Teach the intermediate skills of riding on the flat

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the intermediate skills of riding on the flat. This unit focuses on planning, conducting and evaluating exercises and activities to teach and develop intermediate skills of riding.

Application of the Unit

This unit applies to those operating as dressage coaches who are required to plan, conduct and evaluate training sessions. This involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Plan intermediate riding sessions.	1.1. Establish *participant's needs and characteristics* and assist with participant's registration or disclaimer where required.
	1.2. Assess participant's *readiness* and current knowledge of equestrian in order to determine *session aims and objectives*.
	1.3. Develop a session *plan* according to participant's needs and characteristics, *relevant legislation*, *organisational policies and procedures* and *best practice principles of equestrian sports*.
	1.4. Select, access and perform *safety checks* of location, *horses*, *tack*, *personal equipment* and *resources* suitable for the *session*, according to relevant legislation and organisational policies and procedures.
	1.5. Identify possible *hazards and risks* associated with riding exercises and activities and determine *safety procedures* and contingency plans according to best practice principles of equestrian sports.
	1.6. Assess and prepare horses safely and appropriately for the *exercises and activities* being performed.
2. Brief participants.	2.1. Communicate instructions and *relevant information* about the riding session in a manner appropriate to the participants.
	2.2. Encourage participants to seek clarification, information and *feedback* as required during the session.
	2.3. Inform participants of known and anticipated risks, safety procedures, appropriate behaviour and *rules and regulations* of riding.
	2.4. Establish a suitable *communication system* to use while participating in exercises and activities.

ELEMENT	PERFORMANCE CRITERIA
3. Conduct riding sessions.	3.1. Apply clear and accurate *teaching and coaching techniques* to impart *required knowledge* and the intermediate skills of riding on the flat to be developed.
	3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
	3.3. Warm up and mentally prepare horses and participants through safe and appropriate exercises.
	3.4. Monitor individual *participant's performance* and maintain effective communication during horse riding exercises and activities.
	3.5. Observe participants during riding exercises and activities, and provide individual and group correction as required according to rules and regulations and accepted best practice principles of equestrian sports.
	3.6. Facilitate group dynamics to maintain group and horse safety, control and engagement.
	3.7. Bring participants to a halt safely and allow time for cooling down at the end of the session.
4. Complete post-session responsibilities.	4.1. Check and release horses and store tack and equipment according to organisational policies and procedures and best practice principles of equestrian sports.
	4.2. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required.
	4.3. Evaluate *relevant aspects* of riding session and determine the *level of learning* achieved.
	4.4. Identify potential areas of improvement for future intermediate riding sessions.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
  - consult with participants to plan intermediate sessions that meet their needs
  - convey information about the safety aspects of sessions
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan appropriate intermediate sessions according to participant's needs and characteristics
  - anticipate and mitigate aggressive, misbehaved or frightened horses
  - address participant difficulties in developing skills
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate tack, personal equipment, horses and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups with suitable horses for exercises and activities
- language and literacy skills to:
  - produce session plans
  - complete post-session participant and self-evaluations
  - give and receive feedback
  - apply for permission or permits to use suitable horses and location where required
- numeracy skills to deliver exercises and activities within session timeframes
- personal intermediate horse riding, dressage and training skills to a high level of technical correctness to understand skill acquisition and to demonstrate, explain and break down skills for participants
- first aid skills and safety procedures appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- legislation, organisational policies and procedures and best practice principles of equestrian sports to enable safe and non-discriminatory conduct of sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- selection, use and set up of tack and equipment for intermediate horse riding
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- intermediate skills of riding, and specific exercises and activities that promote skill

acquisition in individuals and groups

- communication systems used between participants, coaches and horses during riding
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- horse handling and correct riding techniques to teach intermediate riding skills
- social behaviour, psychology and vices of horses to recognise and treat individual temperaments and behaviours throughout session
- emergency and safety procedures appropriate for horse riding, to ensure risk minimisation to participants and horses.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• plans and delivers precise relevant information, explanations and demonstrations for riding sessions to ensure exercises and activities are conducted safely, according to participant's needs, relevant legislation, organisational policies and procedures, rules and regulations and best practice codes
	• observes and monitors the progress of participants and provides constructive feedback, intervention and modification of coaching techniques as required to improve and develop the intermediate skills of riding
	• uses and modifies teaching and coaching techniques and exercises and activities to cater for a range of individual learning styles
	• evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	Assessment must ensure conduct of sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.
	Assessment must also ensure access to:
	• a suitable location with controlled conditions for intermediate riding
	• suitable horses for the riding sessions
	• a group of participants for the intermediate riding sessions
	• tack and personal equipment such as halters, ropes, saddles, bridles, helmets, suitable attire and boots
	• resources such as teaching and coaching tools and aids.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
	• oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, rules and regulations of riding and best

practice principles to enable safe conduct of all exercises and activities during the sessions

- observation of safe coaching of intermediate riding skills, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Participant's needs and characteristics may include:	• age • cultural factors • situational factors • previous experience • fitness level • physical capabilities • horse handling skills • injuries and illnesses.
Readiness may include:	• dress • fitness level • motor performance factors • lunging skills • level of arousal which will enhance performance.
Session aims and objectives may include:	• exercises and activities • expected performance level attained • specific skill focus.
Plan may include:	• session aims and objectives • date, time and duration • location and sufficient space • coach and participant ratios • equipment, resources and horse • exercises and activities • safety requirements.
Relevant legislation may include:	• occupational health and safety • permits from authorities • privacy • working with children • harassment-free sports policies • environmental regulations.
Organisational policies and procedures may include:	• occupational health and safety • conflict resolution • communication protocols • use, care and maintenance of horse, tack and

	personal equipment
	• training and scheduling commitments
	• maintenance of records
	• code of ethics.
Best practice principles of equestrian sports may include:	• Equestrian Federation of Australia Coaches code of conduct policy
	• the Australian Sports Commission's Harassment-free Sport policy
	• the Equestrian Federation of Australia regulations and guidelines
	• accepted preventative practices adopted by self or peers to minimise safety hazards and risks in the same or similar situations
	• current and past good practice demonstrated by self or peers in the same or similar situation.
Safety checks may include:	• fitting and suitability of tack and personal equipment
	• condition of tack and personal equipment.
Horses may include:	• quiet and reasonably tractable horses.
Tack may include:	• halters
	• ropes
	• lunge reins
	• bits
	• towels
	• brushes
	• hoof picks
	• saddles
	• saddle cloths
	• bridles
	• stirrups
	• lunge whip.
Personal equipment may include:	• suitable attire
	• personal protective equipment
	• spurs
	• spare clothing
	• sun protection.
Resources may include:	• teaching and coaching tools and aids
	• monkey straps
	• witches hats
	• food and water
	• first aid kit.

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Hazards may include:	• horses out of control • horses too close together • aggressive, misbehaved, timid, frightened horses • fallen participant • environmental hazards • lunge rein tangled in horses legs • side-reins too low and participant's leg caught • rowdy, excited or nervous participants • unsuitable horse and participant matches • spectators • other facility users.
Risks may include:	• injuries to horse or participant • illness • inappropriate behaviour.
Riding exercises and activities may include:	• use of the whip • control of the ride in single file, open order • balanced riding position • simple changes of rein • circles • serpentines • loops • canter leads • diagonals • sitting trot • transitions up and down to trot • transitions up and down to canter.
Safety procedures may include:	• horse management in hazardous situations • symptoms, treatment and prevention of common horse riding injuries and risks • equipment checking and usage • appropriate dress • adequate warm up and cool down • picking out feet • keeping distance from other horses • riding at appropriate speed • the 'emergency stop'.
Relevant information may include:	• skills focus • equipment, clothing and resource requirements, selection and use • activity boundaries and training area • safety procedures

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	• communication systems
	• rules and regulations of riding
	• responsible and safe behaviour.
Feedback may include:	• information on participant progress
	• improvements required
	• verbal or written or visual.
Rules and regulations may include:	• current edition of the *Federation Equestre Internationale Rules* and relevant Federation Equestre Internationale discipline rules
	• local event organisers rules or event specific variations
	• the Equestrian Federation of Australia Coaches Code of Conduct policy
	• State Equestrian Association or Local Equestrian Association Code of Conduct policy
	• the Australian Sports Commission's Harassment-free Sport policy
	• the Equestrian Federation of Australia regulations and guidelines.
Communication system may include:	• voice projection over distances
	• use of aids
	• specific commands and terminology.
Teaching and coaching techniques may include:	• self mounted or unmounted demonstration and explanation
	• focusing on a single skill or tactic
	• breaking down skills into components
	• progressing through, linking and sequencing skills
	• monitoring and observing progress
	• adjusting, refining or correcting individual or group skills
	• appropriate positioning in arena
	• sequence of learning.
Required knowledge may include:	• rules and regulations of riding
	• riding skills to be developed
	• factors affecting skill acquisition
	• safety and risk management
	• horse and equipment selection, use and maintenance.
Participant's performance may include:	• use of appropriate communication systems
	• performance and accuracy of intermediate riding skills

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	• attitude and behaviour.
Relevant aspects may include:	• effectiveness of the teaching and coaching session
	• suitability of teaching and coaching methods
	• feedback provided to or by participants
	• validity and reliability of assessment and evaluation tools.
Level of learning may include:	• frequency of errors
	• linking of skills
	• fluency of performance
	• confidence.

Unit Sector(s)

Sport

Competency Field

Equestrian Activities