



Australian Government

SISSEQS001 Coach individual participants in the introduction of equestrian activities

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach individual participants in beginner equestrian activities. This unit includes planning, preparing, conducting and reviewing individual sessions.

Equestrian sport disciplines must be registered with Equestrian Australia and can include, but are not limited to, dressage, driving, eventing, jumping, para-equestrian, vaulting, show horse, endurance and reining.

This unit applies to individuals who coach participants in beginner equestrian activities relating to events and competitions. To do this, coaches must be proficient horse riders or competitors in equestrian sport.

Specific industry accreditation requirements apply to equestrian coaching accreditation and information should be obtained from Equestrian Australia.

Pre-requisite Unit

Nil

Competency Field

Equestrian

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan introductory equestrian sessions for individual participants.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Gather and review introductory equestrian participant information to assess individual participant readiness.
- 1.2. Set introductory equestrian session objectives to meet individual participant readiness.
- 1.3. Determine session content to address introductory

- equestrian session objectives.
 - 1.4. Select coaching approaches to meet introductory equestrian session objectives.
 - 1.5. Develop and document introductory equestrian session plans for individual participants.
- 2. Prepare introductory equestrian sessions for individual participants.
 - 2.1. Prepare facilities, equipment and resources to meet introductory equestrian session plan requirements.
 - 2.2. Select and set up equipment and confirm readiness for safe use by individual participants and horse.
 - 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to individual participants and horse safety.
 - 2.4. Warm up horse on the lunge.
- 3. Conduct introductory equestrian sessions for individual participants.
 - 3.1. Communicate and confirm individual participant understanding of introductory equestrian session activity instructions and safe participation requirements.
 - 3.2. Assess participant on the lunge prior to session activities to confirm ability.
 - 3.3. Modify lesson plan according to lunge assessment.
 - 3.4. Present, sequence and pace introductory equestrian session activities to meet introductory equestrian session plans.
 - 3.5. Select and use communication styles to achieve introductory equestrian session objectives.
 - 3.6. Observe individual participant practice to assess participant ability to perform activities.
 - 3.7. Modify introductory equestrian session activities as required to meet individual participant needs and environmental conditions.
 - 3.8. Monitor introductory equestrian sessions to identify and address risks to individual participant safety.
 - 3.9. Respond to and report first aid incidents according to organisational policies and procedures.
 - 3.10. Analyse participant performance and provide feedback to participants to improve skills.
- 4. Promote good behaviour.
 - 4.1. Communicate and model equestrian participation behaviour standards.
 - 4.2. Identify causes of and implement strategies to address participant poor behaviour.
 - 4.3. Use behaviour management strategies to address participant poor behaviour in accordance with organisational policies and procedures.
- 5. Review introductory
 - 5.1. Monitor achievement of introductory equestrian session

equestrian sessions for individual participants.	objectives against introductory equestrian session plan.
	5.2. Conduct end of introductory equestrian session review to evaluate introductory equestrian session plan and inform future introductory equestrian session planning processes.
6. Reflect on coaching practice.	6.1. Seek feedback from others to identify areas to improve own introductory equestrian coaching practice of individual participants.
	6.2. Reflect on own introductory equestrian coaching practice of individual participants to identify areas for improvement.
	6.3. Analyse findings and incorporate learnings in future introductory equestrian sessions with individual participants.
	6.4. Seek opportunities to address identified professional development needs.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	- interpret introductory equestrian session plans - interpret documents that describe equestrian organisational policies and procedures.
Writing skills to:	- document introductory equestrian session plans for individual participants in required detail and format - complete incident reporting and first aid documents - record attendance.
Oral communications skills to:	- use age-appropriate language to engage individual participants - ask open and closed questions and actively listen to determine and meet individual participants needs - interact with individual participants in a polite and courteous manner - give introductory equestrian instructions to individual participants.
Numeracy skills to:	- estimate time and space requirements for introductory equestrian session activities - sequence activities - pace introductory equestrian session activities to meet

	introductory equestrian session plan.
Learning skills to:	• reflect on personal coaching approaches and communication styles as part of the review process • set and monitor introductory equestrian session objectives.
Problem-solving skills to:	• respond to needs of individual participants • select strategies to address individual participant poor behaviour • respond to environmental conditions.
Planning and organising skills to:	• deliver an effective and safe session that meets animal welfare requirements.
Self-management skills to:	• complete tasks within time allowed.
Technology skills to:	• access information and record risks.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>