



National Coach Accreditation Scheme

Preliminary Coach Workbook

includes mentored coaching practice log, assessment and registration forms

2021



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www.ponyclubaustralia.com.au

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This publication can be downloaded for Pony Club purposes.



Candidate name:
Email:
Telephone:
Address:
PCA Membership number:
Club/Centre (if applicable):
Name of mentor:
Working with Children/Vulnerable people card number:
Expiry date of above:
Note: Known as 'Working with Children Check' (valid for 5 years in SA, NSW and Vic or 3 years in WA), 'Registration to Work with Vulnerable People' (Tas, valid for 3 years), 'Working with Vulnerable People Registration' (ACT, valid for 5 years), or 'Working with Children Clearance' aka 'Ochre card' (NT, valid for 2 years) or 'blue card' (QLD, valid for 2 years).
Date enrolled in Preliminary Coach course:



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Introduction

To achieve a PCANCAS Preliminary coach qualification, the candidate must complete the following seven core units.

There are no electives or specialisations in this course.

Units are grouped into the following seven national units:

- 1. Sport Australia Online Community Coaching General Principles
- 2. Coaching Pony Club Riders
- 3. Horse Care
- 4. Horse Behaviour and Training
- 5. Riding Skills (the teaching of)
- 6. Mentored Coaching Practice
- 7. Practical Coaching Assessment

Unit 1 is conducted online.

Units 2-6 will be completed/recorded in this official workbook and signed off/approved by a mentor prior to the practical assessment.

Unit 7 is a practical assessment. Assessment sheets are included at the end of this document, for completion on the day of assessment.

This workbook contains:

- A page to provide evidence of completion of Unit 1 •
- Worksheets for Units 2-5 •
- Mentored coching log to record mentored coaching hours for Unit 6 •
- A page for your mentor to endorse you as competent in Units 2-6 ٠
- Assessment sheets for the practical assessment in Unit 7
- The assessor sign-off form ٠
- The form to register as a PCANCAS Preliminary Coach

Using this Workbook

Candidates must complete all questions contained in the workbook or provide evidence that they are competent in the areas outlined. Candidates may work with a mentor to assist them to complete the questions in the workbook, however they must ensure that the responses are their own work.

Worksheets are to be signed off by a mentor prior to the day of assessment (see the orange sign off boxes throughout).

This workbook has been designed to be completed either manually on a printed copy or electronically as a Word document. The sizes of tables are set for candidate working on hard copies. For those who are working off the Word document, the tables will simply reflow over to the next pages as more information is entered by the candidates. Table row heights are also set to enlarge if needed. Candidates completing this book electronically via Word are encouraged to maintain backup copies.

PONY CLUB

Unit 1 - Sport Australia Online Community Coaching **General Principles**

[insert certificate of completion here]

Unit 2 Coaching Pony Club Riders

Unit 2.1 Coaching in Equestrian Sports

a) What key e	events happened in Pony Club history in:
1929	
1939	
1961	
2014	
2019	
2020	

b) Rank the following PCA certificate levels from beginner to advanced and circle the optional certificate (note this is not an exhaustive list of proficiency certificates):				
к				
В				
А				
D*				
E				

1. Explain the benefits of PCANCAS coach accreditation

What do you consider to be the three main benefits of a PCANCAS Preliminary Coaching Qualification?



2. Demonstrate an understanding of the various equestrian disciplines in which Pony Club riders participate

Go to the 'Sports' page of ponyclubauastralia.com.au and look through the list of equestrian disciplines. Which three disciplines do you know the least about? In your own words, describe each one:

 Supervisor or Mentor to sign off when candidate is competent

 Name and Signature

Date

Unit 2.2 The Role of the Coach

1. State the four priorities of a Pony Club coach		
What are your four priorities as a Pony Club coach?		



2. State legal responsibilities of a Pony Club coach

What are your legal responsibilities as a coach?

3. Demonstrate behaviour appropriate to the PCA Code of Conduct

Candidates will be required to agree to abide by the Pony Club Australia Code of Conduct as part of their application for registration as a PCANCAS Preliminary Coach.

Please write your initials against each dot point below, and sign and date at the bottom to indicate that you have read and understood the expectations of PCANCAS coaches.

The coach's code of conduct is a positive document for all coaches. It affirms a coach's support for the concepts of responsibility, trust, competence, respect, safety, honesty, professionalism, equity and sportsmanship. The code also provides a reference point for clubs, parents, athletes, schools and employers to expect that a coach will demonstrate appropriate standards of behaviour.

	Candidate initials
Safety and Health of Participants	
Place the safety and welfare of the participants above all else.	
Be aware of and support the sport's injury management plans and return to ride guidelines.	
Coaching excellence	
Help each person to reach their potential	
Respect the talent, developmental stage and goals of each person and encourage them with positive and constructive feedback.	
Encourage and support opportunities for people to learn appropriate behaviours and skills.	
Support opportunities for participation in all aspects of the sport.	
Treat each participant as an individual.	
Obtain appropriate qualifications and keep up-to-date with the latest coaching practices and the principles of growth and development of participants.	
Honour the sport	
Act within the rules and spirit of your sport.	
Promote fair play over winning at any cost.	

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Respect the decisions of officials, coaches and administrators.		
Show respect and courtesy to all involved with the sport.		
Display responsible behaviour in relation to alcohol and other drugs.		
Integrity		
Act with integrity and objectivity, and accept responsibility for your decisions and actions.		
Ensure your decisions and actions contribute to a harassment-free environment		
Wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance exists) with people under the age of 18.		
Ensure that any physical contact with another person is appropriate to the situation and necessary for the person's skill development.		
Be honest and do not allow your qualifications or coaching experience to be misrepresented.		
Never advocate or condone the use of illicit drugs or other banned performance enhancing substances or methods.		
Never participate in or advocate practices that involve competition fixing.		
Respect		
Respect the rights and worth of every person, regardless of their age, race, gender, ability, cultural background, sexuality or religion.		
Do not tolerate abusive, bullying or threatening behaviour.		
Sign and date to indicate that you have read and understood the expectations of PCANCAS coaches		
Your full name and signature:	Date:	

4. Implement practices to ensure the welfare or riders and horses			
For each of the following policies available to view at ponyclubaustralia.com.au, please list one example of a practice you do or will implement in your coaching:			
Child safety code of conduct			
Child safety statement of commitment			
Childsafe sport policy			
Helmet standards			



Anti-doping policy	
Concussion policy	
Member protection policy	
Hot weather policy	
Animal welfare policy.	

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 2.3 Safety and Risk Management

1. Identify safe riding facilities and equipment at Pony Club activities				
Three qualities of a safe riding environment are:				
I would consider a riding environment unsafe if (list at least three things):				
Three qualities of safe equipment are:				



I would consider equipment unsafe if (list at least three things):

2. Identify precautions taken to prevent injury to riders and horses

Write a relevant example for each of the hierarchy of controls that you do or will implement when teaching riders:

Control	Example from your teaching practice
Physically remove the hazard	
(eg. have the owner of a barking dog take it home)	
Substitution	
(eg. provide a pair of suitable riding shoes to a rider who is wearing sneakers)	
Engineering control	
(eg. create an area for spectators only)	
Administrative control	
(eg. get a PCANCAS coaching qualification)	
PPE	
(eg. require your	
students to wear a PCA approved helmet when	
they are learning how	
to pick up hooves)	



3. Know how to use some basic risk management tools to estimate and mitigate risk

Use the risk matrix below to estimate eight risks across the four categories listed in the first column (ie. 2 risks per category):

Category	Potential risks	Probability (Very likely, likely, possible, unlikely, rare)	Impact (Very low, low, medium, high, very high)	Tolerable? (Yes, No)
Environment	Eg – fence wire on ground			
Equipment	Eg – rotten jump poles			
People and Horses	Eg- horses tied up close to canteen			
Other	Eg - Storms			

4. Describe what to do in case of an accident

A rider in your group has fallen off. Outline the steps you should follow both during and after the incident. Please refer to the PCA Concussion Policy to formulate your response.

5. Outline basic first aid procedures in the case of injury



In the space below, outline what you would do in the case of a rider who has fallen off and is laying injured on the ground. Use the box that applies to you, as your response will differ depending on if you do or do not have a first aid qualification?

If you **do** have a First Aid qualification:

If you **do not** have a First Aid qualification:

6. Know the basic steps to accident reporting

What key details should be included in an incident report?

Date



Supervisor or M	entor to sign off when candidate is competent		
Name and		.	

Unit 2.4 Coaching Children

Signature

1. Know why children come to Pony Club and their motivation to learn				
List five reasons why children ride at a Pony Club or Accredited Centre. If possible, ask some children and include their replies below:				
1				
2				
3				
4				
5				



2	. Identify important physical growth and social and emotional development characteristics of
	children, how these characteristics influence the way children learn and the implications this has on
	planning activities

Outline the growth and development considerations that you will take into account when planning sessions for the following age groups:

5-7 years	
7-8 years	
9-12 years	
13- 18 years	

3. Know how to motivate young people

What are three things you can do in your riding lessons to motivate young people (be as specific as possible). If possible, refer to an example of when you were coaching:

1	
2	



4. Identify the stages involved in learning a skills				
Think of a skill and describe how you would be able to identify a rider at each stage of acquisition of that same skill (eg. rising trot, lenghten and shorten the reins, leading a horse safely).				
Skill:				
	Description			

Beginner	
Intermediate	
Advanced	

Supervisor or Mentor to sign off when candidate is competent				
Name and Signature		Date		

Unit 2.5 Inclusive Coaching

3

1. Identify the general principles of inclusive coaching for fun, participation and variety with reference to learning styles



Think of a skill you might be teaching (eg. recognizing leading leg in canter, points of the horse, rise trot). How could you make your lesson more fun whilst appealing to each of the four different ways of presenting information:				
Skill:				
	Description:			
Visual				
Auditory				
Reading/Writing				
Kinaesthetic				

2. Know practical strategies and personal qualities for inclusive coaching

Thinking about your strengths and weaknesses as a coach, what are three things you know you can work on to make your own coaching practice more inclusive?

1
-

2

.



3

3. Explain the Pygmalion effect

In your own words, explain the Pygmalion effect:

Describe an occasion where a rider surprised you and what that revealed about assumptions you had made about their capabilities? If you have not had such an experience, list the assumptions you have about what makes a good rider and then list evidence against those assumptions.

4. Identify the needs of different groups, including older riders and Indigenous riders



What are some considerations you have needed or may need to take into account when teaching the following riders:
Older riders
Indigenous riders

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 2.6 Teaching commands, terminology and arena figures

1. Know how to give clear commands for safe and effective teaching		
a) Th	e three parts of a command are:	
1		
2		
3		
b) What else can you do to make sure that your commands are clear and have been understood by riders? List at least three things you can do:		





2. Know where to position oneself in relation to riders for maximum supervision

Draw an aerial view of somewhere you have taught a small group or riders (or will be likely to teach them). Mark out an exercise you would teach to the riders and note where you would stand and why. For example, an outdoor, unfenced area with a clear view of horse floats or a large indoor arena. Put in as many details as possible, then draw an X where you would stand and why. Note any other precautaions you may take to assist your supervision or riders (eg. use of witches hats to re-frame the riding space).



3. Know arena tracks and figures to direct riders

Draw how a figure of eight of two 20m circles could be ridden in:

a) a 20x40 metre marked area, and

b) a 20x60 metre marked area.



Supervisor or Mentor to sign off when candidate is competent				
Name and Signature		Date		



Unit 2.7 Planning

1. Plan a riding lesson appropriate to develop E, D and D* riding and groundwork skills

Explain why lesson planning is important, including the benefits to you, your riders and the horses?

Know the most important	elements of a warm	n up and cool down
---	--------------------	--------------------

What are three needs that a warm up should be designed to meet for a horse and a rider?

1

2



3	
What	t are three needs that a cool down should be designed to fulfil for a horse and rider?
1	
2	
3	

3. Demonstrate the ability to use lesson planning templates and diagrams

Plan four x 30 minute lessons suitable for D/D* level riders.

- Each lesson plan should be accompanied by a diagram.
- Editable word document versions of lesson plans and exercise diagrams can be downloaded from <u>www.ponyclubaustralia.com</u>.
- You can work with your mentor to make sure the plans are suitable, safe and use sound teaching methods.
- Your four lesson plans will form the basis of your practical assessment and must be provided to your Assessor prior to or on the day of, the practical assessment (Unit 7).
- All tasks except groundwork will have three D/D* level riders per group.
- Groundwork task will be conducted with one rider only.
- A 20 x 60 marked area will be provided for assessing your delivery of the flatwork lesson.
- A minimum area of 40 x 70m will be provided for assessing the jumping lesson.
- A minimum area of 40 x 60 will be provided for assessing the Mounted Games lesson.

You must choose one of the following topics from each of the following four lesson types:

Flat Riding



- 1. Teach riders to ride in the upright seat with the focus to include the two straight lines of the rider position.
- 2. Teach riders to turn correctly onto the centreline, maintaining straightness and track left or right at the end. (This can relate to a dressage test)
- 3. Teach riders to ride 20m circles in walk and trot showing the correct measurements of the tangent points (measurements to be included in the lesson plan)
- 4. Teach riders the correct trot diagonal and how to change diagonals (with the riders showing a clear understanding of the reason for doing this)
- 5. Teach riders how to hold the reins in an independent hold and how to shorten and lengthen the reins (this can relate to a dressage test)
- 6. Teach riders to ride a transition from walk to trot and trot to walk (must include explanation of aids).

Jumping (any jumps with height no greater than 60cm)

- 1. Teach riders the forward and two point seat in walk and trot (Include the straight line of the rider position, jumping equipment not necessary in this task).
- 2. Teach riders to negotiate a line over three poles in walk and in trot (Distances must be included in your lesson).
- 3. Teach riders a jumping exercise that progresses from a single pole, then three poles and finally a small jump.
- 4. Teach the riders to use the mane release or neck strap when negotiating a line of poles or a small jump.
- 5. Teach the riders the importance of riding a corner, the approach, the take-off, the landing and the departure when negotiating a small jump.

Mounted games / Sporting

- 1. Teach the riders to safely lead their horses at walk and trot (as for rider in action).
- 2. Teach the riders to bridge their reins and to ride with one hand (as needed in a mounted game)
- 3. Teach riders to safely vault off their horse at halt and walk as needed in a mounted game.
- 4. Teach riders to carry a cane/ polo/ polocrosse stick and use it in a correct and safe way in walk and, if time permits, trot.
- 5. Teach riders the rules and then how to ride the bending race (riders should be taught the measurements)
- 6. Teach riders the rules and then how to ride the flag race.

Equitation Science groundwork (to be conducted with one rider only)

- 1. Explain how pressure and release works.
- 2. Teach Position one and two for groundwork.
- 3. Teach stop, step back and slow from the ground.

Attach your four lesson plans after this page. You will submit them to the assessor on the day of practical assessment (Unit 7).



Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 2.8 Control of a Group

1. Know how to brief riders on safety practices, procedures and appropriate behaviour						
Write your script of h	ow you brief riders on safety, procedures and behaviour:					
L						
2. Explain group forms of riding including single file, open order and independent riding						
Write your script of how you explain to riders:						
a) Single file						



b) Open order	
c) Independent riding	

3. Use standard teaching commands and terminology to control the movements of a group

Imagine you are teaching three x 12 year olds working towards their D Certificate how to ride down the centre line. What commands would help you? List at least three and make sure each one includes all three parts of a command.

1	
2	
3	

4. Know how to manage a situation in which a horse is exhibiting the flight response

From your imagination or experience, describe a situation where you are/were coaching and a horse exhibits/exhibited the flight response. How would/did you manage the situation? If it was a real situation, is there anything about your response that you would change and why? If you have not had an experience, write down a likely situation and how you would respond.



5. Describe a loose horse protocol

From your imagination or experience, describe a situation where you are/were coaching and there is/was a loose horse. How would/did you manage the situation? If it was a real situation, is there anything about your response that you would change and why?

Supervisor or Mentor to sign off when candidate is competent				
Name and Signature		Date		



Unit 3 Horse Care

RPL may be considered for candidates who have passed their PCA C Proficiency Certificate or higher. Please attach/insert your relevant certificate/s here.

Unit 3.1 Basic Horse Management and Handling

1. Know the key elements of suitable housing for a horse or pony, including paddocking and stabling			
Complete the fo	ollowing table, taking into consideration food,	water, shelter, materials and dimensions	
	Three things that would make you think it suitable for horses	Three things that would make you think it unsuitable for horses	
Paddock			



Yard	
Stable	

- 2. Know how to approach, catch, lead and tie up a horse, using a quick release knot, correctly and safely, and:
 - Turn out a horse alone and/ or in company, and
 - Know how to control a horse for the vet or farrier, and
 - Recognise and interpret horse body language

You will need to demonstrate or explain each of the following to your mentor's satisfaction. In the table below, add the details in the relevant column for each element. Alternatively, write your script for explaining these steps to a rider.



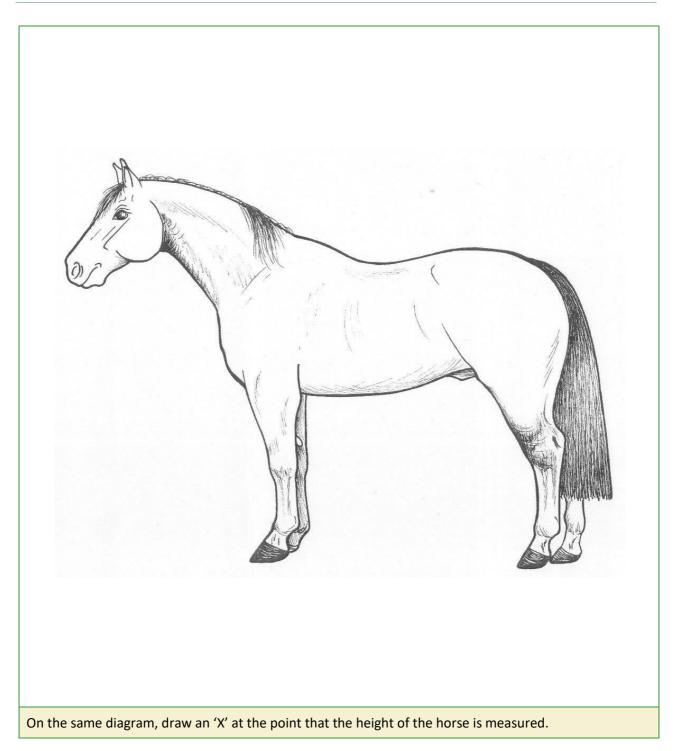
	Add date and location of when demonstrated to mentor, or	Add date when explained to mentor and how (eg. online, over the phone, email or face-to-face)
Approach, catch and lead a horse safely		
Safely tie a horse up with a quick release knot		
Turn a horse out alone and in company		
The correct technique to hold a horse for the vet or farrier		
The facial expressions and body language of a horse when he is normal, relaxed, fearful, excited and sick		

Supervisor or M	entor to sign off when candidate is competent		
Name and Signature		Date	

Unit 3.2 Points, Colours, Markings and measuring

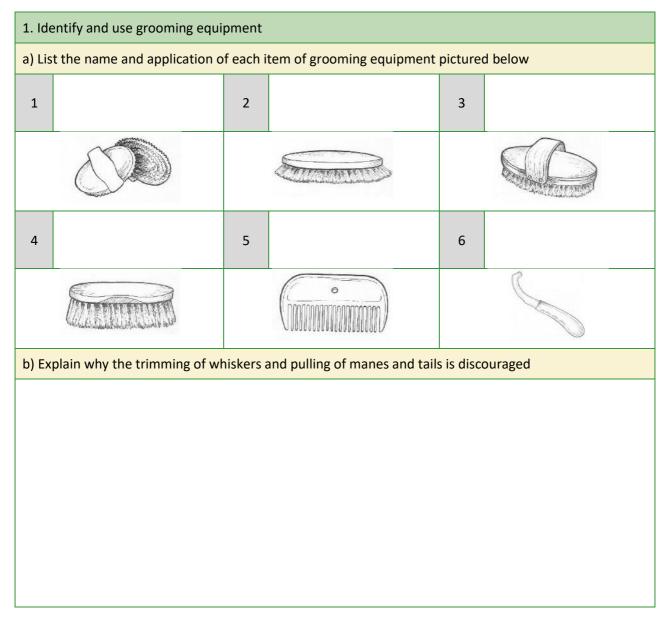
a) Identify the points of the horse, colours and markings to D* level Pony Club b) Explain where and how a horse is measured				
On the diagram below, ic	On the diagram below, identify the following points of the horse:			
1. nostril	2. forehead	3. еуе	4. ear	
5. muzzle	6. forelock	7. crest	8. neck	
9. mane	10. shoulder	11. wither	12. back	
13. loins	14. rump	15. tail	16. knee	
17. fetlock	18. hoof	19. throat	20. elbow	
21. pastern	22. dock	23. coronet	24. hips	
25. hock	26. stifle	27. ribs	28. cheek	





Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 3.3 Grooming, washing and hosing



2. Safely	2. Safely hose, wash and cool a horse	
What ar	What are five rules for safely hosing, washing or cooling a horse:	
1.		
2.		
3		



4	
5	

Supervisor or N	entor to sign off when candidate is competent		
Name and Signature		Date	

Unit 3.4 Care of the hooves

1. Exp	I. Explain the importance of daily hoof care	
List three reasons why hooves should be inspected daily		
1		
2		
3		

2. Know how to safely pick up the feet of a quiet horse	
Describe below the steps to safely pick up the near fore and off hind feet of a quiet horse.	
Alternatively, demonstrate these steps to your mentor.	



Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

3. Name the parts of the hoof		
On the diagrams	below, please label (where visible):	
a) wall		
b) frog		
c) sole		
d) heel		

4. Name	4. Name the farrier's tools				
Name th	ne farrier's tools below and	d describe	what they are used for:		
Name:		Name:		Name:	
Use:		Use:		Use:	
	A Contraction of the contraction		(free and the second se	C	
Name:		Name:		Name:	
Use:		Use:		Use:	



and a second	

5. Know reasons for trimming and/or (re)shoeing		
List fo	our reasons why a hoof would need trimming or re-shoeing.	
1		
2		
3		
4		

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 3.5 Health, Condition & Routine Health Care



1. Recognise a healthy horse in good condition, and

2. Know how to use the 6 point body scoring chart to evaluate a horse's condition

Use the 6 point body scoring chart to evaluate two different horses. Add photos here with your comments.

3. Recognise signs of pain in horses



Describe the facial expression of a horse in pain, with reference to the ears, eyes and nose.

4. Recognise lameness/musculoskeletal pain

Outline a procedure to identify lameness.

What eight signs of musculoskeletal pain have you seen most in your experience? If you have not seen that much diversity, list the ones you expect would be the easiest to overlook.

1	
2	
3	
4	
5	
6	
7	



5. Recognise the following common conditions: girth galls, cold, colic and laminitis (founder)		
Complete the fo	llowing table	
Condition	Symptoms	
Girth galls		
Cold		
Colic		
Laminitis		

6. Know how to recognize and prevent botfly infestation, common internal parasites, tetanus, strangles and Hendra virus			
Complete the followir	ng table		
Condition/affliction	Symptoms	Prevention strategy	
Botflies			
Internal parasites			

8



Tetanus	
Strangles	
Hendra virus	

7. Understand the importance of routine equine dental care

Describe a routine for care for the horse's teeth

8. Identii	8. Identify situations requiring veterinary attention and know how to take the horse's vital signs		
List three	e situations requiring immediate veterinary attention		
1			
2			
3			



Describe how you would take the horse's vital signs

9. Explain the five freedoms

Write up a case study of a horse you own or are familiar with. Identify how the five freedoms are being met and where improvements can be made.

Horse name:

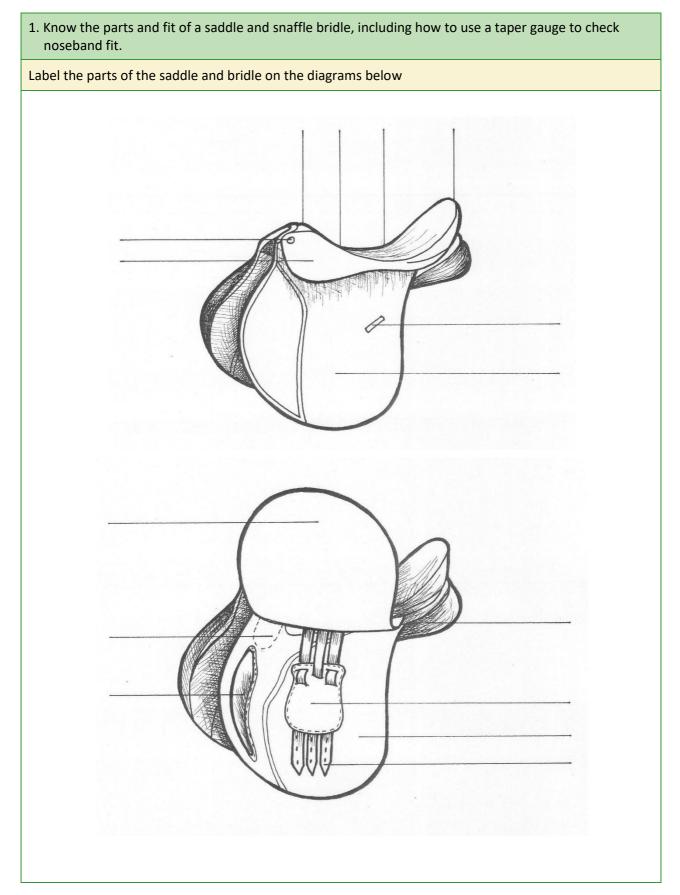
Horse details (age, living conditions, health conditions, etc):

Freedom	Being met by:	Could be improved by:
from hunger and thirst		
from discomfort		
from pain, injury and disease		
to express natural behaviours		
from fear and distress		

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Name and Signature		Date	

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Unit 3.6 Saddlery, Tack & Equipment





On the image below, where would you insert a taper gauge?

2. Explain the procedure for cleaning, caring for and storing saddlery safely		

3. Know the steps to saddle/unsaddle and bridle/unbridle a quiet horse/pony

	Add date and location of when demonstrated to mentor, or	Add date when explained to mentor and how (eg. online, over the phone, email or face- to-face)
Put a bridle on a quiet horse or pony		





Put a saddle on a quiet horse or pony	
Unbridle a quiet horse or pony	
Unsaddle a quiet horse or pony	

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 3.7 Rugs and rugging

1. Know how to make scientifically informed decisions about rugging horses

In your own words, explain what a thermoneutral zone means, what the range is for horses and how that can be used to inform rugging decisions.



2. Safely rug and unrug a quiet horse

	Add date and location of when demonstrated to mentor, or	Add date when explained to mentor and how (eg. online, over the phone, email or face-to-face)
Safely rug a quiet horse		
Safely unrug a quiet horse		

3. Fit, storage, maintenance and care of rugs4. Describe how to measure a horse for a rug		
Complete the follo	owing table, with at least one point per cell	
	Do	Do not
Fitting a rug to a horse		
Storing horse rugs		
Maintaining and caring for horse rugs		



Measuring a horse for a rug	
--------------------------------	--

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 3.8 Feeding

1. Understand the importance of horses as grazing animals

Why is it important to know that horses are grazing animals? How does this knowledge relate to what horses are fed, how and when they are fed, even (or especially) if their access to pasture is limited?



2. Know the rules of good feeding practices			
List e	List eight rules of good feeding		
1			
2			
3			
4			
5			
6			
7			
8			

3. Identify good and poor quality hay, chaff and pasture			
Complete tl	he following table		
Feed	Signs of good quality	Signs of poor quality	
Нау			
Chaff			
Pasture			

4. Ide	4. Identify basic feed ingredients		
Give	examples of feeds that are used to provide condition		
1			



2	
3	
Give	examples of feeds that are concentrates or used to provide energy
1	
2	
3	

5. Explain the effects of under-feeding and over-feeding on the wellbeing of the horse		
Complete the following table:		
Effect	Under or over-feeding?	
Difficulty staying warm in winter		
Reduced tolerance to heat		
Laminitis		
Behavioural problems		
Impaired wound healing and immunity		



6. Recognise common poisonous plants in the locality

Find three plants in your local area which are poisonous to horses – identify them here with a photo or description.

7. Demonstrate how to safely tie a hay net

	Add date and location of when demonstrated to mentor, or	Add date when explained to mentor and how (eg. online, over the phone, email or face-to-face)
Safely tie a hay net		



8. Explain the importance of an ample supply of fresh, clean water for the horse

What are the implications of not providing ample, fresh water to a horse?

9. Identify and prevent dehydration

How can you tell if a horse is dehydrated?

Under what conditions might a horse become dehydrated?



Describe at least two strategies for preventing dehydration:	

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 3.9 How horses move

1. Identify the horse's footfalls at the walk, trot and canter, including beat, sequence of steps		
Explain the following	, including sequence and beat:	
Footfalls at walk		



Footfalls at trot	
Footfalls at canter	
Footfalls at gallop	

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	



Unit 3.10 Transporting horses

- 1. Identify the basic care and maintenance requirements of a float
- 2. Identify safety precautions when loading and unloading a horse
- 3. Identify the road rules and safety aspects of towing a horse float

	Add date and location of when demonstrated to mentor, or	Add date when explained to mentor and how (eg. online, over the phone, email or face-to-face)
Basic care and maintenance of a float		
Safety precautions when loading a horse		
Safety precautions when unloading a horse		
Best practices whilst towing a float		

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 4 – Horse Behaviour and Training

RPL may be provided to candidates who have a 10872NAT Diploma of Equitation Science. If you have a Diploma of Equitation Science, please attach/insert a copy of your diploma here.

Unit 4.1 Introducing Equitation Science

1. Give a basic description of Equitation Science

In your own words, describe Equitation Science:

2. Know the main traits of horses and explain and identify the flight response

In your own words, describe the kind of animals that horses are, with reference to the flight response and what it looks like:



3. Know the 10 Equitation Science principles of training

What are the 10 Equitation Science principles? Paraphrase each on in your own words, stating with 'this means...'

ES Principle (formal statement)	This means:
1	
2	
3	
4	
5	
6	
7	



8	
9	
10	

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 4.2 The Rider's toolkit

Explain pressure-release training (negative reinforcement)

How would you explain pressure-release training to a D level rider?

2. Explain reward training (positive reinforcement)



How would you explain reward training to a D level rider?

3. Explain punishment and why it should be avoided
 List at least three reasons why punishing horses should be avoided:

 a
 a
 a
 a
 a
 a
 a

4. Explain habituation

In your own words, what is habituation?



Supervisor or Mentor to sign off when candidate is competent	

Name and Signature	Date	

Unit 4.3 Ground work

1. Explain the importance of safe ground work and what that entails

If you had to brief a D rider about safe ground work, what points would you include as a minimum?



2. Know Positions 1 and 2 for conducting ground work

You will need to demonstrate or explain each of the following to your mentor's satisfaction. In the table below, add the details in the relevant column for each element. Alternatively, write your script for explaining these steps to a rider.

Handler position during ground work	Add date and location of when demonstrated to mentor, or	Add date when explained to mentor and how (eg. online, over the phone, email or face-to-face)
Position 1		
Position 2		

1. Know the aids for the first three foundation responses on the ground

2. Know some exercises for teaching the first three foundation responses on the ground



	1
Foundation response on the ground	Date and location of demonstration or explanation to mentor and how (eg. online, over the phone, email or face-to- face)
The first foundation response is: The aids are:	
A fun exercise for teaching for teaching this is:	
The second foundation response is: The aids are: A fun exercise for teaching for teaching this is:	
The third foundation response is: The aids are: A fun exercise for teaching for teaching this is:	

5. Understand why 'following' should be discouraged
In your own words, explain why horses should be discouraged from 'following'handlers:



6. Explain how to use the whip as a training tool and not as a form of punishment

What script will you use to explain to riders how they can use the whip for training and not as punishment?

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 4.4 The Equitation Science Training Scale



1. Be familiar with the Equitation Science training scale		
Choose a word from the following list to insert into the blank cells of the table below:		
STRAIGHTNESS	PROOF	BASIC ATTEMPT
CONTACT	OBEDIENCE	RHYTHM
		Is known in the ES Training scale as:
An attempt at a response		
Immediate response from a light aid		
Maintaining speed: gait, tempo, stride length		
Maintaining line and straightness		
Engagement, thoroughness, collection		
Anywhere, anytime		

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	



Unit 5 Riding Skills

Unit 5.1 Gear Checking

- 1. Know how to safely conduct a gear check at the start of a lesson
- 2. Check the fit of the saddle and bridle for comfort and safety
- 3. Recognise when gear is safe to use

Gear check procedure with an unmounted and then a mounted rider for the following:	Date and location of demonstration or explanation to mentor and how (eg. online, over the phone, email or face-to-face)
Correct fit and safety features of approved riding helmets	
Correct fit and safety requirements of riding boots, including clearance of rider's foot in stirrup when mounted	
Correct fit of saddle including saddle blanket tightness of girth stitching and wear of stirrup leathers 	
Correct fitting of bridle including: Bit Reins Bridle Condition of leather and stitching 	
Auxiliary Equipment, eg: • Boots • Martingales • Spurs • Whips	

Supervisor or Mentor to sign off when candidate is competent				
Name and Signature		Date		



Unit 5.2 Mounting, Dismounting and Holding the Reins

- 1. Teach the correct procedure for mounting and dismounting
- 2. Lead a ridden horse from either side
- 3. Teach the rider to hold the reins in two hands and shorten/lengthen the reins
- 4. Teach the rider how to hold the reins in one hand

You will need to demonstrate or explain each of the following to your mentor's satisfaction. In the table below, add the details in the relevant column for each element. Alternatively, write your script for explaining these steps to a rider.

Skill:	Date and location of demonstration or explanation to mentor and how (eg. online, over the phone, email or face-to-face)
Teach the correct procedure for mounting and dismounting	
Lead a ridden horse from either side	
Teach a rider to hold the reins in two hands and shorten/lengthen the reins	
Teach the rider how to hold the reins in one hand	

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 5.3 Rider Position

1. Identify the correct position of the rider in the saddle		
When viewed from the side, the two imaginary lines for assessing rider position are:		
When viewed from behind, the following parts of the rider's body should be level with the ground:		



2. Recognise common faults in rider position		
Complete the table		
	Common faults	Handy tips for riders
Head position		
Upper body position		
Seat		





Thigh position	
Leg position	
Position of feet	
Hands	
Arms and elbows	



The whole body	

3. Communicate position corrections to riders in an effective manner		
Rewrite the following comments in a positive tone:		
Instead of saying:	I can say:	
Stop leaning forwards		
Your hands are crooked		
Your elbows are sticking out		
Your toes are pointing down		
Don't grip with your heels		
You're sliding off the inside		
Your legs are too far forwards		
You're sitting on the back of your bum		



You're leaning too far back	
You are rounding your back	
You keep pulling your hand back	
Stop looking down	
Now rewrite the following comments as a self-assess:	question to develop rider awareness and their ability to
Instead of saying:	I can ask:
Stop leaning forwards	Eg. "Lucy, do you think you are leaning, forwards, backwards or neither"? or "John, If I took your horse out from underneath you, would you fall forwards or backwards?" or "Sam, lean as far forwards as you can. Now as far backwards as you can. Can you find a position in the middle? Is that where you were before?"
Your hands are crooked	
Your elbows are sticking out	
Your toes are pointing down	
You're gripping with your heels	
You're sliding off the inside	



Your legs are too far forwards	
You're sitting on the back of your bum	
You're leaning too far back	
You are rounding your back	
You keep pulling your hand back	

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 5.4 Control of the horse, Aids, Warming up & Cooling Down, Rider Exercises

Know the natural and artificial aids and when and how they should be used
 Teach riders the aids to stop, slow, go forward and turn under saddle

Skill:	Date and location of demonstration or explanation to mentor and how (eg. online, over the phone, email or face-to-face)
Know the natural aids and when and how they should be used	
Know the artificial aids and when and how they should be used	
Teach riders the minimum aids to stop and slow under saddle	



Teach riders the minimum aids to go forward under saddle	
Teach riders the minimum aids to turn under saddle	

3. Teach riders to walk, trot and canter

4. Teach riders to change their rising diagonal at trot

5. Teach a rider to walk and trot on a long rein

6. Teach riders to identify the correct leading leg at canter

7. Teach a rider to increase and decrease the speed within a pace

You will need to demonstrate or explain each of the following to your mentor's satisfaction. In the table below, add the details in the relevant column for each element. Alternatively, write your script for explaining these steps to a rider.

Skill:	Date and location of demonstration or explanation to mentor and how (eg. online, over the phone, email or face-to-face)
Teach riders to walk	
Teach a rider to increase and decrease the speed within the walk	
Teach a rider to walk on a long rein	
Teach riders to trot	
Teach a rider to increase and decrease the speed within the trot	
Teach a rider to trot on a long rein	
Teach riders to change their rising diagonal at trot	
Teach riders to canter	
Teach a rider to increase and decrease the speed at canter	
Teach riders to identify the correct leading leg at canter	

8. Understand and explain the concept of self-carriage

a) In your own words, explain the concept of self-carriage.



b) How will you instil in your riders an appreciation for self-carriage without necessarily using that term?
Supervisor or Mentor to sign off when candidate is competent

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 5.5 Poles and Small Jumps

1. Know t	the general principles of using trot poles safely and effectively
How far a	apart should trot poles be when ridden at:



Walk?			
Trot?			

2. How can you tell if the poles are the correct distance apart?

3. How would you cope with a mixed group of horse heights?

4. Know how to introduce small fences and crossrails			
Number the following lesson steps in the order you would cover them for a jump lesson:			
Shorten stirrups			
Trot to a cross rail			
Warm up horses and riders on the flat			
Work riders on the flat in the Forward and 2-point seat			
Walk poles			
Canter to a cross rail			
Trot poles			
Canter to a small vertical			



5. Know strategies for a horse who stops or runs out				
List a	List at least three reasons why a horse might stop or run out and how you would address each one.			
1				
2				
3				

6. Teach the rider the jumping position, including two and three point seat, and

7. Teach the rider crest release and the correct use of the neck strap

You will need to demonstrate or explain each of the following to your mentor's satisfaction. In the table below, add the details in the relevant column for each element. Alternatively, write your script for explaining these steps to a rider.



Skill:	Date and location of demonstration or explanation to mentor and how (eg. online, over the phone, email or face-to- face)
Teach a rider a two-point seat	
Teach a rider a three-point seat	
Teach a rider crest release	
Teach rider correct use of the neck strap	

Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 5.6 Simple mounted games

	 Know where to locate the rules for Mounted Games and Novelties Know some simple mounted games 		
a) Fir	d three mounted games that you have never heard of before and list them here:		
1			
2			
3			
b) How could you incorporate elements of these games into a ground work or flat work lesson to make it more engaging/challenging for riders?			



Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	

Unit 5.7 Road Rules

- 1. The rules for riding a horse on the road as an individual or in a group
- 2. Hand signals when riding on the road
- 3. Correct paces for riding on roads

You will need to demonstrate or explain each of the following to your mentor's satisfaction. In the table below, add the details in the relevant column for each element. Alternatively, write your script for explaining these steps to a rider.

Skill:	Date and location of demonstration or explanation to mentor and how (eg. online, over the phone, email or face-to-face)
Teach a rider the correct hands signals to use when riding on the road	
Teach riders the Road Safety Rules for riding a horse on the road	
Teach riders the correct paces for riding on the roads	



Supervisor or Mentor to sign off when candidate is competent			
Name and Signature		Date	



Unit 6 - Mentored coaching practice log

Please complete the chart below to verify your mentored coaching hours accrued prior to practical assessment. A minimum of 10 hours is required. These hours may include attendance at a state-based NCAS training clinic or similar. Please insert another page if more rows are required.
Hours of

Date	Location	Supervised by (name, position and initials)	Hours of supervised coaching
		Total number of supervised coaching hours	

Mentor statement to Practical Assessor

I ______ (name of mentor) have mentored the candidate

_____ (name of candidate) throughout their learning to become a

PCANCAS Preliminary Coach.

I find the candidate to be competent in all the exercises in this workbook from Unit 2 up to and including Unit 5, which I have signed where required. I have also cited the evidence of the candidate's completion of

Unit 1 (Sport Australia Online Community Coaching Principles Certificate).

It is my opinion that the candidate is ready for their Practical Assessment.

Signed ______ (name) ______ (signature)

On this day _____ (date)

Unit 7 Practical Coaching Assessment

Practical Assessment

You must plan and conduct a 30 minute lesson involving the teaching of a new skill for a small group of D/D* level riders for each of the following types of lessons:

- 1. Riding on the flat,
- 2. Poles and/or small obstacles
- 3. Mounted games/novelties/sporting
- 4. Groundwork

The Assessor must be provided with a copy of your lesson plans, prior or at the assessment. These will be the same lesson plans that your presented for Unit 2.7 in this workbook.

The ridden lessons will have 3 riders in each group.

The groundwork lesson will be completed with a single rider.

The purpose of the practical assessment is for you to demonstrate your competency in applying the knowledge documented in their workbook and the experience your have gained during your mentored coaching and coaching practice.

On the day of assessment, you will have access to a group of Current Financial D or D* Level Pony Club riders mounted on quiet horses in a safe riding area with safe equipment.

You should bring your own equipment relevant to your lesson plans, such as a whiteboard, laminated pictures, tape measure or whatever else is needed.

You will be required to demonstrate all of the performance criteria as set out in the checklist reproduced below. You must demonstrate the performance criteria consistently throughout each of the four lessons.

Although subject to the discretion of the assessor, your should have no more than one assessment of NYC (Not Yet Competent) per section on the assessment sheet, per each of the four practical lessons.

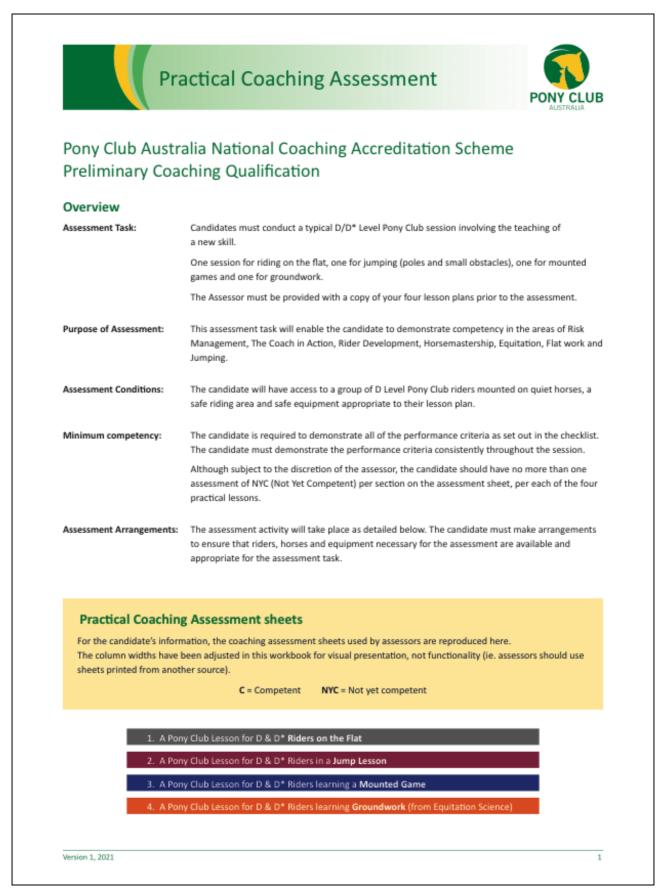
On the day of assessment, you will need to present:

- Proof of current PCA Membership
- Working with Children/Vulnerable people card number and date obtained:

Note: Known as:

- 'Working with Children Check' (valid for 5 years in SA, NSW and Vic or 3 years in WA)
- 'Registration to Work with Vulnerable People' (Tas, valid for 3 years)
- 'Working with Vulnerable People Registration' (ACT, valid for 5 years)
- 'Working with Children Clearance' aka 'Ochre card' (NT, valid for 2 years)
- 'Blue card' (QLD, valid for 2 years)
- Signed mentor statement that Units 1-6 have been completed (as per the form above in Unit 6)

Practical Coaching Assessment sheets







2

1. A Pony Club Lesson for D & D* Riders on the Flat	1
Candidate Name	Date
Assessor	Venue
Task	Lesson Start Time

Practical Skills Checklist Assessment		
Section 1 – Introduction	C/NYC	Comments
Introduce self and ask rider's names		
Introduce topic		
Purpose of lesson		
Presentation of Candidate		
Suitability of footwear		
Suitability of clothing		
Preparation – equipment		
Section 2 – Safety	C/NYC	Comments
Emergency Stop procedure established		
Safe equipment and environment		
Medical Check / Identification of special needs		
Gear Check		
Finding out horse and rider information		



Section 3 - Explanation, Demonstration & Warm-UpC/NYCCommentsExplanationIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII	1. A Pony Club Lesson for D & D* Riders on the Flat 2			
Image: Clear and conciseImage: Clear and conciseCovers topic thoroughlyImage: Clear and conciseCovers topic thoroughlyImage: Clear and conciseClear Demonstration:Image: Clear and conciseAccurateImage: Clear and conciseSuitableImage: Clear and conciseWarm-Up (& initial assessment):Image: Clear and concise explanation about how to use the relevant aidsRelevance to lessonC/NYCStructure / PlanImage: Clear and concise explanation about how to use the relevant aidsSuitability of training task for groupImage: Clear and concise explanation and skills.Show sequential progression of lessons and skills.Image: Clear and concise ability to break down to enhance rider understandingDemonstrates ability to break down to enhance rider understandingImage: Clear and concise ability to break down to enhance rider understandingDemonstrates ability to break down to enhance rider understandingImage: Clear and concise ability to break down to enhance rider understandingDemonstrates ability to break down to enhance rider understandingImage: Clear and concise ability to break down to enhance rider understandingDemonstrates ability to break down to enhance rider understandingImage: Clear and concise ability to break down to enhance rider understandingDemonstrates ability to break down to enhance rider understandingImage: Clear and concise ability to break down to enhance rider understandingDemonstrates ability to break down to enhance rider understandingImage: Clear and concise ability to break down to enhance rider understandingDemonstrates ability to break down to enhan	Section 3 – Explanation, Demonstration & Warm-Up	C/NYC	Comments	
Covers topic thoroughly Image: Covers topic thoroughly Clear Demonstration: Image: Covers topic thoroughly Accurate Image: Covers topic thoroughly Suitable Image: Covers topic thoroughly Warm-Up (& Initial assessment): Image: Covers topic	Explanation			
Clear Demonstration: Image: Clear Demonstration: Accurate Image: Clear Demonstration: Suitable Image: Clear Demonstration about how to use the relevant aids Relevance to lesson Image: Clear Demonstration about how to use the relevant aids Statability of training task for group Image: Clear Demonstrates ability to break down to enhance rider understanding Show sequential progression of lessons and skills. Image: Clear Demonstrates ability to break down to enhance rider understanding	Clear and concise			
Accurate Image: Constraint of the set of t	Covers topic thoroughly			
Suitable Image: Constraint of the series	Clear Demonstration:			
Warm-Up (& Initial assessment): Image: Comparison of lesson Relevance to lesson Image: Comparison of lesson sand skills. Rider / Horse Assessment Image: Comparison of lesson sand skills. Both reins C/NYC Section 4 - Lesson Content C/NYC Lesson Structure / Plan Image: Comparison of lessons and skills. Leason Diagram (Warm up diagram also advised) Image: Comparison of lessons and skills. Show sequential progression of lessons and skills. Image: Comparison of lessons and skills. Demonstrates ability to break down to enhance rider understanding Image: Comparison of lesson sand skills.	Accurate			
Relevance to lesson Image: Content	Suitable			
Rider/ Horse Assessment Image: Comparison of lessons and skills. Both reins C/NYC Section 4 - Lesson Content C/NYC Lesson Structure / Plan Image: Comparison of lessons and skills. Lear and concise explanation about how to use the relevant aids Image: Comparison of lessons and skills. Show sequential progression of lessons and skills. Image: Comparison of lessons and skills. Demonstrates ability to break down to enhance rider understanding Image: Comparison of lessons and skills.	Warm-Up (& initial assessment):			
Both reins C/NYC Comments Section 4 - Lesson Content C/NYC Comments Lesson Structure / Plan I I Lesson Diagram (Warm up diagram also advised) I I Clear and concise explanation about how to use the relevant aids I I Suitability of training task for group I I I Show sequential progression of lessons and skills. I I I Demonstrates ability to break down to enhance rider understanding I I I	Relevance to lesson			
Section 4 - Lesson Content C/NYC Comments Lesson Structure / Plan I I Lesson Diagram (Warm up diagram also advised) I I Clear and concise explanation about how to use the relevant aids I I Suitability of training task for group I I Show sequential progression of lessons and skills. I I Demonstrates ability to break down to enhance rider understanding I I	Rider/ Horse Assessment			
Lesson Structure / Plan Image: Constructure / Plan Lesson Diagram (Warm up diagram also advised) Image: Constructure / Plan Clear and concise explanation about how to use the relevant aids Image: Constructure / Plan Suitability of training task for group Image: Constructure / Plan Show sequential progression of lessons and skills. Image: Constructure / Plan Demonstrates ability to break down to enhance rider understanding Image: Constructure / Plan	Both reins			
Lesson Diagram (Warm up diagram also advised) Clear and concise explanation about how to use the relevant aids Suitability of training task for group Show sequential progression of lessons and skills. Demonstrates ability to break down to enhance rider understanding	Section 4 – Lesson Content	C/NYC	Comments	
Clear and concise explanation about how to use the relevant aids Suitability of training task for group Show sequential progression of lessons and skills. Demonstrates ability to break down to enhance rider understanding	Lesson Structure / Plan			
Suitability of training task for group Show sequential progression of lessons and skills. Demonstrates ability to break down to enhance rider understanding	Lesson Diagram (Warm up diagram also advised)			
Show sequential progression of lessons and skills. Demonstrates ability to break down to enhance rider understanding	Clear and concise explanation about how to use the relevant aids			
Demonstrates ability to break down to enhance rider understanding	Suitability of training task for group			
	Show sequential progression of lessons and skills.			
	Demonstrates ability to break down to enhance rider understandin	g		
Correct, appropriate terminology and information	Correct, appropriate terminology and information			



4

1. A Pony Club Lesson for D & D* Riders on the Flat		ALSTRAJ
Section 5 – General Coaching Skills	C/NYC	Comments
Good safe group control		
Safe Rider distancing – e.g. circling, slowing or turn across arena		
Perceptive and attentive individual needs		
Observe, note and correct errors in individual techniques and skills		
Maintain rider focus throughout lesson		
Variety of techniques/strategies to teach skills		
Ensure all riders are recognised during session		
Recognise and correct riders' position		
Communicate instructions clearly and accurately		
Communicates clear coaching techniques		
Positive attitude		
Uses a variety of strategies to praise further development; or alter performance		
Voice – clear and concise		
Candidates teaching Position		
Position of riders waiting- if applicable		
Identify critical incidents (success/ failure)		
Demonstrates effective time management to ensure completion of training session		
Cool down and/or Safe dismissal		



1. A Pony Club Lesson for D & D* Riders on the Flat	•		PONY
Section 6 – Feedback Skills	C/NYC	Comments	
Feedback given to both individuals and group	-,		
Feedback conveyed in a positive manner to encourage change/ reward performance			
Feedback is correct and given as soon as possible after task completion			
Feedback contains a question to check rider understanding			
FINAL RESULT (please circle):	со	MPETENT / NOT YET CON	IPETENT
Assessor comments:			





1

6

2. A Pony Club Lesson for D & D* Riders in a Jump Lesson

Candidate Name	Date
Assessor	Venue
Task	Lesson Start Time

Practical Skills Checklist Assessment		
Section 1 – Introduction	C/NYC	Comments
Introduce self and ask rider's names		
Introduce topic		
Purpose of lesson		
Presentation of Candidate		
Suitability of footwear		
Suitability of clothing		
Preparation – equipment		
Section 2 – Safety	C/NYC	Comments
Emergency Stop procedure established		
Safe equipment and environment		
Medical Check / Identification of special needs		
Gear Check		
Finding out horse and rider information		
Equipment set at safe distances		



Section 3 – Explanation, Demonstration & Warm-Up	C/NYC	
	-,	Comments
Explanation		
Clear and concise		
Covers topic thoroughly		
Clear Demonstration:		
Accurate		
Suitable		
Warm-Up (& initial assessment):		
Relevance to lesson		
Rider/ Horse Assessment		
Both reins		
Section 4 – Lesson Content	C/NYC	Comments
Lesson Structure / Plan		
Lesson Diagram with safe and correct distances (Warm up diagram also advised)		
Clear and concise explanation about how to use the relevant aids		
Suitability of training task for group		
Show sequential progression of lessons and skills.		
Demonstrates ability to break down to enhance rider understandi	ng	
Correct, appropriate terminology and information		



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2. A Pony Club Lesson for D & D* Riders in a Jump Lesson		AUSTRILIA
Section 5 – General Coaching Skills	C/NYC	Comments
Good safe group control		
Safe Rider distancing – e.g. circling, slowing or turn across arena		
Perceptive and attentive individual needs		
Observe, note and correct errors in individual techniques and skills		
Maintain rider focus throughout lesson		
Variety of techniques/strategies to teach skills		
Ensure all riders are recognised during session		
Recognise and correct riders' position		
Communicate instructions clearly and accurately		
Communicates clear coaching techniques		
Positive attitude		
Uses a variety of strategies to praise further development; or alter performance		
Voice – clear and concise		
Candidates teaching Position		
Position of riders waiting – if applicable		
Identify critical incidents (success/ failure)		
Demonstrates effective time management to ensure completion of training session		
Cool down and/or Safe dismissal		



2. A Pony Club Lesson for D & D* Riders in a Jump Lesso	n	ALST
Section 6 – Feedback Skills	C/NYC	Comments
Feedback given to both individuals and group		
Feedback conveyed in a positive manner to encourage change/ reward performance		
Feedback is correct and given as soon as possible after task completion		
Feedback contains a question to check rider understanding		
FINAL RESULT (please circle):	cc	OMPETENT / NOT YET COMPETENT
Assessor comments:		





1

3. A Pony Club Lesson for D & D* Riders learning a Mounted Game

Candidate Name	Date
Assessor	Venue
Task	Lesson Start Time

Practical Skills Checklist Assessment		
Section 1 – Introduction	C/NYC	Comments
Introduce self and ask rider's names		
Introduce topic		
Purpose of lesson		
Presentation of Candidate		
Suitability of footwear		
Suitability of clothing		
Preparation – equipment		
Section 2 – Safety	C/NYC	Comments
Emergency Stop procedure established		
Safe equipment and environment		
Medical Check / Identification of special needs		
Gear Check		
Finding out horse and rider information		

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3. A Pony Club Lesson for D & D* Riders learning a Mounte	ed Game	ALSTRU P
Section 3 – Explanation, Demonstration & Warm-Up	C/NYC	Comments
Explanation		
Clear and concise		
Explanation includes rules if required		
Covers topic thoroughly		
Clear Demonstration:		
Accurate		
Suitable		
Warm-Up (& initial assessment):		
Relevance to lesson		
Rider/ Horse Assessment		
Both reins		
Section 4 – Lesson Content	C/NYC	Comments
Lesson Structure / Plan		
Lesson Diagram (Warm up diagram also advised)		
Suitability of training task for group		
Show sequential progression of lessons and skills.		
Demonstrates ability to break down to enhance rider understanding		
Correct, appropriate terminology and information		
Attentive to horse welfare		



3. A Pony Club Lesson for D & D* Riders learning a Mount	ed Game	ALS	TRALIA
Section 5 – General Coaching Skills	C/NYC	Comments	
Good safe group control			
Safe Rider distancing – e.g. circling, slowing or turn across arena			
Perceptive and attentive individual needs			
Observe, note and correct errors in individual techniques and skills			
Maintain rider focus throughout lesson			
Variety of techniques/strategies to teach skills			
Ensure all riders are recognised during session			
Recognise and correct riders' position			
Communicate instructions clearly and accurately			
Communicates clear coaching techniques			
Positive attitude			
Uses a variety of strategies to praise further development; or alter performance			
Voice – clear and concise			
Candidates teaching Position			
Position of riders waiting – if applicable			
Identify critical incidents (success/ failure)			
Demonstrates effective time management to ensure completion of training session			
Cool down and/or Safe dismissal			

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3. A Pony Club Lesson for D & D* Riders learning a Mounted Game				
Section 5 – Feedback Skills	C/NYC	Comments		
Feedback given to both individuals and group				
Feedback conveyed in a positive manner to encourage change/ reward performance				
Feedback is correct and given as soon as possible after task completion				
Feedback contains a question to check rider understanding				
INAL RESULT (please circle): COMPETENT / NOT YET COMPETENT				
Assessor comments:				



4. A Pony Club Lesson for D & D* Riders learning Groundwork (from Equitation Science)

Candidate Name	Date
Assessor	Venue
Task	Lesson Start Time

C/NYC	Comments
C/NYC	Comments

Version 1, 2021



Practical Coaching Assessment PONY CLUB 4. A Pony Club Lesson for D & D* Riders learning Groundwork (from Equitation Science) Section 3 – Explanation, Demonstration & Warm-Up C/NYC Comments Explanation Clear and concise Covers topic thoroughly Clear Demonstration: Accurate Suitable C/NYC Section 4 - Lesson Content & General Coaching Skills Comments Perceptive and attentive individual needs Variety of techniques/strategies to teach skills Communicate instructions clearly and accurately Correct & appropriate terminology used Lesson Structure / Plan Lesson Diagram (Warm up diagram also advised) Maintain rider focus throughout lesson Corrects errors in individual techniques and skills Communicates clear coaching techniques Demonstrates effective time management to ensure completion of training session

Version 1, 2021



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Section 4 – Lesson Content & General Coaching Skills (continued)	C/NYC	Comments
Voice- clear and concise		
Candidates teaching position, handler is in safe position		
Positive attitude		
Identify critical incidents (success/ failure)		
Uses a variety of strategies to praise further development; or alter performance		
Attentive to horse welfare		
Cool down and/or Safe dismissal		
Overall Impression		
Section 5 – Feedback Skills	C/NYC	Comments
Feedback contains information about the performance that is easy to understand		
Feedback conveyed in a positive manner to encourage change/ reward performance		
Feedback is correct and given as soon as possible after task		

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INAL RESULT (please circle):	COMPETENT / NOT YET COMPETENT			
Assessor comments:				



	gn off fo	rm		
Candidate's Name:				
Assessor's Name:				
I (the Assessor) am s	atisfied that th	e following ha	ve occurred: (please tick)	
Code of Cond	luct signed			
Coaching Log	Book complete	ed 🗌		
			ponses to the questions in th practical assessment they hav	is workbook and believe that throug ve: (please tick)
demonstrated	d competence a	as a Preliminar	y Pony Club Coach	
 not yet demo 	instrated compo	etence as a Pre	eliminary Pony Club Coach	
				uired by the candidate (eg re-submi urther coaching experience etc):
Lesson	(pleas	e tick)	Comment	
Lesson	Competent	Not Yet Competent	comment	
1. Flat				
1. Flat 2. Jump				
2. Jump				



Car	ndidate registration form
For re	egistration or re-registration to the National Coaching Accreditation Scheme (NCAS)
TO:	Pony Club Australia Inc
I,	Date of birth: / /
	Full Name
Of	Address
	State Postcode
	Email Telephone contact
	PCA Membership number
With	Working with Children/Vulnerable people card number
and o	date obtained: / /
	 'Working with Children Check' (valid for 5 years in SA, NSW and Vic or 3 years in WA) 'Registration to Work with Vulnerable People' (Tas, valid for 3 years) 'Working with Vulnerable People Registration' (ACT, valid for 5 years) 'Working with Children Clearance' aka 'Ochre card' (NT, valid for 2 years) 'Blue card' (QLD, valid for 2 years)
am s	eeking registration for the PCANCAS Preliminary Coaching Qualification.
ann s	ee to the following terms:
	 I agree to abide by the Pony Club Australia Inc Code of Conduct
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l agre	 I acknowledge that PCA may take disciplinary action against me, if I breach the Code of Conduct. understand that PCA is required to implement a complaints handling procedure in accordance w the principles of natural justice, in the event of an allegation against me)
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