



Dear Learner

Having completed and been found competent in your Horse Master and Stable Management skills programs you are to be congratulated on a job well done! You have gone through a full year of practical and experiential learning and are now ready to assist in the stable yard environment within the equine industry.

Graduates are required to have attained competency in all modules, to be eligible to be awarded *full* skills certificates at the next two levels of NQF 4 and 5. However, if you do have first year modules still outstanding, you will be assessed on these modules during the first term when you enrol for advanced studies. This means you may continue with the next level at the same time and will be awarded certification, based on the modules you have been found competent in.

NQF LEVEL 4 & 5

With your decision to further your career by enrolling in the advanced NQF levels 4 & 5 skills programs; you are now entering the world of **teaching** and **coaching** and **training**. You will be acquiring a skill set giving you the knowledge and skills to introduce a novice rider of any age to the art of riding for their own pleasure, as well as establishing the foundational riding skills of a rider who wishes to enter the competitive world in the equestrian discipline of their choice. As a Trainer, you will also be responsible for improving the horse!

What is the difference between **teaching** and **coaching** and **training**?

Teachers are instructional and are responsible for teaching a new skill with their focus on the rider. **Coaches** are rider centred with a focus on developing problem-solving skills and rider ability, to positively improve the horse's way of going. **Trainers** use their acquired skills to focus on improving the horse's performance. way of going.

The four steps to this learning process are shown in the example below.

THE LEARNING PROCESS

When a new skill is learnt, there is an **accepted** process that each learner will go through. I will use 'learning to drive a car' as an example:

UNCONSCIOUS INCOMPETENCE

Many people may think that learning to drive a car is an easy task, that there is "nothing to it" and they believe they can just get into the car and drive even though that the person has no knowledge of how to drive a car. At the same time two things are apparent; the person does not recognize this lack of knowledge and this person does not really have a desire to address this lack of knowledge.

CONSCIOUS INCOMPETENCE

At this stage of the learning process the learner is aware of a skill or knowledge gap and understands the importance of acquiring the new skill. This is the point that real learning can take place.

CONSCIOUS COMPETENCE

The person then gets into the car and tries to drive. They begin to realize that there is more to driving than was first thought and that **they do not have the required skill needed to drive the car**. The person then begins to learn the skills needed but they must use a lot of THOUGHT and CONCENTRATION to ensure they learn these skills correctly.

UNCONSCIOUS COMPETENCE

Eventually with much **perseverance**, driving becomes 'second nature' and the person no longer needs to concentrate as much on the skills required. *With this acquired unconscious competence, other new skills can be learnt, such as learning to tow a trailer and so on...*

Consider this

Until a skill is heading towards UNCONSCIOUS COMPETENCE, it is very difficult to teach a related skill.

In riding, we will use the example of a related skill is when the rider is learning to distinguish which diagonal one is on when 'posting' at the trot.

It is difficult to teach a rider about diagonals in rising trot (the related skill), until they can perform the rising trot (the new skill) without too much thought. They cannot yet focus on learning the diagonals, as they will still be thinking too much about the rising trot (balance and rhythm) for the rising process.

However, once the new skill becomes second nature, the learner can begin to focus on achieving the related skill (which diagonal am I on).

In summary by the end of NQF 4 & 5 after the required dedication and commitment to your theoretical and practical studies, you will have acquired teaching skills at these levels of the learning process to shape the

riding skills of those riders under your guidance. In addition, you will have acquired knowledge and skills to improve the ability of the horse, and the basic movements which create harmony between two different athletes.

Success lies in teaching practice, and the effort you put into your own riding progress; as always the ***more you practice, the better a coach and trainer you will become.***

The unit standards of the advanced studies are interactive and are taught concurrently, throughout the course period so you will be acquiring knowledge and practicing skills often across different levels in the same time period.

THE ROAD TO SUCCESS

As practice is the cornerstone to success, Coach assistants will be assigned riders to instruct and are expected to show improvement in these riders. As part of evidence, you as the candidate teacher will be required to complete and maintain lesson plans for each rider. The lessons plans form part of a practical workplace logbook as the PoE to determine the rider's progress over the course program duration.

The REC Academy is an institution of teaching excellence, and a high degree of professionalism in the workplace is expected. It bears remembering, that in the working world, parents look to teachers for guidance and support, as they entrust their children to an acknowledged figure of authority. Our work ethic covers not only our dedication to acquiring knowledge and skills, but as importantly, the way we conduct ourselves, what we wear, and how we speak. Your values and beliefs are reflected in the way you present and conduct yourselves in your chosen field of expertise and ***these attributes are the currency of the teachers, mentors, and leaders of tomorrow.***

During the intensive eight-month advanced studies program, coach assistants will spend part of each day, and some weekends, immersed in the world of teaching, the art of riding, and the management and schooling of the horse.

Theory knowledge subjects are worked through in our interactive sessions and are completed individually as assignments. These are then added to each learner's PoE having been marked with feedback as part of formative assessment. In line with all tertiary learning and professional development, REC Academy emphasizes that all research must be sourced and referenced from internationally accepted standard platforms, as an integral part of the learning evidence we require from our learners.

Following are the level 4 and 5 further education and training Skills Programs, with the Unit Standards (modules) included in the Advanced study course. All electives will be discussed and decided upon, in consultation with the Academy Tutor at the commencement of the course year and choices will be made according to the standard of Riding Proficiency of each first year graduate.

➤ 335720	Apply remedial behavioural techniques for a horse	7
➤ 335731	Assess conformation & movement of a horse	10
➤ 335735	Establish & maintain grazing for horses	12
➤ 335738	Evaluate the welfare of a horse	4
➤ 262399	Apply health practices for horses	8
➤ 243620	Operate a recreational facility	4
➤ 243301	Manage safety and emergency incidences	6
➤ 335760	Perform horse riding instruction	10
➤ 13674	Identify and support learners with special needs	4
Electives-	TOURISM	
➤ 335722	Prepare horses & clients for a trail ride of up to one day	4
➤ 335719	Develop riding proficiency	6
Electives-	SPORT COACHING	
➤ 254456	Explain principles of physical activity in the context of sport or fitness	3
➤ 243296	Apply Value and Ethics to a sport organization	3
➤ 264539	Assist with designing courses for an equestrian event at prov level	3

The learner must have completed and been found competent at NQF levels 1,2,3 and be in possession of a current and recognized level 1 First Aid Certificate to be eligible to be awarded the full level 4 skills certificate.

In alignment with the Unit Standards above – As part of each student’s research journey at REC Equestrian Academy, competency evaluation outcomes must be underpinned by knowledge and skills relating to:

- Understanding the rules regulating equestrian sport
- Understanding FEI welfare of horses and the relevant national legislation
- Importance of safety of horse, rider & equipment prior to teaching and in lessons inside and outside the arena
- Suitability of specific horses for pupils
- Maintenance of lesson logs and accident registers
- Ability to effectively teach correct basic seat for riding work
- Ability to effectively teach an individual or groups
- Motivating riders and plan lessons
- Fitness of horse and rider relevant to teaching practice
- Factors that affect learning of horse and rider
- Demonstrate good communication skills
- Ability to lead recreational riders in open country, with safety considerations

THE THEORY OF TEACHING

- Basic principles of Teaching
- Understanding the principles of the scales of training for the horse
- Understanding the levels of competency of the rider
- The role of the instructor
- What makes a good instructor
- Development of Communication skills
- Professionalism in the workplace
- The lesson Plan
- Safety and the group lesson
- Different levels of instruction within age groups and learning levels
- The role of Edutainment
- The role of Mounted Games
- Control and Safety during Trail and Out-rides, Le Trec, road work
- School movements and commands
- The use of trotting poles to improve balance and control
- Equipment and safety

LUNGING THE NOVICE RIDER

- Equipment & safety
- Horse & safety
- Rider & safety
- Handler & safety
- Area & safety
- The role of Lunging and the Novice Rider
- Evaluation and session planning
- Exercises for the Novice Rider on the Lunge

BASIC RIDING

- Correct practice of mounting and dismounting safely
- Correct seat and application of the Aids on the flat
- Effective riding on the flat
- Correct seat and application of the Aids over fences
- Accuracy over fences
- Correct Track
- Ability to recognize the average non-jumping horse and pony stride
- Understanding the importance of correct measurements for Gymnastic training part 1
- Understand the principle of the related distance and its role in Show Jumping
- Develop ability to read and discuss a course plan

COACHING A GROUP LESSON

- Safety and control of the group lesson
- Lesson structure and planning
- Time management of the lesson
- Use the horse's instinct in the lesson situation and when correcting mounted vices
- The principles of balance and the show jumping seat
- The five phases of jumping
- Teaching the correct technique for jumping
- Using simple gymnastics and school movements for improvement of horse and rider
- Applying different movements to improve balance, rhythm, and straightness
- The importance of striding in related distances
- Evaluate, understand, and manage mounted vices

NQF 5 SPORT HORSE MANAGEMENT SKILLS

CREDITS

➤ 335764 Analyze equine biomechanics	6
➤ 335761 Apply knowledge of unsoundness conditions	8
➤ 335774 Manage equine ration formulation and feeding	8
➤ 335759 Understand the suitability of horse breeds for designated purposes	3
➤ 13927 Utilize personal development training for personal growth	5
➤ 117871 Facilitate learning using a variety of given methodologies	10

The learner must have completed and been found competent at NQF levels 1,2,3,4 and be in possession of a current and recognized level 1 First Aid Certificate to be eligible to be awarded the full level 5 skills certificate.

In alignment with the Unit Standards above – As part of each student's research journey at REC Equestrian Academy, competency evaluation outcomes must be underpinned by knowledge and skills relating to:

- Development of an established and independent seat on the flat and over fences
- Competency in riding a horse between hand and leg and on the bit, according to the horse's stage of training
- Ability to maintain an independent seat in all three gaits without stirrups on the flat and over small fences
- Simple lateral exercises and transitions between and within paces
- Riding and Assessing horses' stage of training and discuss advancement and training strategies at Novice Dressage level.
- Ability to ride a horse at Novice level Dressage
- Competency in jumping a simple show jumping course over fences up to 1 m

COACHING

- The role of the Coach
- What makes a good Coach?
- Safety and equipment
- The lesson Plan
- Time Management of the lesson
- The study of movement and riding
- Balance and Harmony between horse and rider as per scales of training
- The use of Gymnastics to improve jumping technique of the rider
- Using Gymnastics to improve jumping accuracy of the horse
- Rhythm and pace around a Show Jumping Course
- Teaching a group of riders over fences up to 85cm high.
- Effective in problem solving encountered when jumping, including but not limited to: stops, run outs, knocks

LUNGING AN INDIVIDUAL LEARNER

- The role of lunging the advanced rider
- Lunging to assess and improve rider position, balance & feel
- Exercises to improve suppleness of the rider

GENERAL EQUESTRIAN KNOWLEDGE

- Questions related to mounted vices and evasions
- Recognized training methods and the Scales of Training
- The internationally accepted teaching and training principles used in training on the flat and over fences
- Professionalism and good communication skills

GENERAL CODES OF CONDUCT

The documents below will be made available to learners, to be read and signed at commencement of the course program:

Learner Code of Conduct: As a learner at REC Academy, we aim to give you all the support and guidance you need to achieve success. Our Code of Conduct is a guide to show you what we expect from learners at the academy so that we can help you to achieve this, in a supportive and non – threatening environment.

Student Agreement: This document contains an indemnity form as well the giving of permission to REC Equestrian Academy, to make use of photographs and videos taken of learners during the course year for educational/marketing purposes. Upon signing this document, you also state that you have read and understood the contents of the Induction Book and Annex A.

Annex A: This document accompanies the Student Agreement. It is a non-disclosure form regarding the intellectual property of the Academy. When signing the Student Agreement, the learner agrees that they will not share or disclose any material with other parties and that they may make use of the property solely for the purpose of the course.

Induction Book: The contents of this book will be made available to learners at the beginning of the course year. It includes our Code of Conduct, Mission Statement, Course Information, Roles and Responsibilities, Discipline procedures, and other useful information.

Experiential Training Guidelines: This is a document for learners that have opted to organise their own practical experience and not make use of the facility provided. This document will explain the requirements for this option and will guide the learner to find a suitably qualified External Student Field Supervisor/Mentor as well as the process of providing proof of their practice through the Practical workplace Logbooks.

Media Consent Form: This is a form for learners wishing to take pictures or videos of individuals who are not affiliated to REC Equestrian Academy. Such pictures and/or videos are to be used for assignments, projects, and evidence of practice for the purpose of fulfilling the logbook requirements. The individual (or guardian if the individual is younger than 18) will need to sign this release form, the form must be sent to the learner's facilitator once complete.

GENERAL INFORMATION

Full time Candidates enrolled for the NQF 4 & 5 will:

- Engage with first year learners as peer tutors as part of communication skills, practice, and workplace integrated learning practice.
- Engage in organized and informal equestrian activities as part of workplace integrated learning practice-this may take place over weekends/public holidays.
- Scribe at a minimum of one equitation show as part of organizational skills practice.
- Attend at least two Show Jumping/Equitation/ Dressage show/ & have some knowledge of the rules pertaining to these disciplines as well as where to find these rules.
- Be in possession of a computer, to engage in the interactive online theory sessions and complete various assignments during the course period.