



EQUINE CANADA ENGLISH COACH 1 INFORMATION PACKAGE

QUESTIONS AND ANSWERS

Q: *If I become an EC English Coach 1, what am I qualified to do?*

A: A Level 1 Coach is qualified to teach beginner riders on the flat and over fences (up to 2'6") and to start them at local Bronze or schooling competitions.

Q: *What is the minimum age a candidate must be in order to pursue the coaching evaluation and examination?*

A: The minimum age is 18 as of January 1st of that calendar year. If you are 17 as of January 1st and turning 18 after, then you must wait until the following year to apply. If you are 16 years of age or older you may want to look into the EC Beginner Instructor Program. Please contact the office for details.

Q: *If I want to become certified where should I begin?*

A: The following prerequisites **must be completed** prior to applying for the Coach 1 program and proof of completion, where applicable, must be provided to the OEF:

- Current OEF Adult Membership
- Equine Canada Competitive Gold or Platinum Sport License
- EC New English Learn to Ride Level 8 **OR** Old English Learn to Ride Level III **OR** Pony Club "B" Standard Certificate
- Completed the English Coach 1 Mentor Program
- Hold a current Standard First Aid Certificate
- completed the New NCCP/Equine Canada Equestrian Specific Modular Workshop (replacing NCCP Part A and Learn to Teach courses as the prerequisite January 01, 2008)
- Sign the Equine Canada Coaching Code of Ethics and Coaching Code of Conduct forms
- Sign the Acceptance of Risk form

Q: *How do I complete the 10 hours of teaching skills development?*

A: In order to complete these requirements, you need to contact an "active" Level 2 or higher EC English Coach to be your Mentor, if one is currently not instructing you. A list of coaches is available on our website at www.horse.on.ca. Once you have completed the mentoring requirements, please ask the Coach/Mentor to complete the Task Sheet and sign the Mentor Form. The completed forms should be sent to the OEF office. Please keep in mind that the stated mentoring hours is a minimum guideline. Depending on your experience, you may require further mentoring in order to meet the required Coach 1 standard.

Q: What is an Evaluation?

A: An Evaluation is classified as a pre-test or preparation clinic used to help candidates prepare for the Examination. A minimum of 3 to a maximum of 4 candidates is accepted for the one or two-day course, where the candidates present before one course conductor.

The topics covered include:

- Riding on the flat
- Riding over fences
- Stable Management (usually done as a group)
- Bandaging
- Lunging
- Teaching

At the end of the Evaluation, the Course Conductor sits down one-on-one with each candidate and discusses his or her overall impression of the candidate's performance at the Evaluation. He/she will discuss all observed strengths and weaknesses and will give a recommendation. The candidate may be recommended to pursue the next scheduled Examination or wait and improve in certain areas. Please be advised that this recommendation is not to be used as a guarantee that the candidate will pass the Examination. The main purpose of the Evaluation is to help each candidate achieve his or her maximum efforts at the exam. If there are areas where a candidate is found to be weak, it is recommended they complete additional mentoring prior to presenting at an examination.

Please note your results are valid for 2 years from the date of the Evaluation. If you chose not to present for an Examination within that time period, you will need to do some refresher mentoring and an evaluation retake.

Q: What is an Examination?

A: A one or two-day Examination takes place approximately 6 to 12 weeks after a scheduled Evaluation at the same location and usually follows the same format. A minimum of 3 to a maximum of 4 candidates is accepted for the one-day examination. The only noticeable difference is there are 2 Course Conductors examining the candidates.

The Exam is broken into 3 modules. The modules are:

- Section A & B: Riding On The Flat & Over Fences
- Section C: Practical and Theory
- Section D: Training and Coaching

Each module is marked on a scale from 1 to 10. To pass each module, a minimum standard of 7 or higher must be achieved. If a mark below 7 is acquired in a module, then the candidate will need to retake that module at a later date. At the end of the examination, the course conductors will meet and complete the Assessment forms on each candidate. Once everything has been completed the Chief Course Conductor will mail the results to the OEF office. The OEF will then notify candidates by mail of their results.

If you were successful in all Modules, you will receive your Coach 1 Certificate and information on the updating policy for coaches to maintain your active status. If you are unsuccessful, you will receive a copy of your results and information on how to retake the necessary portions of the Exam.

Q: Do I bring my horse to the evaluation and examination?

A: Yes, you are required to bring a horse to both the evaluation and examination for riding on the flat, riding over fences, lunging and sections of the stable management modules. Candidates who require a stall **MUST** book one through the OEF at the time of registration for both the evaluation and the examination. Stalls are available at host facilities, and candidates **MUST** submit the required paperwork and stall rental payment for their horse at the time of registering with the OEF. Please complete the attached **Stall Registration Form** if you will require stabling.

Q: ***I want to apply for the coaching evaluation, what do I need to send to the OEF office?***

A: Once you have completed all of the prerequisites, and you are ready to submit an application for the Evaluation, application forms are available on our website at www.horse.on.ca or contact the office at 905-709-6545, toll free at 877-441-7112 or email education@horse.on.ca. Forward the completed English Coaching Evaluation Application with payment of \$250.00 plus GST (payable to the OEF) **at least 30 days prior** to the course date plus copies of all the prerequisites, and a completed ***Stall Registration Form*** if needed, with payment. All scheduled Evaluation and Examination dates are available on our website.

Once you have successfully completed the Evaluation and you want to proceed to the Examination fill out an Examination Application form (application forms are available on our website at www.horse.on.ca or contact the office at 905-709-6545, toll free at 877-441-7112 or email education@horse.on.ca) and submit to the OEF office with payment of \$350.00 plus GST (payable to the OEF) **at least 30 days prior** to the scheduled examination date.

CANCELLATIONS:

Full registration refunds will be provided for written cancellations received prior to 30-days before the Evaluation or Examination; a 25% administration fee will be applied to refunds requested after that date, however, **NO REFUNDS** will be granted less than 14-days prior to the date of the Evaluation or Examination or for no-shows. The OEF reserves the right to cancel session(s) due to unforeseen circumstances or insufficient advance registration. The OEF cannot accept responsibility for expenses incurred as a result of the cancellation of an Evaluation or Examination.

RECOMMENDED READING

Learn to Ride Manuals
Coach 1 Manual
Stable Management in Canada
Coach 1 Flat test available on website at www.horse.on.ca



COACH 1 RIDING REQUIREMENTS (FLAT)

The choice of an appropriate horse at this level is extremely important. The horse should consistently accept the bit and be willing to be ridden between leg and hand. Braiding is optional.

GENERAL REQUIREMENTS

In order to achieve top results (8-10) the Coach 1 candidate, no matter what his/her area of strength or preferred discipline might be, must demonstrate the ability to:

- Ride the horse forward from the leg with rhythm, balance, straightness and fluidity thus maintaining a steady connection with the horse's mouth. The horse must be ridden on contact.
- Keep the horse between the aids (in front of the leg)
- Plan and execute an effective warm-up in preparation for the flat ride phase
During warm-up the candidate should ride a portion without stirrups and demonstrate leg yield and other movements in preparation for the flat test
- Keep the horse bent around the inside leg as required
- Change the bend as required
- Ride accurate, forward transitions keeping the horse round
- Maintain a balance between leg and hand
- Use outside aids effectively
- Analyze and critique the performance

A dressage whip, dressage saddle OR a jumping saddle can be used for this phase. However, candidates must be aware that specialization does NOT take place at this level. The BASIC position described below MUST be demonstrated no matter what saddle is being use. Approved ASTM/SEI hard hats with harness done up are mandatory.

Note

A disobedience of a horse, i.e. refusal or run out, on its own is not penalized SO LONG AS the error and cause are identified by the rider and the ride is able to correct the disobedience. A fall of a rider and/or horse may or may not be penalized. If the fall is due to a disobedience of the horse, or to such things as a slip or a horse tripping, then it is not penalized. If the fall is due to rider error, either in judgment or lack of balance and/or position, then the examiner may penalize the appropriate category.

CHOICE OF HORSE: the horse for the flat need not be a top performer, however it MUST be obedient, supple, quiet and easy to ride.

BASIC POSITION (Flat)

The Coach 1 candidate is expected to demonstrate a correct, balanced, basic position no matter which type of saddle is being used.

Stirrup length & lower leg

A too-long or too-short stirrup on the flat at this level is discouraged. The general rule, which will suit MOST riders, is: the rider sitting on the horse without stirrups should feel the stirrup iron slightly below the anklebone.

If a dressage saddle is used, the rider must demonstrate a quiet leg with the heel lower than the toe. The rider should not be reaching for the stirrup.

If a flat jumping saddle is used, the rider's stirrup should be lengthened at least two holes (depending on the rider's conformation) for the flat phase.

The leg must be still and effective. Gripping with the calf or an unsteady lower leg will be penalized. Spurs are optional.

Upper body position

The rider must be in balance over his/her leg with a straight line from shoulder to hip to heel. The upper body should not be behind the vertical at the sitting trot. The canter must be performed in a three-point position on the flat. The leg too far forward or too far back will be penalized.

Hands and arms

The arm must be relaxed with the elbow slightly bent. The forearm should be an extension of the reins controlled by the hand and elbow thus maintaining a steady connection with the horse's mouth. The rider must demonstrate the ability to ride the horse round, working over its back and relaxed by effective use of the leg and not by pulling back on the reins. The hand must not be flat. Thumbs must be uppermost with no rigidity or twisting in the wrists.

Performance

The performance will be penalized if the horse is consistently:

- Behind the bit
- Above the bit
- Behind the leg
- Running
- Counter flexed or crooked
- Losing the outside shoulder or hip
- Resisting in the transitions

To achieve a passing mark the horse must be round and forward at least 70% of the time. The rider MUST be able to identify problems and discuss them with possible training solutions as requested by the examiners.

A rider who effectively deals with the problems during the warm-up or the flat test will be rewarded accordingly.

The following list outlines SOME of the common faults seen in candidates who are not successful in the flat phase:

- The horse is not forward in front of the leg
- The rider is not able to maintain a steady connection with the horse's mouth
- The rider puts the horse into a frame with the hand only
- Self analysis is inaccurate and does not match the performance
- A rider who has theoretical knowledge but does not demonstrate evidence of application
- The flat test is inaccurate
- Incorrect posting diagonal
- Unable to identify the correct lead
- Slightly loose lower leg
- Minor problems with rider balance
- Weak knowledge and application of halt halts
- Inability to explain the use of tack and equipment
- Poor eye control and upper body posture
- Rider crooked and/or hands uneven

N.B. If the candidate demonstrates a number of the faults listed above the candidate will not be successful in this phase.



COACH 1 RIDING REQUIREMENTS (JUMPING)

GENERAL REQUIREMENTS (Reference pg. 13-18 Coach 1 Manual)

The choice of an appropriate horse at this level is extremely important. The horse should be willing to go to the jumps quietly.

Note

A disobedience of a horse, i.e. refusal or run out, on its own is not penalized **SO LONG AS** the error and cause are identified by the rider and the ride is able to correct the disobedience. A fall of a rider and/or horse may or may not be penalized. If the fall is due to a disobedience of the horse, or to such things as a slip or a horse tripping, then it is not penalized. If the fall is due to rider error, either in judgment or lack of balance and/or position, then the examiner may penalize the appropriate category.

In order to achieve top results (8-10) the Coach 1 candidate, no matter what his/her area of strength of preferred discipline might be, must demonstrate the ability to:

- Ride the horse forward from the leg with rhythm, balance & straightness thus maintaining a steady connection with the horse's mouth
- Keep the horse on the aids, between leg and hand
- Plan and execute an effective warm-up in preparation for this phase
- Keep the horse bent around the inside leg as required
- Change the bend as required
- Ride accurate, forward transitions keeping the horse round
- Adjust stride length as required to ride the distances set in the course
- Come forward or balance the horse as dictated by the quality of the jump into a line of fences
- Analyze and critique own performance
- Choose a line or jump to improve if provided the opportunity to do so. Provide reasons for the choice and discuss/demonstrate improvement

CHOICE OF HORSE: the horse must be honest, steady and well schooled.

Gymnastic

The gymnastic provides the examiners with an opportunity to analyze the rider's position in a controlled situation. The rider should react as necessary when and if the horse becomes quick, falls behind the leg or begins to drift through the gymnastic. Candidates MAY be asked to demonstrate various releases; to post the trot into the gymnastic, sit or maintain a 2-point position. Although each rider is only permitted a few turns through the gymnastic, candidates who demonstrate the ability to correct mistakes will achieve top marks. Critiquing the performance is required. Candidates WILL NOT be required to jump without stirrups.

The candidate must demonstrate a balanced, secure position. Eyes should be up and ahead. Back should be flat. Weight in the heel with a steady, lower leg. The rider should not stand in the stirrups or jump ahead of the horse.

Stirrup length and lower leg

The stirrup must be short enough to provide the rider with a firm base of support and allow them to demonstrate a 2-point jumping position without standing in the stirrups. See page 13. The general rule applies for MOST riders; in *sitting on the horse without stirrups, the stirrup iron should touch the rider's ankle just above the anklebone.*

Upper body position

The rider must demonstrate the ability to use the upper body effectively to balance the horse as required. The position should be adjusted as required on course. Maintaining a 2-point jumping position for the entire course is NOT required. A rider who is consistently "left behind" or who "jumps ahead" will be penalized. The rider should be looking up and ahead at the next fence or the turn.

Lead Changes

Flying lead changes will, of course, allow the rider to demonstrate a smoother performance on course. If the horse is not able to perform flying changes the rider should ask for a change of lead through the trot.

The following list outlines SOME of the common faults seen in candidates who are not successful in the jumping phase:

- The horse is not forward in front of the leg
- Weak understanding of the quality of takeoff spot & how it affects the way a line of fences is ridden
- Inability to identify the number of strides the horse took between fences
- Inability to balance the horse to, between and after the fences
- Rider often "left behind" or "jumping ahead" of the horse
- Problems with balance
- Self analysis is inaccurate and does not match the performance
- Theoretical knowledge and no evidence of application
- Horse jumping "hollow" – rider not providing adequate release
- Overreacting or ineffective management of a refusal
- Upper body "ducking"
- Unable to identify the correct lead
- Loose lower leg
- Horse and/or rider crooked
- Inability to explain the use of tack and equipment
- Inappropriate tack, i.e. spurs on a horse that is too forward/strong already
- Poor eye control and upper body posture

A fall is not necessarily penalized.

N.B. If the candidate demonstrates a number of the faults listed above they will not be successful in this phase.



COACH 1 LUNGING REQUIREMENTS

The Coach 1 manual (pg. 40-44) clearly outlines the requirements of this phase although lunging off the bit is now permitted. The following however, is a description/explanation of the requirements for a candidate to receive top marks in the lunging portion of the Coach 1 exam. Candidates are evaluated on all aspects as outlined, however safe practice/procedure is of primary importance. Unsafe technique will be heavily penalized.

OBJECTIVES COACH 1

To be able to choose and fit the most appropriate and safe equipment required to:

- Lunge a trained horse following the criteria described below
- Lunge a student on a quiet horse, giving appropriate position corrections
- Have the knowledge to respond to all questions as outlined below without hesitation

PRESENTATION

The candidate will present him/herself in neat riding attire. Horse and tack must be clean. No spurs are to be worn. Helmet recommended. Gloves are mandatory.

The horse will wear:

- Protective boots or bandages on all four legs
- Bell boots which fit comfortably and are not too large
- A well-fitting cavesson over or under the bridle whichever fits best or
- A well fitting halter under the bridle whichever fits best or
- The lunge line fitted around the muzzle to form a noseband, if the line is long enough or
- The “Barnham” method from the bit if this method does not present the horse from moving forward and if the horse is a quiet, well trained animal

N.B. If in doubt or inexperienced – use a cavesson. Lunge lines with chain attachments are not acceptable. Web/cotton lunge lines are preferred over nylon.

Side reins

- All leather or with rubber donut or elastic inserts
- Attached to the girth billets not the saddle “D’s”. Side reins are best attached to the back billet and placed under the front billet to prevent slipping to low or becoming uneven. For Coach 1, the side reins should be even
- Once attached, the side reins should be short enough to encourage the horse to come into contact and round its back. Side reins can start out a little longer but the candidate should evaluate the situation quickly and decide if the side reins need to be shortened.

Bridle/saddle

- Snaffle bridle. The cavesson noseband on the bridle may be removed to allow for better fitting of the lunge cavesson. Full cheek snaffles without keepers will often interfere with the fitting of the lunging cavesson
- A well-fitting saddle for horse and rider, which is balanced on the horse so that the deepest part of the seat is correctly centered over the horse. The saddle should enhance the rider’s position, not hinder it

PERFORMANCE

The candidate must demonstrate:

- A warm-up of the horse. The horse may canter in the warm-up if the candidate thinks it is appropriate
- The ability to keep the horse active and moving forward without cracking the whip
- Lunging on a circle which is not too small
- Effective use of voice commands and tone of voice to control horse
- The clear understanding of basic principals of positioning, voice, free forward movement, rhythm, balance, tracking up and self-carriage
- The ability to observe that the horse does not come behind the bit or over bend and if this occurs to make the appropriate adjustments
- Answer all questions regarding suitability/fitting of tack and equipment, suitability of horse.
- The ability to keep the horse on a circle without wandering
- Should understand and mention the importance of changes of direction but may not have to demonstrate this due to time constraints
- Safe technique
 - lunge line should never touch the ground
 - spare line in hand with coils/loops large enough to prevent being wrapped tightly around the hand
 - horse is prevented from turning in
 - minimum 15m. circle
 - area clear of jumps, doors closed, etc.

KNOWLEDGE

Candidates must answer questions about:

- The suitability of the horse being lunged or other horses being lunged
- Suitability/fitting of tack
- Advantages/disadvantages/purposes of different types of side reins
- Appropriate length of side reins
- Appropriate time to change rein, add side reins, change length of side reins, etc.
- Uses and purpose of lunging rider
- Advantages/disadvantages of lunging rider

TEACHING THE LUNGE LESSON

Safety again is the number one priority. See page 41 in the Coach 1 manual for a list of unsafe procedures.

The candidate is expected to demonstrate:

- Safe mounting/dismounting procedure
- MUST ensure that the girth is tight
- Rider has access to the reins (may be knotted)
- Stirrups (if being used) are even and of appropriate flat length
- The lesson may involve the rider being on the horse without stirrups, if rider is capable
- Adjust the stirrups if required even after the lesson has begun
- Side reins are detached when mounting/dismounting the rider
- Rider should NOT be wearing *spurs*
- A clear understanding of the suitability and safety of the horse being used
- The ability to teach the rider at his/her level. There is no need to pretend the rider is a beginner
- The ability to make a quick analysis of the rider's position and pick an area for improvement. If the rider is very experienced and the candidate is unable to detect obvious position flaws the candidate may point out what is done well or make a decision to work on other areas i.e. balance/strength/suppleness
- That the exercises used relate directly to the issues being addressed (see p.47 of the Coach 1 manual for a list of SOME suitable exercises). Candidates should develop more and then clearly understand the purpose for each.
- An effective lesson in which the rider's position/suppleness/balance/strength improves.

A candidate can still pass this phase with 7/10 (minimum pass) in the following circumstances:

- **Presentation:** the candidate presents the horse with equipment, which does not fit as well as required but is safe for horse/rider. Ignoring side reins, which are too short and not readjusted, is a major fault as safety could be affected. Tack and equipment is not as clean as required. The candidate is slow to adjust side reins or does not adjust them at all ...too long.
- **Performance:** No unsafe practice however the candidate has some difficulty keeping the horse moving forward and demonstrates a lack of confidence which affects control. The circle might be too small but not so much as to endanger the horse/rider.
- **Knowledge:** The candidate appears to have knowledge however lacks confidence. Examiners encourage replies and provide helpful hints to get the information required. Questions are answered with minimum information.
- **Teaching:** The lesson is safe and exercises are provided with appropriate corrections however some root problems are not identified until after questioning by examiners. Better exercises could have been chosen to address the positional problems.

Note: a combination of several of the above errors or omissions may cause a candidate to fail this section of the exam. Lack of safety is severely penalized.

COMMON FAULTS

- Circle too small
- The horse lunges the candidate. Example: the candidate moves all over the arena as the horse takes them
- Safety issues. Example: forgetting to provide the rider with reins while mounting. Forgetting to undo the side reins. Dropping the lunge line on the ground.
- Poorly fitting equipment
- Inexperience handling the lunge line and whip
- Not being able to answer questions
- Side reins too loose or too tight
- Candidate is not able to identify the root rider problem
- Candidate does not provide feedback to the rider about position, goal of the lesson, purpose of the exercises
- Dropping lunge whip – must be tucked under the arm



COACH 1 TEACHING REQUIREMENTS

(Reference Coach 1 Manual pp. 32-39)

The Coach 1 manual clearly explains the requirements for this phase although the exam lesson covers: Sections: A- Preparation, B- Introduction and Explanation, C- Demonstration, D- Participation, E- Corrections and H- Evaluation or Summation.

(Delete Sections F and G in the exam format due to time constraints). Written lesson plans are required and should be prepared in advance. The following outline attempts to explain how the marks are awarded and where the areas of weakness generally appear.

Top marks are awarded to the candidate who demonstrates excellence in the following areas:

- Safety awareness: tack check, group control, suitability of exercise, environment
- Organization: progressive lesson structure with clear goals, time management, lesson plan
- Communication: voice projection, positive rapport and feedback, clarity of explanation
- Technical knowledge: choice of exercise, appropriate/effective position corrections, evaluation of riders' performance, self-evaluation
- Professionalism: turnout, attitude

The best candidates in this phase have had practice teaching and have received good mentoring. The "students" are engaged in learning and come away from the lesson feeling they have learned and accomplished something. The teacher is observant, confident and knowledgeable. He/she will ask some questions in order to involve the students and provide feedback to each student about their performance and position. Errors made during the lesson due to nervousness etc. are clearly discussed and corrected in the oral debriefing (if required) after the lesson. The experienced candidate will also know how much explanation to include based on the level of the students in the group. The following information MUST be included no matter how experienced the group:

INTRODUCTION

Tack check and introduction of the candidate (self) and students (should be done at the same time to save time)

EXPLANATION

- WHAT the exercise is (definition)
- WHY the exercise is useful/important
- HOW the exercise is to be ridden (aids)
- WHO will the exercise be done as a group or individually?
- WHERE in the arena space will the exercise be performed?

Some of the above can be done through questioning the students. Caution however! The examiner wants to know if the candidate knows the answers. Often it is best to show one's own knowledge here and use the Q/A system during Section H (evaluation).

DEMONSTRATION

MUST be done on foot, on horseback, on a chart/blackboard or using one of the students.

PRACTICE

The riders work on the exercise. The candidate coach makes position corrections, movement corrections and provides a progression ***if time permits***. Progressions should be clearly described in the written lesson plan.

After the lesson the Coach 1 candidate may be asked to critique his/her performance and answer questions from the examiners based on the lesson presented.

The riders provided for the teaching phase must be able to perform the required movements in the lesson. If a problem arises the candidate should deal with it as in a 'real life' situation. Example: if the horse is bucking and running away the rider should dismount and hold the horse or remove it so that the candidate can continue the lesson with the other students.

N.B. A minimum passing mark (7/10) can still be obtained even if some errors are made. One or two of the following errors may be permissible especially if the candidate can speak to the problem during the debriefing. However, it must be understood that when several of these errors are committed during this phase the candidate will most likely need to retake this section:

- Safety awareness (there is VERY little leeway in this area)
- All unsafe practices are heavily penalized!
- Organization
 - some organization is lacking perhaps due to the candidate being nervous. The lesson plan however indicates that the lesson was well-planned and the candidate had clear goals in mind - the candidate runs out of time before the whole lesson is completed but is able to respond appropriately to questions regarding what went wrong and how the problem might have been addressed
 - ineffective time management, which results in the lesson not being taught at all, is heavily penalized
- Communication
 - voice projection is somewhat lacking
 - negative rapport and feedback is heavily penalized
- Technical knowledge
 - **some** inappropriate/ineffective position corrections (this is often due to inexperience). The candidate will, however, be expected to answer questions to ensure that he/she has a clear understanding of the concepts/ basic skills required.
 - some lack of depth in the evaluation of riders' performance. Again, the candidate will be required to answer questions appropriately. Poor self-evaluation is heavily penalized. (Candidates who are too negative about their performance, especially if there is no need or those who feel the lesson was excellent when there were obvious problems.)
- Professionalism
 - poor turnout and/or attitude are heavily penalized

The following list includes **SOME** of the errors made by candidates who are unsuccessful in this phase:

- Too many instructions in the introduction and during the lesson with little or no feedback
- Providing positive feedback to the students "that was good" etc. and missing an opportunity to provide corrections or constructive criticism. Sometimes the performance is actually bad and the candidate continues to tell the student that it is good. "Good" is positive and necessary but not constructive if other feedback is required and may only be applicable to part of the exercise.
- Poor lesson structure, disorganized, lack of preparation and knowledge
- Ignoring opportunities to correct position or performance. Some candidates are afraid to deviate from the lesson plan to correct position.
 - Example 1. Lesson – "riding a turn to a fence". The candidate teaches the turn including the aids etc. but does not recognize that one rider never finds a good distance to the fence and another is left behind. These are real opportunities to 'teach' within the lesson structure of Riding the turn.
 - Example 2. Lesson – "position corrections through a simple gymnastic". The candidate uses the standard gymnastic of 3 trot poles 4 ½ feet apart, 9 feet to an X, 18 feet to an oxer; however there is one horse in the group with a very short stride. The candidate is not aware that the horse is having difficulty and does not change the distances or make any suggestions to assist the student.

- Example 3. Lesson – “riding a 20m. circle” or “serpentine of 3 loops”. The circle/serpentine is measured incorrectly. Candidates often assume that arenas are the correct size. Always standing inside the circle so that it is difficult to see the horses losing the outside shoulder etc. providing incorrect aids with too much focus on the half halt. Walking the exercise with each student one at a time, which is time consuming and boring.
- Example 4. Lesson – “riding a line of 2 fences”. The candidate starts over poles on the ground and states that there are 5 strides. Once the fences are raised the candidate forgets that there should be a stride less. Often the candidate does not count the strides when the students are Performing and loses track of the number. Often the distance is too long for the size of the fences and the horses in the group. The candidate does not adjust the distance.

COACH 1 STABLE MANAGEMENT REQUIREMENTS

To earn top marks the candidate will respond correctly, without hesitation and with confidence to all questions in the following areas:

(See p. 45 Coach 1 manual; Stable Management in Canada)

Some of the following topics are covered in the written portion of the exam.

Bandaging (Please see separate description of requirements)

Tack and equipment – Example: fitting, identification and care of tack

Shoeing – Example: What to watch for in a well shod foot

Conformation – Example: provide a systematic approach to describing the animal presented by the examiners. Candidate should relate form to function. Predisposition to lameness.

Unsoundness – Example: Identify seats of unsoundness, definitions, causes, symptoms, explanation, treatment and prognosis.

Stable construction

Grooming

Stable Hygiene/Fly control

Safety

Worming

Conditioning

Feeding

Clipping

Veterinary Subjects (basic)

A minimum passing mark (7/10) can be achieved:

- If the candidate knows a majority of the answers
- If the examiners are required to provide **some** encouragement/hints in order to assist the candidate in answering correctly (due perhaps to the candidate being nervous)

COACH 1 BANDAGING REQUIREMENTS

The following is a list of general criteria, which examiners use to judge bandages. (Pp.47-49 Coach 1 manual and Stable Management in Canada)

N.B. If the required standard is not met on 1 bandage the candidate will not fail this section if the other bandages meet the standard required.

GENERAL REQUIREMENTS

- Even tension from top to bottom
- Sufficient padding/quilt for the specific bandage being applied
- Cotton quilt/padding fits the size/length of the leg
- Bandage is firm enough so that it doesn't slip or move around
- Bandage finishes at the top on the outside

- There may be masking tape applied over existing Velcro fastener
- The fastener is not creating more tension than the actual bandage

Bandages do not need to be new, but torn or fraying bandages should be avoided and all bandages must be clean. Any colour can be used.

Stable Bandage

- Bandage covers the leg from just below the knee to bottom of fetlock.
The bandage may come below fetlock
- Quilt/padding is thick enough to evenly distribute the tension of the wrap
- Tension is even from top to bottom. One finger, however, should slip easily between the quilt/padding and horse's leg
- The finished bandages should have a stovepipe appearance. The wrap covers the quilt/padding to within 1 cm. at top and bottom
- The bandage may have a small "V" in front of the fetlock as the bandage changes direction

First Aid Bandage

N.B. All the general rules apply to first aid bandages as well as specific requirements for each particular bandage. First aid bandages must be neat, clean and correctly applied to ensure it cannot come loose. Over tight/loose bandages will be penalized.

The candidate must be able to discuss the (imagined) injury for which the bandage was applied, the reasons for why this type of bandage was chosen, and first aid procedure used.

The candidate should be well acquainted with the pros and cons of using elastic bandages and the length of time a bandage would remain on the length of time a bandage would remain on the leg before being checked or changed.

The opposite leg should also be bandaged with a stable bandage for support.

If a poultice is applied to the foot, a stable bandage should be applied above it to prevent swelling. If a figure 8 bandage is applied to knee/hock, a stable bandage should be applied to the leg below. When choosing a first aid bandage for an exam it is wise to avoid a bandage, which simply demonstrates a stable bandage – a sweat applied to a cannon bone, although a first aid bandage, does not demonstrate a specialized first aid technique. Examples of first aid bandages suitable for the exam situation are: foot poultice, figure 8 knee/hock, spider bandage on knee/hock or pressure bandage.

Tail Bandage

For the purposes of the exam a tail guard should not be used. A regular crepe bandage or stockinet bandage should be used. The bandage **MUST** not come off but overly tight bandages will be penalized. A bit of tail hair may be used to anchor the bandage when applied. The whole dock must be covered.

Masking tape should be applied over the Velcro fastening but not wrapped around and around the dock to create a pressure point.

Shipping Bandage

The shipping bandage must have heavy enough padding underneath it and the padding must be long enough to cover the leg from just below the knee and include the bulbs of the heels. The bandage should cover the bulbs and hold the padding low enough. All other general rules apply. No shipping boots are permitted for the exam.



ENGLISH COACHING PROGRAM

COACH 1 - MENTOR CONTRACT

Dear Mentor:

Your name has been submitted as a Mentor for: _____ for the English Coach 1 certificate.
(candidate's name)

Please take the time to thoroughly read this form through.

Your role as a mentor in the certification process is crucial to this candidate's success. The mentoring concept was brought into the English Coaching Program several years ago and in fact has been put forward as a desirable concept by the Coaching Association of Canada for all sports.

The word 'mentor' is generally defined as a wise, loyal advisor, a teacher, and a coach. Mentors have the power to shape character and mould lives; not only of their own students, but also of others who also teach. It is not an easy task for those who decide to live up to the name of mentor. The CAC mentorship program states: "the role of a mentor is to provide experiences and reflection opportunities that complement coaching training and certification". Therefore, your role is to prepare this candidate by acting as his/her role model and advising him/her in all areas of knowledge and conduct so he/she may become a role model for our sport. As a mentor, you will allow the candidate to observe your lessons, promote discussion and obtain feedback from the candidate. The candidate will also complete lesson plans and in turn, teach in your presence so you may provide critiques and suggestions for his/her improvement.

By signing your name to this document, you are declaring that you have mentored and guided the candidate and that he/she is now prepared to successfully complete the evaluation and examination. We recognize the responsibility you have undertaken and commend you.

**"It is my opinion that _____ has performed these teaching
(candidate's name)
tasks and has either met or exceeded the standard required to successfully undertake the practical teaching assessment."**

Mentor Name: _____ EC #: _____

Mentor's Signature: _____ Date: _____



ENGLISH COACHING PROGRAM

COACH 1 - MENTOR TASK SHEET

Mentors must be an Active/Current English Coach 2 or higher and be approved by the Provincial Equestrian office.

Dear Mentor,

Thank you for further supporting the Coaching System by guiding the development of

(candidate's name)

We ask that you fill in the following checklist upon completion of their skill development with you. **By signing your name to this document, you are declaring that you have mentored and guided this candidate and that in your opinion, he/she is now prepared to successfully complete the Practical Assessment.** Please keep in mind that the Mentored hours is a minimum guideline. Depending on experience, some candidates may require further mentoring in order to be able to coach to the required standard.

Please initial areas that you have covered with candidate:

_____ 10 HOURS AUDITING LESSONS

_____ 10 HOURS PRACTICE TEACHING

_____ SAFETY (awareness, managing training environment, ability to multi-task, ability to be multi visionary, ensuring the suitability of tasks)

_____ COMMUNICATION (rapport with students, listening skills, clear communication of thoughts for ages and abilities, voice projection, motivation and enthusiasm, questioning skills)

_____ PROFESSIONALISM (displays appropriate coaching behaviours and attitudes, empathy, respect, sincerity, etc.)

_____ ORGANIZATION (time management and punctuality, lesson planning, delivery and reflection, sequential skill development)

_____ KNOWLEDGE (technical knowledge - aids, etc., identifying goals-small and large, flexibility to meet individual needs)

_____ STABLE MANAGEMENT (conformation & unsoundness, feeding, safety (barn & stable), stable construction, shoeing, tack, equipment & fitting, etc.)

_____ BANDAGING (stable, shipping, tail, first-aid)

_____ LUNGING (exercise for horse)

_____ LUNGING (with a rider for coaching purposes and positional corrections)

Mentor Name: _____ EC #: _____

Signature: _____ Date: _____



ENGLISH COACHING PROGRAM

COACHING BEHAVIOUR PROFILE

Rating: 1 - need improvement

2 - good

3 - very good

<p>SAFETY</p> <p>1 2 3</p>	<ul style="list-style-type: none"> • Awareness • Manages training environment • Ability to multi-task • Ability to be multi-visionary • Suitability of tasks
<p>COMMUNICATION</p> <p>1 2 3</p>	<ul style="list-style-type: none"> • Rapport with students • Listening skills • Clear communication of thoughts for ages and abilities • Voice projection • Motivation and enthusiasm • Questioning skills
<p>PROFESSIONALISM</p> <p>1 2 3</p>	<ul style="list-style-type: none"> • Displays appropriate coaching behaviours and attitudes (empathy, sincerity, respect, etc.) • With-it-ness
<p>ORGANIZATION</p> <p>1 2 3</p>	<ul style="list-style-type: none"> • Time management and punctuality • Lesson planning (pre-lesson, delivery and reflection) • Sequential skill development
<p>KNOWLEDGE</p> <p>1 2 3</p>	<ul style="list-style-type: none"> • Technical knowledge (essential learning, aids, etc.) • Identified goals for practice session (large and small) • Flexibility in meeting individual needs

Candidate Name: _____

Mentor Name: _____

Mentor Signature: _____ Date: _____

EQUINE  HIPPIQUE



COACH 1 - MENTOR PROGRAM

LUNGING ASSESSMENT FORM

LUNGING A STUDENT	+/- 20 MINUTES
--------------------------	-----------------------

Equipment	
Safety	
Technique	
Suitable Positional Exercises	
Enthusiasm & Rapport with Student	
Effectiveness	
TOTAL	

Additional Comments: _____

Candidate Name: _____

Mentor Name: _____

Mentor Signature: _____ Date: _____

Coach 1 Teaching Topics (revised January 2004)

Flat Topics

1. Review and improve **the quality of transitions: walk/halt/walk, walk/trot/walk.**
2. Review and improve **the quality of trot/canter/trot transitions.**
3. Introduce and practice **riding a horse on contact between leg and hand.**
4. Introduce and practice **change of lead through trot.**
5. Introduce and practice **transitions within the walk (increase/decrease of pace).**
6. Introduce and practice **transitions within the trot (increase/decrease of pace).**
7. Introduce and practice **transitions within the canter (increase/decrease of pace).**
8. Review and improve **the quality of the 20-meter circle.**
9. Introduce and practice **a 3-loop serpentine.**
10. Introduce and practice **leg-yield.**
11. Introduce and practice **exercises to improve the sitting trot.**
12. Introduce and practice **arena exercises (half-circle, reverse, loops and figure-8).**

Over Fences Topics

1. Introduce and practice **exercises over poles to improve eye contact.**
2. Introduce and practice **jumping a raised obstacle at the trot.**
3. Introduce and practice **first lesson over a simple gymnastic.**
4. Introduce and practice **control when riding to and from a fence at canter.**
5. Introduce and practice **riding a line of two fences with a related distance.**
6. Introduce and practice **riding a turn to a fence on the diagonal.**
7. Introduce and practice **riding a combination (1 or 2 non-jumping strides).**
8. Introduce and practice **exercises over poles to teach an appropriate mane release.**
9. Introduce and practice **canter exercises over poles to develop eye and stride control.**



EC COACHING CODE OF CONDUCT

THE EYES OF THE WORLD ARE ON YOU!

This is a reminder to all Coaches/Course Conductors of their responsibilities to the program and the public.

1. You have a responsibility to the national coaching program to maintain its standards and credibility.
2. You have a responsibility to each and every student/candidate to offer them every opportunity to present their knowledge and expertise to you.

WHAT DOES THIS MEAN TO YOU?

1. Continue to educate and keep yourself current with policy.
2. Be positive and professional in your attitude and performance at all times, whether in private or public; a lesson, a show or an exam. "Your image stays with you."
3. Remember, as a recognized Coach/Course Conductor, you constantly represent our coaching program. THIS IS AN HONOUR, NOT A GUARANTEED RIGHT.
4. You expect the student/candidate to present him or herself in a well turned-out manner. You should do the same – practical, business-like clothing for Evaluations/Exams.
5. You expect the candidates to be positive and relaxed in their manner – return the favor. Never let the candidate receive any negative feedback from you in verbal or visual form. Body language can say more than you want it to.
6. Remember that you must be able to justify to the 'nth' degree any written or verbal comment you make. Maintain and retain accurate records!
7. Be organized and on time! There is nothing worse for the students/candidates or other Course Conductors than having to wait for someone who is inefficient.
8. You are conducting an Exam or Evaluation to evaluate performance, not to give out 'personal' ideas or viewpoints.
9. Remember that our program can succeed or fail on your public relations alone.
10. Negotiate goodwill with all concerned, from the candidates, to the facility owner/manager, to the local coordinator, to the barn help and to the youngster who brings you the coffee or juice.
11. In all, this job truly has many rewards for those who face it with a positive and professional manner.

I the under signed have read and fully understand the EC Coaching Code of Conduct and agree to abide by all expectations and conduct regulations.

Signature: _____ Date _____



EC Code of Ethics

"We look to sport to impart something of moral and social values and, in integrating us as individuals, to bring about a healthy, integrated society."

The Honourable Chief Justice Charles L. Dubin

Preamble

We believe:

that equestrian sport is based on a partnership between horse and human athlete;

that it is the right and responsibility of Equine Canada to set standards in matters of ethics, sportsmanship and the welfare of the horse and in all matters under its jurisdiction;

that it is desirable to define ethical practices, to delineate unethical practices, to encourage good sportsmanship, fair play and high ethical behavior and to warn, censure, or bring to public attention and discipline those who commit acts detrimental to the best interests of stakeholders;

that EC members should observe the spirit as well as the letter of this Code of Ethics;

that membership is a privilege, not a right and that membership may be suspended, terminated or rejected following appropriate disciplinary procedures.

Application and Structure of the Code of Ethics

1. All members of EC (including temporary members) shall be bound by this Code of Ethics.
2. All members of other National and Provincial Federations must agree to be bound by the rules of EC while competing or exhibiting at EC sanctioned competitions.
3. The Code of Ethics consists of four parts: The Preamble, the Statement of Principle, the Code of Conduct and Further Expectations of an EC member. The Statement of Principle is to be considered an interpretive guide in applying the Code of Conduct. The Code of Conduct is mandatory in character and is enforceable.

Statement of Principle

The Equine Canada (EC), the national equestrian federation of Canada, supports adherence to humane treatment of horses in all competitions under its jurisdiction.

EC is committed to:

Upholding the welfare of horses, regardless of value, as a primary consideration in all activities;

Requiring that horses be treated with kindness, respect, and the compassion that they deserve, and that they never be subjected to mistreatment;

Ensuring that owners, trainers and exhibitors or their agents use responsible care in the handling, treatment and transportation of their horses as well as horses placed in their care for any purpose;

Providing for the continuous well-being of horses by encouraging routine inspection and consultation with health care professionals and competition officials to achieve the highest possible standards of nutrition, health, comfort, sanitation and safety as a matter of standard operating procedure;

Continuing to support scientific studies on equine health and welfare;

Increasing education in training and horsemanship practices;

Requiring owners, trainers and exhibitors to know and follow their sanctioning organization's rules, and to work within industry regulations in all equestrian competition;

Reviewing, revising and developing competition rules and regulations that protect the welfare of horses.

The standard by which conduct or treatment will be measured is that which a reasonable person, informed and experienced in generally accepted equine training and exhibition procedures, would determine to be neither cruel, abusive nor inhumane.

Code of Conduct

EC rules address the following general areas:

- welfare of the horse
- safety of horse and human athlete
- administration of competitions
- code of conduct for officials and competitors
- drug and medication control
- individual breed and discipline rules

1. All EC members shall support the enforcement of the rules of the Federation by:

a) personal knowledge and compliance

b) agreeing to report any alleged infractions and occasions of alleged abuse

2. The organizers of EC sanctioned competitions shall operate within the rules of the Federation.

3. A member should be completely trustworthy, exhibit honesty, loyalty and discretion in all equestrian related activities.

4. A member should issue public statements only in an objective and truthful manner

5. The EC member should uphold issues of safety and fairness in all aspects of equestrian sport.

6. No member shall act to the detriment of others or equestrian sport in a situation where the responsibility of their position places them in a conflict of interest.

7. All members shall conduct themselves in a manner that reflects the values and ethics of EC. Any member who engages in or is party to conduct inappropriate to an EC member will be subject, after due process, to such sanctions as the Federation may impose.

Further Expectations of an EC Member

1. Members are encouraged to continuously educate themselves and to take an active role in the activities of the Federation.

2. The EC member should strive to preserve and enhance the image of the sport so that society's respect will be maintained.

I the under signed have read and fully understand Equine Canada Code of Ethics and agree to abide by all expectations and conduct regulations.

Signature: _____ Date: _____

ACKNOWLEDGMENT of RISK and RELEASE of LIABILITY – “For Participants 18 or Older”

Please Print Clearly

Participant’s Name: _____ Date of Birth: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Every Person must Read and Understand this form before Participating in Equine Activities

TO: ONTARIO EQUESTRIAN FEDERATION their directors, employees, officers, volunteers, business operators, and site property owners. (all of them collectively called the HOST)

Initial each item below After Reading and Understanding the item

- ___ 1. **I Understand** there are Inherent **DANGERS, HAZARDS** and **RISKS**, (collectively called **RISKS**) associated with Equine Activities and injuries resulting from these “**RISKS**” are a common occurrence.
- ___ 2. **I Acknowledge** that the Inherent “**RISKS**” of Equine Activities mean those **DANGEROUS** conditions which are an integral part of Equine Activities, **including but not limited to:**
- The propensity of any equine to behave in ways that might result in injury, harm or death to persons on or around them and to potentially collide with, bite or kick other animals, people, or objects.
 - The unpredictability of an equine’s reaction to such things as sounds, sudden movement, tremors, vibrations, unfamiliar objects, persons or other animals and hazards such as subsurface objects.
 - The potential for other participant (s) to act in a negligent manner that might contribute to injury to themselves or others, such as failing to act within their ability or to maintain control over an equine.
- ___ 3. **I Freely Accept and Fully Assume All Responsibility** for the Inherent “**RISKS**” and the possibility of personal injury, death, property damage or loss resulting from my Participation in Equine Activities.
- ___ 4. **I Acknowledge** that it remains my **Sole Responsibility** to act in such a manner as to be responsible for my own safety and to Participate Within My Own Limits.
- ___ 5. **In addition to consideration given for my Participate in Equine Activity, I and my heirs, executors, administrators and assigns (collectively called my “Legal Representatives”)** agree
- **To Waive All Claims that I might have against the “HOST”;** and
 - **To Release the “HOST” from Any and All Liability** for any loss, damages, injury, or expense that I or my “Legal Representatives” might suffer as a result of my Participation due to any cause whatsoever **including any NEGLIGENCE ON THE PART OF THE “HOST”;** and
 - **To HOLD HARMLESS AND INDEMNIFY THE “HOST”** from any and all liability for property damage or personal injury to any third party which might result from my Participation in Equine Activities.

Before signing this form I read it (as indicated by my initials above) and I stated that I understand it. I know that signing this form, waives certain legal rights I or my “Legal Representatives” might have against the “HOST”.

SIGNED This _____ day of _____ 20 _____

(Print Name of Witness to Signing & Initialing)

(Signature of Participant)

(Signature of Witness)

Do Not Sign Until You Understand All Items Above



Ontario Equestrian Federation

2009 Request for Stabling Form



Candidate Information

Name: _____

Cell phone #: _____

Where will you be staying (if applicable)? _____

Contact Phone #: _____

Date and arrival time: _____

Date and departure time: _____

Candidate Signature: _____ Date: _____

Horse Information

Name: _____

Gender: _____ Age: _____ Height: _____

Vet: _____

Vet's Phone #: _____

Farrier: _____

Farrier's Phone #: _____

Horse Owner's Name: _____

Horse Owner's Phone #: _____

Horse Owner's Signature: _____ Date: _____

The following **MUST** be included with registration to secure a stall:

- *Proof of a negative Coggins' test from within the last 6 months.*
- *Proof of annual vaccinations (tetanus, rhino, flu, etc) for current year.*
- *Rental fee: \$31.50 for a day stall (arrive and depart same day) or \$42.00 for an overnight stall (arrive night before or stay night after). All rental fees are payable to the OEF at the time of registration for applicable activity.*
- *Refundable clean-up deposit cheque of \$25.00, payable to the OEF. Cheque will be returned or destroyed when stall area is clean before you leave.*
- *Signed acceptance of risk form (included with activity registration) BOTH candidate and horse owner (if different people).*

Payment

Method: Cheque/Money Order VISA MasterCard

Name on Card: _____

Card Number: _____

Expiry Date: _____ CSV #: _____ Total Payment: _____

Cardholder's Signature: _____