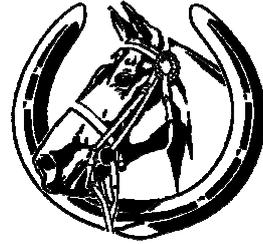


# PRELIMINARY TEACHING TEST Syllabus



**The British Horse Society**

Registered Charity No. 210504

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*Open to members of the BHS who have reached the age of 18 years and are keen to improve their knowledge of horses and riding.*

Pre-requisite - Horse Knowledge, Care & Riding Stage 2

## **FEE: Apply to the BHS**

**Requirements** - Candidates must show that they have the required qualities, and can apply the basic principles of teaching/coaching, e.g. manner, voice, control, etc., and that they have the ability to improve their riders horsemanship and horsemastership using a progressive plan.

They must know the safety procedures and principles involved in the organisation of a lesson or hack (in the open country or on roads). They will be expected to ensure that all teaching/coaching is relevant to the riders and that they are experienced enough to modify sessions to facilitate this.

They should be able to evaluate their own performance and show ability to assess progress in their pupils.

# PRELIMINARY TEACHING TEST – Syllabus

## Requirements

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They will be required to give a class lesson which may include poles/jumps, a lunge or lead-rein lesson, a lecture presentation, join in discussions and answer questions on various topics detailed below. They must have knowledge of how to proceed should there be accident or an emergency, and have sound knowledge of road safety.

**N.B.** Candidates may be required to give these lessons in the open and/or in a covered school. Ground poles or small jumps may be incorporated into the class lessons.

Unit code number S3PTTE			
Learning Outcomes	Element	Assessment criteria	Influence
<i>The candidate should be able to:</i>		<i>The candidate has achieved this outcome because s/he can:</i>	
<b>Class Lesson on the flat</b>  Show basic qualities needed in a riding instructor  Show methods and procedures used when assessing pupils  Produce a previously written lesson plan  Give a constructive class lesson to three or four riders  <i>Please refer to lesson topics 1-4</i>  TIME – 30 minutes	1.1.1	Use his/her voice with good effect	Compulsory
	1.1.2	Display an appropriate manner enabling development of a rapport with pupils whilst maintaining control and facilitating learning	Compulsory
	1.2.1	Give a clear introduction outlining the format of the lesson	Supporting
	1.3.1	Use assessment exercises	Supporting
	1.3.2	Carry out procedures to maintain the ride's safety	Compulsory
	1.3.3	Discuss proposed lesson plan and lesson structure	Supporting
	1.4.1	Use appropriately planned exercises on the flat for improvement	Compulsory
	1.5.1	Identify riders' position strengths and weaknesses	Compulsory
	1.5.2	Give corrections to improve riders' position faults	Compulsory
	1.6.1	Identify aid application strengths and weaknesses	Compulsory
	1.6.2	Give corrections for aid application faults	Compulsory
	1.7.1	Select suitable school figures	Compulsory
	1.8.1	Give an action plan for future work	Supporting
	1.8.2	Obtain feedback from riders	Compulsory
	1.8.3	Self evaluate, reflect on performance, equipment and facilities	Compulsory
<b>OR</b>			
<b>Class Lesson using ground poles and jumps</b>  Show basic qualities needed in a riding instructor  Show methods and procedures used when assessing pupils  Produce a previously written lesson plan  Give a constructive class lesson to three or four riders  <i>Please refer to lesson topics 5-8</i>  TIME – 30 minutes	2.1.1	Use his/her voice with good effect	Compulsory
	2.1.2	Display an appropriate manner enabling development of a rapport with pupils whilst maintaining control and facilitating learning	Compulsory
	2.2.1	Give a clear introduction outlining the format of the lesson	Supporting
	2.3.1	Use assessment exercises	Supporting
	2.3.2	Carry out safe positioning of poles/fences and procedures to maintain the ride's safety	Compulsory
	2.3.3	Discuss proposed lesson plan and lesson structure	Supporting
	2.4.1	Use appropriately planned pole/jump exercises for improvement	Compulsory
	2.5.1	Identify riders' jumping strengths and weaknesses	Compulsory
	2.5.2	Give corrections to riders' jumping position faults	Compulsory
	2.6.1	Identify aid application strengths and weaknesses	Compulsory
	2.6.2	Give corrections for aid application faults	Compulsory
	2.7.1	Select suitable pole/jump distances	Compulsory
	2.8.1	Give an action plan for future work	Supporting
	2.8.2	Obtain feedback from riders	Compulsory
	2.8.3	Self evaluate, reflect on performance, equipment and facilities	Compulsory

Unit code number S3PTTE			
Learning Outcomes	Element	Assessment criteria	Influence
<b>The candidate should be able to:</b>		<b>The candidate has achieved this outcome because s/he can:</b>	
<b>Lunge lesson</b>  <i>Lesson topic:</i> Give a lunge lesson suitable for a beginner or novice rider. This may be to an adult or child  Produce a previously written lesson plan  TIME – 20 minutes	3.1.1	Assess horse and facilities and show appropriate handling of the horse/pony for a lunge lesson	Compulsory
	3.2.1	Assess the rider mounting and dismounting and their basic riding position needs	Compulsory
	3.2.2	Discuss proposed lesson plan and lesson structure	Supporting
	3.3.1	Choose work and exercises to bring about improvement in the rider's confidence, ability and position	Compulsory
	3.4.1	Show a lesson content that is lively, interesting and safe	Compulsory
	3.5.1	Develop a rapport with the rider through good communication	Compulsory
	3.6.1	Apply safe procedures throughout	Compulsory
	3.7.1	Obtain feedback from the rider and discuss future progression	Compulsory
	3.7.2	Self evaluate, reflect on performance, equipment and facilities	Compulsory
<b>OR</b>			
<b>Lead-rein lesson</b>  <i>Lesson topic:</i> Give a lead rein lesson suitable for a beginner or novice rider. This may be to an adult or child  Produce a previously written lesson plan  TIME – 20 minutes	4.1.1	Assess facilities, the rider mounting, dismounting and their balance, security and position	Compulsory
	4.1.2	Discuss proposed lesson plan and lesson structure	Supporting
	4.2.1	Choose tasks and exercises appropriate for bringing about improvement in confidence, ability and position	Compulsory
	4.3.1	Show appreciation of the rider's age, previous experience and possible future progression	Compulsory
	4.4.1	Show a lesson content that is lively, interesting and safe	Compulsory
	4.5.1	Develop a rapport with the pupil through good communication	Compulsory
	4.6.1	Apply safe procedures throughout	Compulsory
	4.7.1	Obtain feedback from the rider	Compulsory
	4.7.2	Self evaluate, reflect on performance, equipment and facilities	Compulsory
<b>Presentation</b>  Give a presentation of up to 10 minutes suitable for potential PTT candidates  <i>Please refer to presentation topics 1-6</i>	5.1.1	Produce a logically planned presentation	Compulsory
	5.2.1	Deliver the presentation at the appropriate level and in a manner suitable to develop rapport and encourage learning	Compulsory
	5.2.2	Provide accurate presentation content at the appropriate level	Compulsory
	5.3.1	Use a range of explanation and demonstration techniques including props and visual aids as appropriate	Supporting
	5.4.1	Ensure learning has taken place	Supporting
	5.5.1	Obtain feedback from participants	Compulsory
	5.5.2	Self evaluate and reflect on performance	Compulsory
<b>Business Knowledge / Yard Organisation</b>  Show knowledge of basic organisation of a commercial establishment	6.1.1	Outline procedures for receiving visitors	Compulsory
	6.1.2	List relevant information required from new clients	Compulsory
	6.1.3	List appropriate information given out to new clients, including assessment procedures	Supporting
	6.1.4	Describe the minimum clothing requirements for new clients	Compulsory
	6.1.5	Give examples of horse/rider allocation, including popular/unpopular horses	Compulsory
	6.2.1	Describe suitable methods of recording bookings and payments	Supporting
	6.2.2	Give examples of client retention schemes (money, hats, children's courses, etc.)	Supporting
	6.3.1	Describe procedures used to ensure new clients are assessed before joining a hack or ride	Compulsory
	6.4.1	Explain client numbers for group lessons and hacks	Supporting
	6.5.1	Describe how to look after riding surfaces and care for jump poles, wings, etc.	Compulsory

<b>Unit code number S3PTTE</b>			
<b>Learning Outcomes</b>	<b>Element</b>	<b>Assessment criteria</b>	<b>Influence</b>
<b><i>The candidate should be able to:</i></b>		<b><i>The candidate has achieved this outcome because s/he can:</i></b>	
<b>Teaching Theory</b>  Show a sound knowledge of basic equitation and be able to give clear explanations of lesson subjects and teaching format for the standard indicated required for Stage 2 Riding  Evaluate the worth of different types of lessons  Show an understanding of organising and escorting hacks  Show understanding of how rider fitness will impact on the lesson progress  Show understanding of lesson structure and content  Show ability to assess rider progress  Show knowledge of accident and emergency procedures	7.1.1	Outline the advantages and disadvantages of pupil grading systems	Supporting
	7.2.1	Describe how to brief assistants when giving a group lesson to lead rein riders	Compulsory
	7.3.1	Explain the advantages/disadvantages of private, class, lunge, lead-rein, horse-care lessons and hacks for pupils	Supporting
	7.4.1	Describe an escort's responsibility for the ride with regard to control and safety on highways, open spaces and bridledways	Compulsory
	7.5.1	Give examples of factors which may lead to discomfort or distress in the horse or rider	Compulsory
	7.5.2	Give a description of a child rider experiencing too much physical effort and/or give the possible effects of demanding too much of adult riders	Compulsory
	7.6.1	Outline the general format of a lesson	Compulsory
	7.6.2	Describe a logical progression of lessons from beginner to Stage 2 Riding on the flat and/or jumping	Supporting
	7.7.1	Give examples of when riders should hold:- the saddle, neck strap, reins	Compulsory
	7.8.1	Give examples of activities designed to make learning fun for children	Supporting
	7.9.1	Describe how to teach new exercises	Supporting
	7.10.1	Describe and give examples of how to explain and teach the jumping position to riders	Compulsory
	7.11.1	Explain the benefits of:- ground poles, placing poles, grids, related distances	Compulsory
	7.11.2	Give suitable distances for ground poles, placing poles, grids and related distances	Compulsory
	7.12.1	Discuss and/or give examples of how to motivate riders	Compulsory
	7.12.2	Give rules of use for indoor/outdoor arenas, schooling paddocks, jumps and cross country fences	Compulsory
7.13.1	Discuss a safe procedure to be followed in case of an accident	Compulsory	
7.13.2	Outline the necessity for keeping records of accidents/incidents	Compulsory	
<b>Duty of Care</b>  Show a basic understanding and awareness of child protection issues and the way in which these matters may impact on teaching at this level.	8.1.1	Explain the responsibilities imposed by 'duty of care'	Compulsory
	8.2.1	Describe good practice as it relates to teaching or supervising children	Supporting
	8.2.2	Describe poor practice as it relates to teaching or supervising children	Supporting
	8.3.1	List indications of abuse	Compulsory
	8.4.1	Give appropriate action in response to child abuse. Take appropriate action In response to child abuse	Compulsory

## LESSON TOPICS – FLAT AND JUMP

Candidates should be aware that assessors are looking for consideration to safety, a confident manner, effective communication skills and the ability to obtain feedback from riders and relate to it. An 'Open Brief' for either flatwork or jumping, may be given. **Candidates are required to produce lesson plans for the following 8 topics, the open brief for flat and jump, lunge and lead-rein lessons in advance of the exam day.**

### Group Flat lesson topics

1. Assess your riders' ability to ride transitions and teach them to improve their transition work. Ensure their basic position is maintained in halt, walk, trot and canter.
2. Assess your riders' ability and teach them to improve their position on the flat using appropriate exercises and movements, including work without stirrups.
3. Assess your riders' ability and using appropriate exercises, work to improve their co-ordination and application of the aids, including exercises, corners, straight lines and changes of rein, etc.
4. Assess your riders' ability and work to improve their feel for rhythm and balance using appropriate exercises and movements, including circles and serpentine to improve lateral bend.

### Group Jump lessons topics

5. Assess your riders' jump position and work using ground poles and a fence, then use appropriate exercises to improve the rhythm, balance and co-ordination.
6. Assess your riders' ability over a single fence and progress to using a grid of fences to improve your riders' position and feel.
7. Assess your riders' ability over a single fence and then use several combination/related distance fences work to improve their position and feel, use canter approaches and changes of direction.
8. Assess your riders' ability over a single fence and then work to improve their work through combinations and related distances with the emphasis on working in canter.

## PRESENTATION SUBJECTS

### Up to 10 Minute Presentation topics:-

**Candidates are required to produce lesson plans for the following presentation topics in advance of the exam day.**

1. Goal setting and why it is important.
2. The importance of warm-up and cool-down for riders and horses.
3. Why learning styles are important.
4. Nutritional advice for novice riders.
5. How to deal with parents and carers.
6. Roles and responsibilities of a coach.

**Candidates should retain their presentation and lesson preparation notes and plans to include in their portfolio.**

## **IMPORTANT NOTES**

1. **DRESS:** A properly well-fitted hat to current BSI or Euro standard must be worn. It is **strongly recommended** that hats should have shock absorbing material down to the lower rim. Body Protectors are mandatory in some examinations. **Candidates are strongly advised to read the 'Guidelines on Dress for Examinations' (available from the Examinations Office)**
2. **BOOKING CONFIRMATION:** Candidates will receive written notification of an examination date/venue. Candidates who do not receive written confirmation within 10 working days are asked to contact the Examinations Office as failure to arrive at an examination may result in loss of exam fee.
3. **RETIRING FROM EXAMINATIONS:** Candidates who are well below standard may be asked to retire from the examination by the Chief Examiner, to avoid risk of an accident to candidates and / or to school horses (applicable for all examinations).
4. **BAD WEATHER CONDITIONS:** Candidates are advised that in the event of ice and snow examinations may be cancelled or postponed. Whilst the Examinations Office will then try to notify all candidates, candidates are advised to telephone the centre the day before if there is doubt in view of the weather. If the examination does take place, candidates who fail to arrive for any reason (and this includes the weather conditions), are liable to forfeit their fee. Candidates are, therefore, advised to bear this point in mind when choosing to book their examination during the winter months.
5. **EXAMINATION CANCELLATIONS:** All examinations are subject to cancellation / alteration / postponement should circumstances make it necessary. The Examinations Office is unable to reimburse costs for travel (flight/rail tickets, etc) or accommodation and candidates may wish to arrange independent insurance to cover their costs in the event that an exam is cancelled or postponed.
6. **CONDITIONS FOR CANCELLING OR TRANSFERRING EXAMINATION BOOKINGS:** The following notification in respect of cancelling or transferring exam bookings is applicable to all examination applications. In all cases, written notification must be made to the Examinations Office and should be accompanied by the appropriate fee and medical certificate where applicable.

**Stage 1, Stage 2, Stage 3, PTT =** Candidates are required to give a minimum of 4 weeks written notice before the exam date if they wish to transfer their examination or obtain a part refund. Candidates wishing to cancel/transfer within 4 weeks of the exam date will forfeit their examination fee unless on medical grounds – see Medical Refunds.

**Stage 4, Int. Teach, BHS SM and E & T =** Candidates are required to give a minimum of 8 weeks written notice before the exam date if they wish to transfer their examination or obtain a part refund. Candidates wishing to cancel/transfer within 8 weeks of the exam date will forfeit their examination fee. **Candidates wishing to cancel on medical grounds within 4 weeks of their examination date will forfeit their fee.**

**Refunds:** All refunds are subject to an administration charge of 50% of the original exam fee. (Subject to the above conditions).

**Transfers:** Candidates wishing to transfer to another examination will be charged a transfer fee of 25% of their original fee. (Subject to the above conditions).

**Medical Refunds:** Candidates who are unable to attend their examination due to medical reasons are required to forward evidence of this (i.e. doctor's note/medical certificate) no later than **5 working days** after the intended examination date, along with a fee of 25% of their original exam fee in order to obtain another exam booking. Alternatively, a refund (less 25% admin charge) may be obtained.

7. All Exam results and certificates will be sent by post from the Examinations Office. Results for all exams will not be issued on the day. The Examinations Office regrets it is unable to give out results over the telephone or by e-mail, therefore please allow **10 working days** for delivery before contacting the office.
8. Non-English speaking candidates may request an interpreter. The Exams Office requires a minimum of three months written notice and will be responsible for arranging the interpreter. The candidate should then liaise with the interpreter with regards to date, venue and costs. Assessment will be provided through the medium of Welsh/Irish upon request.
9. **CANDIDATES MAY NOT TAKE ANY EXAMINATION IF THEY ARE PREGNANT.**
10. **MEDICAL CERTIFICATES:** Examiners are unable to accept any medical certificates produced by candidates on the day. If a candidate wishes an injury or disability to be taken into account by the examiners, they should complete the medical questionnaire, which is sent out with all confirmation letters, and return along with a medical certificate or official report confirming their injury or disability. The Examinations Office must receive these documents at least three weeks before the intended examination date. If a candidate is unable to submit a Medical Certificate in time, they should contact the Examinations Office immediately.
11. In the case of a riding examination, candidates must provide their accurate **height and weight**. Candidates who are found to considerably exceed their stated weight may be asked to withdraw from the exam to ensure that neither they or the exam centre's horses are put at risk.
12. **APPEALS PROCEDURE:** If you consider your examination was not conducted in line with the syllabi requirements, you may wish to appeal against this. To do so please obtain an Appeals Form from the Examinations Office. This must be completed and submitted, along with the relevant fee to the Examinations Office within four weeks of the date of your examination.